

Super Power Series Book

EXPLORING INDIA & BEYOND

FOR YOUNG INTELLECTS

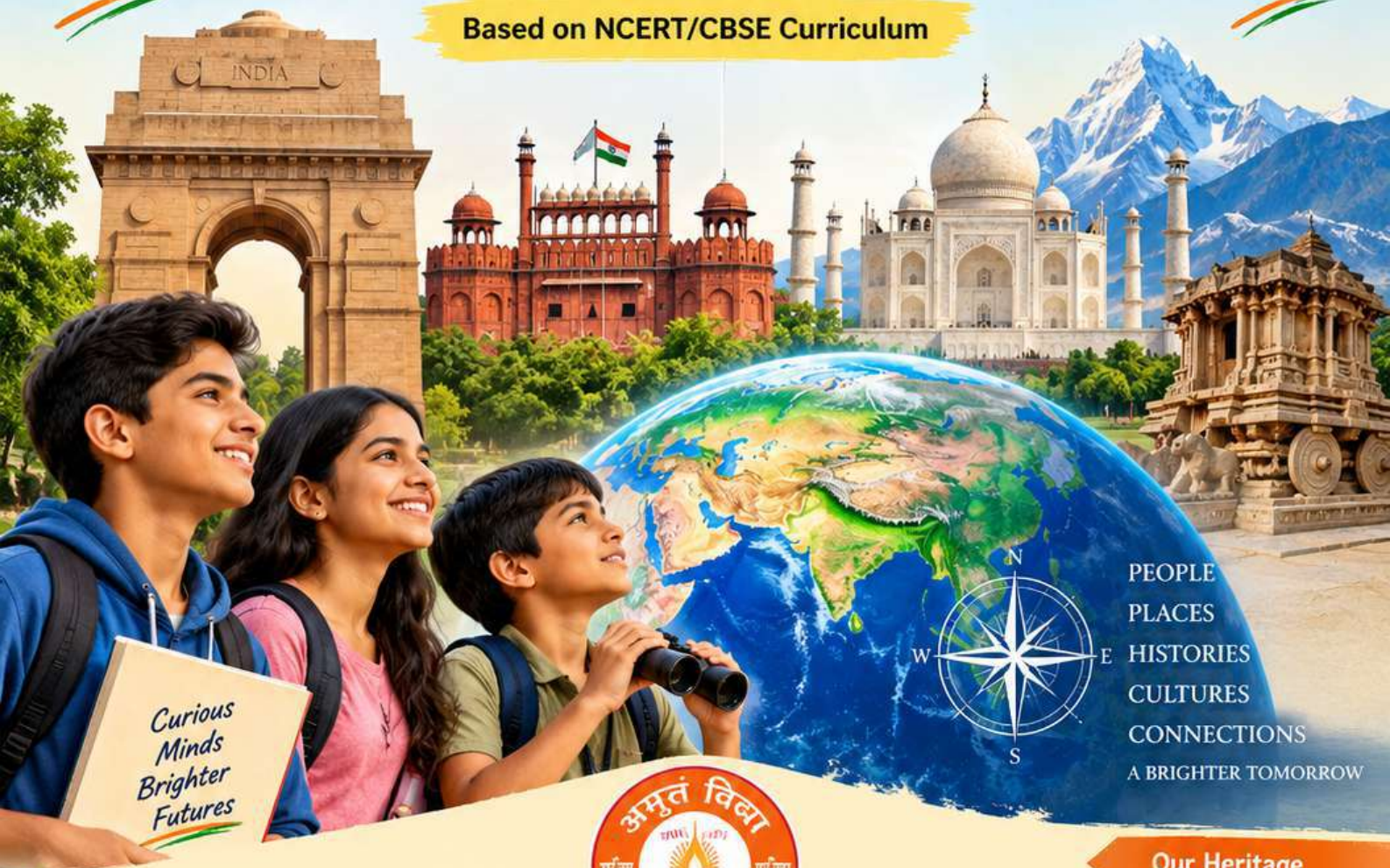
Know
Understand
Explore
Grow...

Study Material BOOK for 8th Standard
Social Science Subject

(Part One)

Based on NCERT/CBSE Curriculum

A Broader
World
A Brighter
You



PEOPLE
PLACES
HISTORIES
CULTURES
CONNECTIONS
A BRIGHTER TOMORROW



Compiled By: Dr. P. S. Aithal
Alevoor Poornaprajna Public School, Udupi
www.alevoorpps.in

Our Heritage

Our People

Our Planet

Our Future

Rooted in India
Connected to the World

Published BY:
Poornaprajna Publication, Udupi, India
Year of Publication: September, 2026
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A Kinder
Smarter
More Connected World

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Year of Publication: September, 2026

ISBN: 978-81-17181-03-4

DOI: <https://doi.org/10.5281/zenodo.22730889>

www.poornaprajnapublication.com

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Study Material BOOK for 8th Standard Social Science Subject

(Part One)

(Prepared as per Poornaprajna Integrated Student Support Model)

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PREFACE

Exploring India & Beyond for Young Intellectuals – Study Material Book for 8th Standard Social Science Subject (Part One) has been developed based on the **NCERT/CBSE Curriculum** with the help of AI-driven GPTs, to make the study of Social Science engaging, meaningful, and examination-oriented. Covering areas such as **natural resources, Indian history, political institutions, electoral systems, parliamentary democracy, and economics**, the book aims to strengthen students' conceptual understanding while encouraging them to connect classroom learning with society and the world around them.

The book has been prepared in accordance with the **Poornaprajna Integrated Student Support Model**, with a structured approach to learning and assessment. Each chapter provides systematic learning support through **chapter summaries, key concepts, LOTS and HOTS questions, descriptive questions, and application-oriented exercises**, enabling students to progress from remembering and understanding concepts to analysing, reasoning, applying, and evaluating them in different contexts.

This study material is designed to prepare **8th Standard students for both CBSE school examinations and competitive examinations such as Olympiads**. Through a balanced combination of curriculum-based learning, higher-order thinking, real-life applications, and competitive-examination-oriented practice, the book seeks to develop **critical thinking, analytical ability, social awareness, responsible citizenship, and confidence in answering challenging questions**. We hope *Exploring India & Beyond for Young Intellectuals* inspires every learner to **explore the past, understand the present, think critically, and become an informed citizen of the future**.

Dr. P. S. Aithal
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8th Standard Social Science Book Part 1 Chapter 1

Chapter 1: Natural Resources and Their Use

1.1 Summary of the Chapter:

Summary :

- (1) **Meaning of Natural Resources:** Natural resources are materials and substances that occur in **Nature** and are valuable to human beings. Elements of Nature become resources when people use them for sustenance or to produce useful goods.
- (2) **Conditions for Becoming a Resource:** A natural element can be considered a resource when it is **technologically accessible, economically feasible, and culturally acceptable** to use. Examples include water, air, soil, coal, petroleum, metal ores and timber.
- (3) **Classification Based on Use:** Natural resources can be grouped according to their uses into **resources essential for life, resources for materials, and resources for energy**. Air, water and soil sustain life; wood and minerals provide materials; coal, petroleum, sunlight, wind and flowing water provide energy.
- (4) **Renewable Resources:** Resources such as **sunlight, wind, flowing water, forests and soil** can renew or replenish themselves through natural processes. However, they remain renewable only when their natural cycles of **restoration and regeneration** are not disturbed.
- (5) **Non-renewable Resources:** Resources such as **coal, petroleum, iron, copper and gold** take very long periods to form and cannot be replenished at the rate at which humans consume them. Therefore, they **must** be used carefully and judiciously.
- (6) **Nature's Restoration and Regeneration:** Nature operates through cycles in which materials are continually reused. For example, a fallen tree decomposes and enriches the soil, helping new plants and trees grow. Human activities that disrupt these cycles can damage ecosystems.
- (7) **Uneven Distribution of Resources:** Natural resources are **not distributed equally** across the Earth. Their geographical distribution influences human settlements, industries, employment, trade, international relations and even conflicts between regions and countries.
- (8) **Resource Distribution and Development:** Industries established near resource-rich areas can generate **employment, townships, infrastructure and economic opportunities**. However, resource extraction can also cause displacement of people, environmental damage and threats to culturally or spiritually important places.
- (9) **Paradox of Plenty:** Having abundant natural resources does not automatically make a country prosperous. This is called the **“natural resource curse” or “paradox of plenty.”** Human knowledge, technology, good governance and strategic planning are necessary to transform resources into long-term economic benefits.
- (10) **Problems of Overexploitation:** Excessive extraction of groundwater, deforestation, industrial pollution and improper use of chemical fertilisers and pesticides can lead to **resource depletion, soil degradation, pollution, biodiversity loss and climate change**. The Punjab groundwater case demonstrates how overuse can threaten long-term sustainability.
- (11) **Sustainable Practices and Traditional Knowledge:** Practices such as **water harvesting, rejuvenation of ponds and tanks, organic fertilisers, mulching, multi-cropping, crop rotation and natural pest management** can restore ecosystems. The chapter highlights *Vṛikṣhāyurveda* and Sikkim's transition to organic farming as examples of sustainable approaches.

- (12) **Stewardship and Responsible Use:** Humans should act as **stewards of Nature** by allowing renewable resources to regenerate, using non-renewable resources judiciously, reducing waste and pollution, and shifting towards sustainable alternatives such as **solar and other renewable energy sources**. Responsible resource use is essential for the wellbeing of both present and future generations.

1.2 Important Formulas:

Important Formulae / Quantitative Relationships:

This chapter is mainly **conceptual and application-oriented** and does **not prescribe standard mathematical formulae**. However, the following simple quantitative relationships are useful for solving numerical or data-based problems that can be developed from the chapter.

1. Rate of Resource Consumption

$$\text{Consumption Rate} = \frac{\text{Quantity of Resource Used}}{\text{Time}}$$

2. Estimated Life of a Non-renewable Resource

$$\text{Estimated Life} = \frac{\text{Total Available Reserve}}{\text{Annual Consumption}}$$

This is relevant to resources such as **coal, petroleum and minerals**, which cannot be replenished at the rate at which they are consumed.

3. Resource Depletion

$$\text{Resource Depletion} = \text{Initial Quantity} - \text{Remaining Quantity}$$

4. Percentage Depletion

$$\text{Percentage Depletion} = \frac{\text{Initial Quantity} - \text{Remaining Quantity}}{\text{Initial Quantity}} \times 100$$

5. Percentage Change in Resource Availability

$$\% \text{ Change} = \frac{\text{New Value} - \text{Original Value}}{\text{Original Value}} \times 100$$

6. Net Change in a Renewable Resource

$$\text{Net Change} = \text{Regeneration} - \text{Consumption/Extraction}$$

A renewable resource remains sustainable when its rate of use does not exceed its rate of natural restoration or regeneration.

7. Sustainable Use Condition

$$\boxed{\text{Rate of Extraction} \leq \text{Rate of Regeneration}}$$

If extraction continuously exceeds regeneration, even a renewable resource may become depleted.

8. Groundwater Balance

$$\text{Change in Groundwater} = \text{Recharge} - \text{Extraction}$$

The chapter explains that groundwater depletion occurs when extraction is greater than replenishment.

9. Percentage of an Area Affected

$$\text{Affected Area (\%)} = \frac{\text{Affected Area}}{\text{Total Area}} \times 100$$

For example, the chapter states that almost **80% of Punjab's area** has been classified as over-exploited with respect to groundwater.

10. Average Consumption per Person

$$\text{Per Capita Consumption} = \frac{\text{Total Resource Consumption}}{\text{Total Population}}$$

11. Resource Saved

$$\text{Resource Saved} = \text{Consumption Before Conservation} - \text{Consumption After Conservation}$$

12. Percentage Resource Saving

$$\text{Percentage Saving} = \frac{\text{Amount Saved}}{\text{Original Consumption}} \times 100$$

Important Quantitative Data from the Chapter

The chapter also provides data that can be used to construct quantitative questions, such as **groundwater depth measured in metres below ground level (m bgl)** and comparisons of extraction with replenishment.

Note: These are **supporting mathematical relationships for application-based questions**, not formulas explicitly given in the textbook. The chapter primarily assesses understanding of **renewable/non-renewable resources, regeneration, depletion, distribution, overexploitation and sustainable resource use**.

1.3 Fill-Up the Blank LOTS type questions with Answers: (30 Questions)

Fill in the Blanks – LOTS Type:

- Materials and substances that occur in Nature and are valuable to humans are called _____.
Answer: Natural resources
- For an entity to be called a resource, it should be technologically _____.
Answer: Accessible
- The exploitation of a resource should be economically _____.
Answer: Feasible
- Air, water and soil are resources that are essential for _____.
Answer: Life
- Coal, petroleum, natural gas, sunlight and wind are sources of _____.
Answer: Energy
- The process of returning something to its original healthy state after degradation or damage is called _____.
Answer: Restoration
- Nature's ability to create new life and conditions for thriving is called _____.
Answer: Regeneration
- Solar energy and wind energy are examples of _____ resources.
Answer: Renewable
- Timber from forests can remain renewable if forests are allowed to _____.
Answer: Regenerate
- Coal and petroleum are examples of _____ resources.
Answer: Non-renewable
- Iron, copper and gold are examples of non-renewable _____.
Answer: Resources
- Natural resources are not _____ distributed across the planet.
Answer: Evenly
- The uneven distribution of natural resources influences settlements, trade patterns, international relations and _____.
Answer: Conflicts
- The sharing of the _____ **River** water involves Karnataka, Tamil Nadu, Kerala and Puducherry.
Answer: Kaveri
- The phenomenon in which resource-rich regions may experience slower economic development is known as the _____ **of plenty**.
Answer: Paradox

16. The paradox of plenty is also known as the natural resource _____.
Answer: Curse
17. When natural processes benefit humans, they are called ecosystem _____.
Answer: Services
18. Improper use of chemical fertilisers and pesticides can lead to _____.
degradation.
Answer: Soil
19. Traditional practices such as water harvesting and rejuvenation of ponds and tanks can help raise _____ levels.
Answer: Groundwater
20. The overexploitation of _____ is highlighted through the case study of Punjab.
Answer: Groundwater
21. High-yielding varieties of wheat and _____ required more water than traditional seeds in Punjab.
Answer: Paddy
22. Almost _____ per cent of Punjab's area has been classified as over-exploited in terms of groundwater.
Answer: 80
23. Cement production releases fine _____ that can enter the lungs of humans and animals.
Answer: Dust
24. *Vṛikṣhāyurveda* is an ancient Indian botanical science concerned with the study and care of plants and _____.
Answer: Trees
25. *Vṛikṣhāyurveda* promotes practices such as crop rotation and _____ cropping to maintain soil health.
Answer: Mixed
26. The state of _____ became a 100 per cent organic state in 2016.
Answer: Sikkim
27. In Sikkim, farmers used natural pest repellents prepared from neem and _____.
Answer: Garlic
28. For non-renewable resources, we should ensure their responsible and _____ use.
Answer: Judicious
29. The chapter encourages a transition from traditional energy sources towards _____ alternatives.
Answer: Renewable
30. Humans should act as _____ of natural resources to promote restoration, regeneration and sustainability.
Answer: Stewards

These questions directly cover the chapter's core concepts, including **classification of resources, renewable and non-renewable resources, ecosystem services, resource distribution, groundwater depletion, sustainable agriculture and stewardship.**

1.4 Fill-Up the Blank HOTS type questions with Answers: (30 Questions)

Fill in the Blanks with Answers – HOTS Type:

1. A forest may be classified as a renewable resource, but if trees are cut faster than they can regrow, the forest will eventually become _____.
Answer: Depleted

2. If groundwater extraction continuously exceeds natural recharge, the groundwater level will gradually _____.

Answer: Decline

3. A resource available in Nature cannot practically become a usable resource if its extraction is technologically inaccessible or economically _____.

Answer: Infeasible

4. When industries release untreated waste into rivers, they disturb Nature's natural process of restoration and _____.

Answer: Regeneration

5. If a community stops fishing during the spawning season, it helps the fish population to _____.

Answer: Regenerate

6. A farmer who replaces chemical fertilisers with cow dung and other natural fertilisers is helping to improve _____ **health**.

Answer: Soil

7. If a region receives abundant sunlight throughout the year, _____ **energy** would be an appropriate renewable alternative to fossil fuels.

Answer: Solar

8. When a fallen tree decomposes and enriches the soil from which new plants grow, it demonstrates Nature's principle of _____.

Answer: Regeneration

9. If timber is harvested at a rate lower than the forest's natural regeneration rate, its use is more likely to remain _____.

Answer: Sustainable

10. When excessive groundwater extraction makes water available only at greater depths, the cost of groundwater extraction is likely to _____.

Answer: Increase

11. A country may possess abundant minerals but still fail to achieve prosperity if it cannot convert those resources into products of higher _____.

Answer: Value

12. The situation in which a resource-rich region experiences poor or slower economic development is called the _____ **of plenty**.

Answer: Paradox

13. When forests prevent soil erosion and filter water, humans benefit from these natural processes as ecosystem _____.

Answer: Services

14. If two states depend on the same river but receive unequal access to its water, negotiations may be necessary for fair _____ of the resource.

Answer: Sharing

15. If the demand for coal keeps increasing while reserves are limited, the resource must be used more _____ to make it last longer.

Answer: Judiciously

16. If high-yielding crops require substantially more water than traditional varieties, their large-scale cultivation may increase pressure on _____ **resources**.

Answer: Groundwater

17. Punjab achieved greater food production in the short term, but excessive groundwater extraction created problems of long-term _____.

Answer: Sustainability

18. If pesticides and fertilisers dissolve into groundwater, they may create environmental as well as _____ **hazards**.
Answer: Health
19. If farmers practise crop rotation, mixed cropping and natural pest management, they are following principles similar to those described in _____.
Answer: Vṛikṣhāyurveda
20. When a region shifts from chemical-intensive agriculture to compost and natural pest repellents, it is moving towards _____ **farming**.
Answer: Organic
21. When traditional building materials such as mud and stone are combined with modern technology, construction can become more _____.
Answer: Sustainable
22. If industries are established near mineral deposits, local employment may increase, but environmental and social _____ may also arise.
Answer: Costs
23. Since natural resources do not follow political boundaries, shared rivers can sometimes become a source of interstate or international _____.
Answer: Conflict
24. If renewable resources are consumed faster than Nature can restore them, the natural rhythm of restoration and regeneration becomes _____.
Answer: Disturbed
25. When forests are cleared extensively, one important ecosystem function affected is the prevention of soil _____.
Answer: Erosion
26. If people harvest rainwater, rejuvenate ponds and reuse processed water, they can help improve the availability of _____.
Answer: Water
27. Switching from coal-based electricity to solar power reduces dependence on _____ **resources**.
Answer: Non-renewable
28. If natural resources are unevenly distributed, regions may depend on _____ to obtain resources that are unavailable locally.
Answer: Trade
29. Sikkim's experience shows that sustainable agricultural practices can improve both ecological and _____ **outcomes**.
Answer: Economic
30. Acting for the wellbeing of all rather than only for personal benefit reflects the idea of _____ mentioned toward the end of the chapter.
Answer: Lokasangraha

1.5 One-mark questions with Answers of LOTS Type: (35 Questions)

One-Mark Descriptive Questions with Answers – LOTS Type:

1. **What are natural resources?**
Answer: Natural resources are materials and substances that occur in Nature and are valuable to humans.
2. **When does an element of Nature become a resource?**
Answer: An element of Nature becomes a resource when humans use it for sustenance or to create useful things.

3. **What three conditions make a natural entity a usable resource?**
Answer: It should be technologically accessible, economically feasible and culturally acceptable.
4. **Name three natural resources essential for life.**
Answer: Air, water and soil are three natural resources essential for life.
5. **Name any two natural resources used as materials.**
Answer: Wood and marble are two natural resources used as materials.
6. **Name any two natural sources of energy.**
Answer: Sunlight and wind are two natural sources of energy.
7. **What is restoration in Nature?**
Answer: Restoration is the process of returning something degraded or damaged to its original healthy state.
8. **What is regeneration in Nature?**
Answer: Regeneration is Nature's ability to create new life and conditions for thriving.
9. **What are renewable resources?**
Answer: Renewable resources are resources that can be naturally restored or replenished over time.
10. **Give two examples of renewable resources.**
Answer: Solar energy and wind energy are examples of renewable resources.
11. **When can timber from forests remain a renewable resource?**
Answer: Timber can remain renewable when forests are allowed sufficient time to regenerate.
12. **What are non-renewable resources?**
Answer: Non-renewable resources are resources that cannot be replenished at the rate at which humans use them.
13. **Give two examples of non-renewable resources.**
Answer: Coal and petroleum are examples of non-renewable resources.
14. **Name any two non-renewable metals mentioned in the chapter.**
Answer: Iron and copper are two non-renewable metals mentioned in the chapter.
15. **What are ecosystem services?**
Answer: Ecosystem services are benefits that humans receive from Nature's natural processes.
16. **Mention one ecosystem function performed by forests.**
Answer: Forests help prevent soil erosion.
17. **How does uneven distribution of natural resources influence human activities?**
Answer: Uneven resource distribution influences settlements, trade, international relations and conflicts.
18. **What is the “paradox of plenty”?**
Answer: The paradox of plenty is the situation in which abundant natural resources do not necessarily result in economic prosperity.
19. **What is another name for the paradox of plenty?**
Answer: The paradox of plenty is also called the **natural resource curse**.
20. **What is biodiversity loss?**
Answer: Biodiversity loss is the decline in the variety of life on Earth.
21. **Mention one method of conserving groundwater.**
Answer: Rainwater harvesting is one method of conserving and replenishing groundwater.
22. **What problem has excessive groundwater extraction caused in Punjab?**
Answer: Excessive extraction has severely depleted groundwater resources in Punjab.

23. Why did groundwater extraction increase after the Green Revolution in Punjab?

Answer: Groundwater extraction increased because high-yielding varieties of wheat and paddy required more water.

24. What percentage of Punjab's area is classified as over-exploited for groundwater?

Answer: Almost **80 per cent** of Punjab's area is classified as over-exploited.

25. How can chemical fertilisers and pesticides affect soil?

Answer: Improper use of chemical fertilisers and pesticides can cause soil degradation.

26. What is Vrikshāyurveda?

Answer: Vrikshāyurveda is an ancient Indian botanical science concerned with the study and care of plants and trees.

27. Mention one sustainable farming practice recommended in Vrikshāyurveda.

Answer: Crop rotation is one sustainable farming practice recommended in Vrikshāyurveda.

28. Which Indian state became a 100 per cent organic state in 2016?

Answer: Sikkim became a 100 per cent organic state in 2016.

29. What natural materials were used to prepare pest repellents in the Sikkim caselet?

Answer: Neem and garlic were used to prepare natural pest repellents.

30. What is stewardship of natural resources?

Answer: Stewardship means using and caring for natural resources responsibly to promote restoration, regeneration and sustainability.

31. Why should non-renewable resources be used judiciously?

Answer: Non-renewable resources should be used judiciously so that they last longer while sustainable alternatives are developed.

32. What type of energy should increasingly replace non-renewable energy sources?

Answer: Renewable energy such as solar energy should increasingly replace non-renewable energy sources.

33. What harmful substance is released during cement production?

Answer: Cement production releases fine dust that can harm humans, animals, plants, soil and water.

34. Name two traditional materials suggested as alternatives in construction.

Answer: Stone and mud are two traditional construction materials mentioned as sustainable alternatives.

35. What is the main principle of responsible natural resource use?

Answer: The main principle is to use resources wisely without damaging Nature's ability to restore and regenerate itself.

1.6 One-mark questions with Answers of HOTS Type: (30 Questions)**One-Mark Descriptive Questions with Answers – HOTS Type:****1. Why can a renewable resource become depleted despite its ability to regenerate?**

Answer: A renewable resource can become depleted when it is consumed faster than Nature can restore or regenerate it.

2. Why should timber be harvested from forests only in limited quantities?

Answer: Timber should be harvested in limited quantities so that forests get sufficient time to regenerate.

3. What will happen if groundwater extraction continuously exceeds groundwater recharge?

Answer: The groundwater level will decline and may eventually become unavailable for regular use.

4. Why can excessive cutting of forests affect water security?

Answer: Excessive deforestation disturbs natural cycles that support water availability and regeneration.

5. Why is restricting fishing during the spawning season a sustainable practice?

Answer: Restricting fishing during the spawning season allows fish to reproduce and maintain their population.

6. How can untreated industrial waste affect a river's ability to support life?

Answer: Untreated industrial waste can make river water poisonous by disturbing Nature's cycle of restoration and regeneration.

7. Why can a natural substance remain unusable even when it is available in abundance?

Answer: It may remain unusable if it is technologically inaccessible, economically infeasible or culturally unacceptable.

8. Why might industries develop close to areas rich in natural resources?

Answer: Industries may locate near natural resources because easier access to raw materials can support production and economic activity.

9. How can the uneven distribution of natural resources lead to conflicts?

Answer: Uneven distribution can create competition among regions or countries for access to and control over valuable resources.

10. Why is cooperation necessary when a river flows through several states?

Answer: Cooperation is necessary because the states must negotiate the fair sharing and management of the common water resource.

11. Why does possessing abundant natural resources not guarantee economic prosperity?

Answer: Prosperity also requires knowledge, skills, technology, good governance and strategic planning to use resources effectively.

12. How can a country overcome the “natural resource curse”?

Answer: A country can overcome the resource curse by developing industries, technology and skills that convert resources into higher-value products.

13. Why is excessive groundwater extraction considered unsustainable?

Answer: It is unsustainable because water is removed faster than Nature can replenish the groundwater reserves.

14. How can rainwater harvesting help an area facing groundwater depletion?

Answer: Rainwater harvesting can help replenish groundwater and reduce the deficit between extraction and recharge.

15. Why can excessive use of chemical fertilisers harm agricultural sustainability?

Answer: Excessive chemical fertiliser use can degrade soil and reduce its long-term health and productivity.

16. Why did the cultivation of high-yielding wheat and paddy varieties increase pressure on Punjab's groundwater?

Answer: These crop varieties required more water, leading farmers to extract greater quantities of groundwater.

17. How did free electricity contribute to groundwater depletion in Punjab?

Answer: Free electricity encouraged excessive pumping of groundwater for irrigation.

18. Why did Punjab's agricultural success create a long-term sustainability challenge?

Answer: Increased food production depended heavily on groundwater extraction beyond the resource's natural rate of regeneration.

19. Why are traditional farming practices relevant to modern sustainable agriculture?

Answer: Traditional practices can conserve soil moisture, maintain soil health and reduce dependence on harmful chemical inputs.

20. How does mixed cropping contribute to sustainable farming?

Answer: Mixed cropping helps maintain soil health by growing different crops together instead of depending on a single crop.

21. Why can organic farming benefit biodiversity?

Answer: Organic farming can support biodiversity by reducing chemical inputs and creating favourable conditions for beneficial organisms.

22. What does Sikkim's organic farming experience demonstrate?

Answer: It demonstrates that sustainable agriculture can produce both ecological and economic benefits.

23. Why should society gradually shift from fossil fuels to renewable energy?

Answer: Society should shift because fossil fuels are non-renewable while renewable energy provides more sustainable alternatives.

24. Why should coal be used judiciously even when significant reserves are available?

Answer: Coal should be used judiciously because it cannot be replenished at the rate at which it is consumed.

25. How can solar energy contribute to sustainable resource management?

Answer: Solar energy reduces dependence on limited non-renewable energy resources by using a renewable source.

26. Why are alternative construction materials being explored instead of depending entirely on cement?

Answer: Alternative materials are being explored because cement production causes air, soil and water pollution.

27. How can combining traditional construction materials with modern technology promote sustainability?

Answer: Such a combination can reduce pollution, provide local employment and create buildings suited to local climatic conditions.

28. Why are ecosystem services important to human beings?

Answer: Ecosystem services are important because natural processes provide benefits such as clean water, protected farmland and pollinated crops.

29. Why is stewardship a better approach than unrestricted exploitation of natural resources?

Answer: Stewardship promotes responsible use while protecting Nature's capacity for restoration, regeneration and sustainability.

30. Why must present generations consider future generations while using natural resources?

Answer: Present generations must avoid overexploitation so that sufficient resources and healthy ecosystems remain available in the future.

1.7 Two-mark questions with Answers of LOTS Type: (25 Questions)

Two-Mark Descriptive Questions with Answers – LOTS Type:

1. What are natural resources? Give two examples.

Answer:

1. Natural resources are materials and substances that occur in Nature and are valuable to humans.
2. **Water and soil** are examples of natural resources.

2. State two conditions necessary for an element of Nature to be considered a resource.

Answer:

1. The resource should be **technologically accessible**.
2. Its exploitation should be **economically feasible and culturally acceptable**.

3. Mention the three categories of natural resources based on their uses.

Answer:

1. Natural resources may be used as **resources essential for life** and **resources for materials**.
2. They may also be used as **resources for energy**.

4. What are resources essential for life? Give examples.

Answer:

1. Resources essential for life are natural resources without which life cannot exist on Earth.
2. **Air, water and food obtained through soil and other living things** are essential for life.

5. What is meant by restoration and regeneration in Nature?

Answer:

1. **Restoration** means returning something damaged or degraded to its original healthy state.
2. **Regeneration** refers to Nature's ability to create new life and conditions for thriving.

6. What are renewable resources? Give two examples.

Answer:

1. Renewable resources are resources that can be restored or replenished through natural processes over time.
2. **Solar energy and wind energy** are examples of renewable resources.

7. State two conditions necessary for renewable resources to remain renewable.

Answer:

1. Their natural rhythm of **restoration and regeneration** should not be disturbed.
2. They should not be harvested or consumed faster than Nature can replenish them.

8. What are non-renewable resources? Give two examples.

Answer:

1. Non-renewable resources are formed over long periods and cannot be replenished at the rate at which they are used.
2. **Coal and petroleum** are examples of non-renewable resources.

9. What are ecosystem functions and ecosystem services?

Answer:

1. **Ecosystem functions** are Nature's inherent processes, such as forests filtering water and preventing soil erosion.
2. When these natural processes provide benefits to humans, they are called **ecosystem services**.

10. State two effects of the uneven distribution of natural resources.

Answer:

1. Uneven distribution influences **human settlements and trade patterns**.
2. It also affects **international relations and can lead to conflicts** over resources.

11. Mention two benefits of industries located near natural resources.

Answer:

1. Such industries create **employment opportunities** for local people.

2. They encourage the growth of townships, economic opportunities and modern facilities.

12. What is meant by the “paradox of plenty”?

Answer:

1. The paradox of plenty means that having abundant natural resources does not necessarily guarantee economic prosperity.
2. It is also known as the “**natural resource curse.**”

13. Mention two consequences of irresponsible use of natural resources.

Answer:

1. Irresponsible resource use can cause **pollution and biodiversity loss.**
2. It can also contribute to **climate change.**

14. Mention two methods of conserving or replenishing groundwater.

Answer:

1. **Traditional water harvesting and rejuvenation of ponds and tanks** can help raise groundwater levels.
2. Reducing wasteful water consumption and **processing and reusing water** are also useful strategies.

15. State two causes of groundwater depletion in Punjab.

Answer:

1. High-yielding varieties of wheat and paddy required more water, leading to increased groundwater extraction.
2. The availability of **free power encouraged over-pumping** of groundwater.

16. Mention two effects of excessive groundwater extraction in Punjab.

Answer:

1. Groundwater in large parts of Punjab has become inaccessible until depths of about **30 metres.**
2. Chemicals from pesticides and fertilisers have dissolved in groundwater, creating **health hazards.**

17. State two harmful effects of cement production.

Answer:

1. Fine dust released during cement production can enter the lungs of humans and animals and damage them.
2. Cement production can also cause **soil and water pollution** and reduce plant yields.

18. What is Vṛikṣhāyurveda? Mention one practice recommended by it.

Answer:

1. **Vṛikṣhāyurveda** is an ancient Indian botanical science dealing with the study and care of plants and trees.
2. It recommends sustainable practices such as **crop rotation and mixed cropping** to maintain soil health.

19. Mention two sustainable practices adopted by Pema's family in Sikkim.

Answer:

1. The family switched to **compost** and prepared natural pest repellents using neem and garlic.
2. They also started **growing multiple crops throughout the year.**

20. State two positive outcomes of Sikkim's transition to organic farming.

Answer:

1. Local biodiversity flourished, with beneficial insects and birds returning.
2. Tourism increased and farmers' incomes grew by **20 per cent on average.**

21. Why should non-renewable resources be used judiciously?

Answer:

1. Non-renewable resources cannot be replenished at the rate at which humans consume them.
2. Judicious use helps them last longer while society develops and adopts more sustainable alternatives.

22. What is stewardship of natural resources?

Answer:

1. Stewardship means respecting Nature and using its resources **responsibly and wisely**.
2. It aims to promote the **restoration and regeneration of renewable resources** and judicious use of non-renewable resources.

23. Mention two traditional farming practices that help maintain soil health.

Answer:

1. The use of **cow dung and other natural fertilisers** helps maintain soil health.
2. **Mulching and multi-cropping** are also useful for holistic soil management.

24. How can forests provide ecosystem services to humans?

Answer:

1. Forests naturally **filter water and prevent soil erosion**.
2. Humans benefit through clean water, protected farmland, animal habitats and **pollinated crops**.

25. State two principles for the responsible use of natural resources.

Answer:

1. Renewable resources should be used at a rate that allows their **restoration and regeneration**.
2. Non-renewable resources should be used **wisely and judiciously** so that they remain available for a longer period.

1.8. Two-mark questions with Answers of HOTS Type: (25 Questions)**Two-Mark Descriptive Questions with Answers – HOTS Type****1. How can a renewable resource become depleted due to human activities?**

Answer:

1. A renewable resource becomes depleted when humans use it faster than Nature can restore or regenerate it.
2. For example, harvesting timber faster than forests can regrow eventually results in forest depletion.

2. Why is overfishing harmful to the balance of an aquatic ecosystem?

Answer:

1. Overfishing reduces fish populations faster than they can reproduce and recover.
2. The decline of species such as tuna can disturb the food relationships that help maintain the balance of the ocean ecosystem.

3. How can industrial waste disturb Nature's cycle of restoration and regeneration?

Answer:

1. Industrial wastes discharged into water bodies may not decompose naturally and can accumulate as pollutants.
2. Such pollution can make river water poisonous and unable to support life.

4. Why should a community use timber at a rate lower than the forest's regeneration rate?

Answer:

1. Limited harvesting gives trees sufficient time to grow and replace those that have been removed.
2. This maintains the forest as a renewable resource for present and future generations.

5. How can the uneven distribution of natural resources influence economic activities?**Answer:**

1. Industries may develop near resource-rich areas, creating employment and related economic opportunities.
2. Trade develops because regions obtain resources that are not locally available from other places.

6. Why can the sharing of a river become a source of conflict between states?**Answer:**

1. Rivers cross political boundaries, so several states may depend upon the same water resource.
2. Fair sharing therefore requires negotiation and careful management, as illustrated by the Kaveri River.

7. Why does an abundance of natural resources not necessarily make a region economically prosperous?**Answer:**

1. Natural resources alone cannot ensure prosperity if a region lacks the industries and capabilities needed to convert them into higher-value products.
2. Human knowledge, good governance and strategic planning are also required to create lasting benefits.

8. How can groundwater remain renewable only when it is used sustainably?**Answer:**

1. Groundwater can remain available when its rate of extraction does not continuously exceed its rate of replenishment.
2. Excessive extraction creates a growing deficit and can eventually make groundwater unavailable.

9. How can traditional water-management practices help solve modern groundwater problems?**Answer:**

1. Water harvesting and rejuvenation of ponds and tanks can help improve groundwater recharge.
2. Reducing wasteful consumption and reusing processed water can further reduce pressure on groundwater.

10. Why can excessive use of chemical fertilisers and pesticides threaten long-term agricultural productivity?**Answer:**

1. Improper use of chemical fertilisers and pesticides can cause soil degradation.
2. Replenishing soil through natural fertilisers, mulching and multi-cropping can help restore its health.

11. How did the Green Revolution contribute both positively and negatively to Punjab?**Answer:**

1. It increased food production and helped India become self-sufficient in food.
2. However, water-intensive crops and excessive groundwater extraction created serious long-term sustainability problems.

12. How did free electricity contribute indirectly to groundwater depletion in Punjab?**Answer:**

1. Free electricity made it easier for farmers to pump large quantities of groundwater for irrigation.
2. Continuous over-pumping caused extraction to exceed the rate at which groundwater could be restored.

13. Why is Punjab's groundwater situation an example of conflict between short-term benefits and long-term sustainability?

Answer:

1. Intensive irrigation helped ensure food security and increased agricultural production in the short term.
2. In the long term, excessive groundwater extraction depleted a resource that requires considerable time and effort to restore.

14. Why should alternatives to cement be encouraged even though cement is essential for development?

Answer:

1. Cement is necessary for buildings and infrastructure, but its production creates fine dust and causes soil and water pollution.
2. Using materials such as stone, mud, plant-based materials and recycled materials can help reduce environmental damage.

15. How can traditional construction methods and modern technology work together for sustainability?

Answer:

1. Traditional materials can be combined with modern technological advances to produce less-polluting construction materials.
2. Such approaches can also provide local employment and create structures suited to the climate of the region.

16. How does Vṛikṣhāyurveda demonstrate the connection between traditional knowledge and sustainable agriculture?

Answer:

1. Vṛikṣhāyurveda recommends practices such as natural pest management, crop rotation and mixed cropping.
2. It also promotes careful ploughing and irrigation methods that conserve soil moisture and support organisms living in the soil.

17. Why was the initial decline in crop yield during Sikkim's transition to organic farming not necessarily a failure?

Answer:

1. The initial decline occurred while the soil was recovering from years of chemical use.
2. After several years of sustainable practices, the farm recovered and produced economically valuable crops.

18. How did Sikkim's organic farming model provide both environmental and economic benefits?

Answer:

1. Organic farming helped biodiversity flourish, with beneficial insects and birds returning.
2. It also increased tourism and raised farmers' incomes by **20 per cent on average**.

19. Why should society shift towards renewable energy even before non-renewable resources are completely exhausted?

Answer:

1. Non-renewable resources must be conserved so that they last long enough for sustainable alternatives to become widely available.
2. Switching to renewable energy wherever possible reduces dependence on limited non-renewable resources.

20. How can ecosystem functions demonstrate the importance of protecting forests?

Answer:

1. Forests naturally filter water, prevent soil erosion and provide habitats for animals.

2. Protecting forests therefore preserves ecosystem services such as clean water, protected farmland and pollinated crops.

21. Why should resource extraction consider both present and future generations?

Answer:

1. Excessive extraction may satisfy present needs but reduce the availability of resources in the future.
2. Responsible use allows renewable resources to regenerate and non-renewable resources to last longer.

22. How can technological development change whether something in Nature is considered a resource?

Answer:

1. Some natural materials may remain inaccessible because available technology cannot extract or use them.
2. Improved technology can make such materials accessible and therefore usable as resources, provided their exploitation is also economically feasible and culturally acceptable.

23. Why should resource development consider local communities as well as economic benefits?

Answer:

1. Resource-based industries can create employment, townships and improved facilities for local people.
2. However, development can also displace communities and threaten sacred places, creating social costs and conflicts.

24. How are climate change and renewable resource availability connected in the Himalayan region?

Answer:

1. Rising temperatures are causing glaciers in some Himalayan areas to melt faster than precipitation can replace them.
2. This can threaten the water security of populations in the plains that depend on these glaciers.

25. Why is stewardship necessary for sustainable management of natural resources?

Answer:

1. Stewardship encourages people to respect Nature and allow renewable resources to restore and regenerate.
2. It also promotes responsible and judicious use of non-renewable resources for long-term human wellbeing.

1.9. Three-mark questions with Answers of LOTS Type: (16 Questions)

Three-Mark Descriptive Questions with Answers – LOTS Type:

1. What are natural resources? Explain the conditions required for an element of Nature to become a resource.

Answer:

1. Natural resources are **materials and substances occurring in Nature that are valuable to humans.**
2. A natural element should be **technologically accessible** for humans to use it as a resource.
3. Its exploitation should also be **economically feasible and culturally acceptable.**

2. Explain the three categories of natural resources based on their uses.

Answer:

1. **Resources essential for life** include air, water and resources that provide us with food.
 2. **Resources for materials** include wood, marble, metals and other natural materials used to make useful objects.
 3. **Resources for energy** include coal, water, petroleum, natural gas, sunlight and wind.
- 3. Explain restoration and regeneration in Nature.**

Answer:

1. **Restoration** is the process by which something damaged or degraded returns to its original healthy state.
2. **Regeneration** is Nature's ability to create new life and conditions that allow life to thrive.
3. A forest recovering after damage and new plants growing from decomposed organic matter illustrate these natural processes.

4. What are renewable resources? Explain with examples.

Answer:

1. Renewable resources are resources that can be **restored or replenished through natural processes over time**.
2. Solar energy, wind energy, flowing water and timber from regenerating forests are examples.
3. These resources remain renewable only when their natural rhythm of **restoration and regeneration is not disturbed**.

5. What are non-renewable resources? Explain with examples.

Answer:

1. Non-renewable resources are created over long periods and **cannot be replenished at the rate at which humans use them**.
2. Fossil fuels such as **coal and petroleum** are non-renewable resources.
3. Minerals and metals such as **iron, copper and gold** are also non-renewable resources.

6. Explain any three implications of the uneven distribution of natural resources.

Answer:

1. Uneven resource distribution influences the location of **human settlements and economic activities**.
2. It creates **trade relationships** because regions obtain resources that are not available locally.
3. Competition for resources can influence **international relations and sometimes cause conflicts**.

7. What are ecosystem functions and ecosystem services? Give examples.

Answer:

1. **Ecosystem functions** are natural processes performed by ecosystems, such as forests filtering water and preventing soil erosion.
2. When these natural processes provide benefits to humans, they are called **ecosystem services**.
3. Clean water, protected farmland and pollinated crops are examples of benefits humans receive from ecosystem functions.

8. Explain the “paradox of plenty” or “natural resource curse.”

Answer:

1. The **paradox of plenty** means that having abundant natural resources does not necessarily guarantee economic prosperity.
2. Some resource-rich regions experience slow development because they cannot convert their resources into **higher-value products**.

- Human knowledge, good governance and strategic planning are important for converting natural resources into lasting benefits.

9. Mention three measures for restoring and conserving groundwater.

Answer:

- Traditional **water-harvesting practices** can help recharge groundwater.
- Rejuvenating ponds and tanks** can improve the availability and storage of water.
- Reducing wasteful consumption and **processing and reusing water** can decrease pressure on groundwater resources.

10. Explain three traditional practices that help maintain soil health.

Answer:

- The use of **cow dung and other natural fertilisers** helps improve soil fertility naturally.
- Mulching** helps conserve soil moisture and contributes to holistic soil management.
- Multi-cropping** supports healthier and more sustainable management of agricultural soil.

11. Explain three causes or factors responsible for groundwater depletion in Punjab.

Answer:

- Farmers shifted to **high-yielding varieties of wheat and paddy**, which required more water than traditional seeds.
- Farmers increasingly extracted groundwater to meet the higher irrigation requirements of these crops.
- The supply of **free power encouraged over-pumping of groundwater**, worsening the problem.

12. State three consequences of intensive agricultural practices in Punjab.

Answer:

- Groundwater in large parts of Punjab has become inaccessible until depths of about **30 metres**.
- Chemicals from pesticides and fertilisers have dissolved into groundwater and created **health hazards**.
- Almost **80% of Punjab's area** has been classified as over-exploited with respect to groundwater.

13. Explain three environmental problems associated with cement production.

Answer:

- Cement production releases **fine dust** that can enter and damage the lungs of humans and animals.
- Dust settling on plant leaves can **reduce their yields**.
- Cement production can also contribute to **soil and water pollution**.

14. Describe any three sustainable agricultural practices mentioned in Vṛikṣhāyurveda.

Answer:

- It recommends **crop rotation and mixed cropping** to maintain soil health.
- It describes natural pest-management methods using **natural repellents and suitable combinations of plants**.
- It recommends proper ploughing and irrigation practices to retain soil moisture and support organisms such as fungi, bacteria and earthworms.

15. Explain three important features of Sikkim's transition to organic farming.

Answer:

- Farmers replaced chemical inputs with **compost and natural pest repellents** such as neem and garlic.
- They adopted **multiple cropping**, and Sikkim became a 100 per cent organic state in 2016.

3. The transition helped biodiversity flourish, increased tourism and improved farmers' incomes.

16. Explain three principles of responsible and wise use of natural resources.

Answer:

1. Renewable resources should be used in a manner that allows their **restoration and regeneration**.
2. Non-renewable resources should be used **responsibly and judiciously** so that they last longer.
3. Society should increasingly shift towards **renewable and sustainable alternatives** wherever possible.

1.10. Three-mark questions with Answers of HOTS Type: (18 Questions)

Three-Mark Descriptive Questions with Answers – HOTS Type

1. A forest is a renewable resource, yet it can become depleted. Explain how.

Answer:

1. A forest remains renewable only when trees are harvested at a rate that allows natural regeneration.
2. If timber is removed faster than new trees can grow, the natural cycle of restoration and regeneration is disturbed.
3. Continuous overexploitation can therefore deplete even a resource normally considered renewable.

2. Explain how industrialisation and deforestation can indirectly affect water security.

Answer:

1. Fossil fuel-driven industrialisation and deforestation contribute to rising temperatures by disturbing Nature's cycles.
2. Higher temperatures can cause glaciers in some Himalayan regions to melt faster than precipitation can replace them.
3. This can threaten the water security of populations in the plains that depend on these glaciers.

3. Why can untreated industrial waste make a river incapable of supporting life?

Answer:

1. Industrial production may generate wastes that are discharged into rivers without proper treatment.
2. Some of these wastes cannot naturally decay and become part of Nature's regenerative cycles.
3. Their accumulation can make river water poisonous and unable to support life.

4. Analyse how the uneven distribution of natural resources can produce both economic opportunities and conflicts.

Answer:

1. Resource-rich areas can attract industries that generate employment, townships and other economic opportunities.
2. Unequal availability also encourages trade between regions that possess different resources.
3. At the same time, competition for control or sharing of valuable resources can lead to disputes and conflicts.

5. Why is cooperation essential when different states depend on the same river?

Answer:

1. Rivers do not follow political boundaries, so the same river may be shared by several states.

2. Each state may have different water requirements, creating disagreements over distribution.
3. Negotiation and careful management are therefore necessary for peaceful and fair sharing, as seen in the case of the Kaveri River.

6. A country possesses large mineral reserves but remains economically underdeveloped. Explain three possible reasons based on the “paradox of plenty.”

Answer:

1. Having abundant natural resources alone does not automatically create economic prosperity.
2. The country may lack industries capable of converting its resources into products of higher value.
3. Human knowledge, good governance and strategic planning are required to turn resources into lasting economic benefits.

7. A city extracts groundwater faster than rainfall and other processes can replenish it. Predict three consequences.

Answer:

1. The groundwater table will gradually decline because extraction exceeds replenishment.
2. Water will have to be obtained from greater depths, increasing the cost of extraction.
3. If the imbalance continues, groundwater may eventually become unavailable.

8. How can traditional water-management practices help a region facing groundwater depletion?

Answer:

1. Water harvesting can capture rainwater and support groundwater recharge.
2. Rejuvenating ponds and tanks can improve local water storage and replenishment.
3. Reducing wasteful consumption and processing and reusing water can further reduce pressure on groundwater.

9. Explain why Punjab's agricultural development represents a conflict between short-term achievement and long-term sustainability.

Answer:

1. High-yielding crops helped Punjab increase food production and contributed to India's food self-sufficiency.
2. These crops required greater quantities of water, leading to intensive groundwater extraction.
3. Consequently, short-term food security was achieved at the cost of severe long-term groundwater depletion.

10. How did free electricity contribute indirectly to Punjab's groundwater crisis?

Answer:

1. Free electricity reduced the immediate cost of operating pumps used for irrigation.
2. This encouraged farmers to pump groundwater extensively to cultivate water-intensive crops.
3. Continued over-pumping caused groundwater extraction to exceed the rate of restoration and rejuvenation.

11. Why can excessive use of chemical fertilisers and pesticides threaten both soil and water resources?

Answer:

1. Improper use of chemical fertilisers and pesticides can cause **soil degradation**.
2. These chemicals can also dissolve into groundwater, as observed in the Punjab caselet.

3. Thus, excessive chemical use can damage soil quality while also creating groundwater-related health hazards.

12. Cement is essential for development, yet its use creates environmental concerns. Explain this contradiction.

Answer:

1. Cement is essential for constructing houses, schools, hospitals, bridges, roads and airports.
2. However, cement production releases fine dust and contributes to air, soil and water pollution.
3. Therefore, sustainable alternatives such as mud, stone, plant-based and recycled materials need to be explored wherever suitable.

13. How can traditional knowledge such as Vṛikṣhāyurveda contribute to modern sustainable agriculture?

Answer:

1. Vṛikṣhāyurveda recommends natural pest management, crop rotation and mixed cropping for maintaining soil health.
2. It suggests irrigation according to plant species, growth stages and seasonal conditions.
3. It also recommends suitable ploughing methods that retain soil moisture and support beneficial organisms in the soil.

14. Sikkim initially experienced lower yields while shifting to organic farming. Why can the transition still be considered successful?

Answer:

1. The initial reduction in yields occurred while the soil recovered from years of chemical use.
2. After about five years, farms using compost, natural pest repellents and multiple crops began to thrive.
3. The transition ultimately improved biodiversity, tourism and farmers' incomes, demonstrating both ecological and economic benefits.

15. Why should society shift to renewable energy before fossil fuels are completely exhausted?

Answer:

1. Fossil fuels are non-renewable and cannot be replenished at the rate at which they are consumed.
2. Judicious use can make existing reserves last while more sustainable alternatives are developed and adopted.
3. Switching to renewable sources wherever possible reduces dependence on limited non-renewable resources.

16. Explain how protecting a forest can provide multiple benefits to human society.

Answer:

1. Forests naturally filter water, prevent soil erosion and provide habitats for animals.
2. These ecosystem functions benefit people through clean water, protected farmland and pollinated crops.
3. Protecting forests therefore conserves biodiversity while also maintaining valuable ecosystem services for humans.

17. Why should the social costs of resource extraction be considered along with its economic benefits?

Answer:

1. Resource-based industries can provide employment and improve economic opportunities in local areas.

2. However, resource extraction may displace communities and threaten their homes or sacred places.
3. Responsible development must therefore balance economic gains with the interests and wellbeing of affected communities.

18. Explain why responsible resource use is necessary for future generations.

Answer:

1. Excessive use can disturb the regeneration of renewable resources and cause their depletion.
2. Non-renewable resources are limited and therefore need to be used judiciously so that they last longer.
3. Sustainable resource management helps preserve Nature's benefits and resource availability for future generations.

1.11 Five-mark questions with Answers of LOTS Type: (11 Questions)

Five-Mark Descriptive Questions with Answers – LOTS Type:

1. Explain the different categories of natural resources based on their uses.

Answer:

1. Natural resources can be categorised according to their uses as **resources essential for life, resources for materials, and resources for energy**.
2. Resources essential for life include **air, water and resources that provide food**, without which life cannot survive.
3. Resources for materials include Nature's gifts such as **wood, marble and metals**, which are transformed into useful or beautiful objects.
4. Resources for energy include **coal, water, petroleum, natural gas, sunlight and wind**.
5. These different categories show how human life and economic activities depend extensively on resources obtained from Nature.

2. Explain renewable resources and the importance of restoration and regeneration.

Answer:

1. **Renewable resources** are resources that can be restored or replenished through natural processes over time.
2. Examples include **solar energy, wind energy, flowing water and timber from forests** when they are sustainably managed.
3. **Restoration** means returning something damaged or degraded to its original healthy state.
4. **Regeneration** refers to Nature's ability to create new life and conditions in which life can thrive.
5. Renewable resources remain renewable only when humans do not disturb Nature's natural rhythm of restoration and regeneration.

3. Explain non-renewable resources and the need for their judicious use.

Answer:

1. **Non-renewable resources** are created over long periods and cannot be replenished at the rate at which humans consume them.
2. Fossil fuels such as **coal and petroleum** are important examples of non-renewable resources.
3. Minerals and metals such as **iron, copper and gold** are also classified as non-renewable resources.
4. Since these resources are limited, continued extraction and consumption gradually reduce their available reserves.

5. Therefore, they should be used **judiciously while society shifts towards more sustainable alternatives.**

4. Explain the implications of the uneven distribution of natural resources.

Answer:

1. Natural resources are **not evenly distributed** across the world or even within individual countries.
2. Their distribution influences the location of **human settlements and economic activities.**
3. Industries located near natural resources can create **employment, townships and additional economic opportunities.**
4. The geographical location of resources also influences **national and international trade.**
5. Competition over access to or control of natural resources can sometimes lead to **disputes and conflicts** between regions and countries.

5. Explain the “paradox of plenty” or “natural resource curse.”

Answer:

1. The **paradox of plenty** refers to the situation in which having abundant natural resources does not necessarily guarantee economic prosperity.
2. It is also known as the **natural resource curse.**
3. Some resource-rich economies may fail to develop industries that convert their natural resources into **higher-value products.**
4. Natural resources need to be combined with **human knowledge, skills and appropriate industries** to create economic benefits.
5. **Good governance and strategic planning** are essential for turning natural resources into lasting benefits rather than temporary gains.

6. Describe the problem of groundwater depletion and measures suggested for its restoration.

Answer:

1. Groundwater depletion occurs when the rate of **groundwater extraction exceeds the rate at which it is naturally replenished.**
2. Continued overextraction causes the water table to fall and increases the cost of obtaining groundwater.
3. **Traditional water-harvesting practices** can be used to improve groundwater recharge.
4. The **rejuvenation of ponds and tanks** can also help restore local water resources.
5. Reducing wasteful water consumption and **processing and reusing water** are additional measures for conserving groundwater.

7. Describe the causes and consequences of groundwater overexploitation in Punjab.

Answer:

1. During the Green Revolution, Punjab's farmers shifted to **high-yielding varieties of wheat and paddy**, which required more water than traditional seeds.
2. Farmers increasingly extracted groundwater to meet these greater irrigation requirements, while **free power encouraged over-pumping.**
3. As a result, groundwater in large parts of Punjab has become inaccessible until depths of about **30 metres.**
4. Chemicals from pesticides and fertilisers have also dissolved in groundwater and created **health hazards.**
5. Almost **80 per cent of Punjab's area** has been classified as over-exploited, demonstrating the long-term consequences of excessive resource use.

8. Explain the environmental effects of cement production and the alternatives discussed in the chapter.

Answer:

1. Cement is widely required for **houses, schools, hospitals, bridges, roads and airports**.
2. Its production releases **fine dust** that can damage the lungs of humans and animals.
3. Dust settling on plant leaves can reduce plant yields, while cement production can also contribute to **soil and water pollution**.
4. Traditional materials such as **stone and mud** can be used as alternatives in suitable construction.
5. New plant-based materials and materials made from **recycled waste plastic** are also being explored to reduce pollution.

9. Describe the sustainable agricultural practices mentioned in Vṛikṣhāyurveda.**Answer:**

1. **Vṛikṣhāyurveda** is an ancient Indian botanical science dealing with the study and care of plants and trees.
2. It gives recommendations about suitable plants for different soil types and methods of **seed collection, preservation and pre-planting treatment**.
3. It describes irrigation practices according to the **plant species, growth stage and seasonal conditions**.
4. It recommends natural pest-management practices as well as **crop rotation and mixed cropping** for maintaining soil health.
5. It also recommends proper ploughing to conserve soil moisture and support organisms such as **fungi, bacteria and earthworms**.

10. Describe Sikkim's transition to organic farming and its outcomes.**Answer:**

1. Farmers in Sikkim gradually shifted away from chemical-intensive agriculture towards **organic farming**.
2. Pema's family used **compost, natural pest repellents made from neem and garlic, and multiple cropping**.
3. Although yields initially declined while the soil recovered from chemical use, the farm was thriving after about five years.
4. In **2016, Sikkim became a 100 per cent organic state**, with all its farmland certified organic.
5. The transition improved biodiversity, increased tourism and raised farmers' incomes by **20 per cent on average**.

11. Explain the importance of responsible and wise use of natural resources.**Answer:**

1. Responsible resource use requires humans to **respect Nature and act as stewards of natural resources**.
2. Renewable resources should be used at a rate that allows their **restoration and regeneration**.
3. Non-renewable resources should be used **responsibly and judiciously** because they cannot be rapidly replenished.
4. Society should increasingly switch to **renewable sources of energy** wherever possible.
5. Such stewardship promotes sustainability and helps preserve natural resources and ecosystem benefits for present and future generations.

1.12 Five-mark questions with Answers of HOTS Type: (5 Questions)**Five-Mark Descriptive Questions with Answers – HOTS Type:**

1. "A renewable resource can become effectively non-renewable if it is not managed properly." Analyse the statement with suitable examples.

Answer:

1. A renewable resource remains renewable only when its **rate of use does not exceed its rate of restoration and regeneration**.
2. If trees are cut faster than forests can regenerate, the forest gradually becomes depleted.
3. Similarly, excessive groundwater extraction can lower the water table faster than natural processes can replenish it.
4. Human activities such as deforestation, overfishing and excessive water extraction can therefore disturb Nature's regenerative cycles.
5. Hence, renewable resources must be used within their **natural capacity to regenerate** if they are to remain available for future generations.

2. Analyse the groundwater crisis in Punjab as an example of the conflict between short-term development and long-term sustainability.

Answer:

1. The Green Revolution increased agricultural production in Punjab and contributed significantly to India's **food self-sufficiency**.
2. High-yielding varieties of wheat and paddy required more water, leading farmers to depend heavily on groundwater.
3. Free electricity encouraged further pumping, while chemical fertilisers and pesticides became important components of intensive farming.
4. Consequently, groundwater levels declined severely, and chemicals from agricultural inputs contaminated groundwater and created health hazards.
5. The Punjab case demonstrates that **short-term economic or food-security gains can create serious long-term environmental costs when natural resources are exploited beyond their regenerative capacity**.

3. A resource-rich region plans to establish several new industries. What factors should it consider to achieve sustainable development?

Answer:

1. Industries can create **employment, townships, economic opportunities and improved facilities** for local communities.
2. However, planners should assess whether resource extraction could cause environmental degradation or exhaust resources faster than they can regenerate.
3. They should also consider whether local communities could be displaced or whether culturally important and sacred places might be threatened.
4. Technology, human skills, good governance and strategic planning should be used to convert resources into lasting economic benefits.
5. Therefore, development should balance **economic growth, environmental sustainability and the wellbeing of local communities**.

4. A city is experiencing rapidly falling groundwater levels. Suggest five measures based on the chapter to address the problem.

Answer:

1. The city should promote **traditional water-harvesting practices** to increase groundwater recharge.
2. Existing **ponds and tanks should be rejuvenated** so that more rainwater can be collected and retained.
3. Wasteful consumption of water should be reduced through careful and responsible use.
4. Used water should be **processed and reused** wherever possible to reduce dependence on fresh groundwater.
5. Together, these measures can reduce extraction pressure and help restore the balance between groundwater use and replenishment.

5. Evaluate how traditional agricultural knowledge can help solve present-day problems of soil degradation.

Answer:

1. Excessive or improper use of chemical fertilisers and pesticides can cause **soil degradation** and weaken long-term agricultural sustainability.
2. Traditional practices such as using cow dung and natural fertilisers can help replenish soil naturally.
3. **Mulching, multi-cropping, crop rotation and mixed cropping** can support soil health and more sustainable cultivation.
4. Vṛikṣhāyurveda also recommends suitable irrigation and careful ploughing to conserve soil moisture and support organisms such as fungi, bacteria and earthworms.
5. Thus, combining useful traditional knowledge with present-day practices can contribute to the **restoration and sustainable management of soil resources**.

6. Sikkim's transition to organic farming involved initial difficulties but later produced positive results. Analyse this experience.

Answer:

1. During the transition, crop yields initially fell because the soil was recovering from years of chemical use.
2. Farmers adopted sustainable practices such as **composting, natural pest repellents using neem and garlic, and growing multiple crops**.
3. After about five years, Pema's farm was thriving, and crops such as cardamom, ginger and traditional vegetables could be sold at premium prices.
4. Biodiversity improved, tourism increased and farmers' incomes grew by **20 per cent on average** after the wider organic transition.
5. The case demonstrates that sustainable practices may involve short-term difficulties but can ultimately produce **both ecological and economic benefits**.

7. “Having abundant natural resources does not automatically make a country prosperous.” Justify the statement.

Answer:

1. The chapter describes this situation as the “**paradox of plenty**” or “**natural resource curse**.”
2. A resource-rich economy may remain underdeveloped if it cannot convert its natural resources into products of higher value.
3. Natural resources need to be combined with **human knowledge, skills and suitable industries** to create greater economic benefits.
4. Good governance and strategic planning are also necessary to manage extraction responsibly and distribute benefits effectively.
5. Therefore, prosperity depends not simply on possessing resources but on **how intelligently, sustainably and strategically they are managed**.

8. Cement is necessary for modern development but its production can damage the environment. Suggest a balanced approach.

Answer:

1. Cement is important for houses, schools, hospitals, bridges, roads and airports, so completely avoiding it may not be practical.
2. At the same time, cement production releases fine dust and can contribute to **air, soil and water pollution**.
3. Pollution-control guidelines should therefore be followed to minimise or eliminate harmful emissions from cement factories.

4. Wherever appropriate, traditional materials such as **stone and mud**, along with plant-based and recycled materials, can reduce dependence on conventional cement-intensive construction.
5. Combining traditional materials with modern technology can therefore help meet development needs while making construction **less polluting and more sustainable**.

9. Explain how the uneven distribution of natural resources can affect relations between regions and countries.

Answer:

1. Natural resources are unevenly distributed, so regions often depend on one another for resources they do not possess.
2. This dependence promotes **national and international trade** and can create important economic relationships.
3. However, competition for scarce or valuable resources may also create disagreements and conflicts.
4. Shared resources such as rivers are especially challenging because Nature does not follow political boundaries, as illustrated by the sharing of Kaveri water among several states.
5. Therefore, **cooperation, negotiation and fair resource management** are essential for maintaining peaceful relations.

10. “Human beings should act as stewards rather than merely consumers of natural resources.” Explain.

Answer:

1. Stewardship requires people to **respect Nature and use natural resources responsibly** rather than exploiting them without limits.
2. Renewable resources should be used at a rate that allows their natural restoration and regeneration.
3. Non-renewable resources should be used judiciously so that they last while more sustainable alternatives are developed.
4. Responsible management should also address pollution, biodiversity loss, climate change and unequal access to basic resources such as clean air and water.
5. Acting as stewards therefore helps protect Nature while ensuring that its resources remain beneficial to **present and future generations**.

1.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Five-Mark Descriptive Questions with Answers – Applied Type:

1. A village has been facing a serious shortage of groundwater because farmers and households are extracting more water than is naturally replenished. Suggest five practical measures the village can adopt.

Answer:

1. The village should introduce **rainwater harvesting** so that rainwater can be collected and used to recharge groundwater.
2. Old **ponds and tanks should be rejuvenated** to improve local water storage and groundwater replenishment.
3. Farmers and households should reduce unnecessary water consumption and avoid wasteful extraction.
4. Used water should be **processed and reused** wherever possible instead of depending entirely on fresh groundwater.
5. These measures can reduce the gap between groundwater extraction and recharge and help restore the resource over time.

2. A fishing community notices that the number of fish in the nearby sea is decreasing every year. Apply the principles of renewable resource management to suggest a solution.

Answer:

1. The community should avoid catching fish in quantities greater than the rate at which fish populations can regenerate.
2. Fishing should be restricted during the **spawning season** so that fish have sufficient opportunity to reproduce.
3. Traditional knowledge about seasonal fishing practices can be used to determine appropriate periods for harvesting fish.
4. Continuous overfishing should be avoided because it can reduce fish populations and disturb the balance of the marine ecosystem.
5. By matching harvesting with Nature's regenerative rhythm, the community can maintain fish as a **renewable resource** for future generations.

3. A farmer observes declining soil fertility after many years of using chemical fertilisers and pesticides. Suggest five practices from the chapter that could help restore the farm.

Answer:

1. The farmer can reduce dependence on chemical inputs and use **cow dung and other natural fertilisers** to replenish the soil.
2. **Mulching** can be adopted to conserve soil moisture and support better soil management.
3. The farmer can practise **multi-cropping or mixed cropping** instead of repeatedly growing only one crop.
4. **Crop rotation** and natural pest-management practices recommended in Vṛikṣhāyurveda can help maintain soil health.
5. Careful ploughing and irrigation can conserve moisture and support beneficial soil organisms such as fungi, bacteria and earthworms.

4. A town plans to establish a cement factory near agricultural land and residential areas. What five measures or considerations should guide the decision?

Answer:

1. The planners should first consider the possible effects of **fine cement dust on the lungs of humans and animals**.
2. They should assess whether dust settling on nearby plants could reduce agricultural yields.
3. Measures must be taken to prevent or minimise **soil and water pollution** associated with cement production.
4. The factory should follow the pollution-control guidelines prescribed for reducing harmful emissions.
5. The town should also explore suitable alternatives such as **stone, mud, plant-based materials and recycled materials** to reduce excessive dependence on conventional cement.

5. A forest-dependent community earns its livelihood by selling timber. How can it continue earning income without destroying the forest?

Answer:

1. The community should harvest timber only at a rate that allows the forest to **restore and regenerate naturally**.
2. It should avoid cutting trees faster than new trees can grow and replace them.
3. Forest management should recognise that timber remains renewable only when Nature's regenerative rhythm is maintained.
4. The community should protect the wider forest ecosystem because forests also provide services such as water filtration, erosion prevention and wildlife habitats.

5. Such sustainable management can allow the community to meet its livelihood needs while preserving the forest for future generations.

6. A resource-rich district has large mineral deposits but remains economically backward. Apply the lesson of the “paradox of plenty” to suggest how the district could improve its economy.

Answer:

1. The district should not depend only on extracting and selling its natural resources in their raw form.
2. It should develop suitable industries that can convert these resources into **higher-value products**.
3. Education and skill development should strengthen the **human knowledge and capabilities** required to use resources effectively.
4. Good governance and strategic planning should ensure that resource wealth creates long-term benefits rather than only short-term gains.
5. Thus, combining natural resources with industries, skills and effective management can help the district overcome the **paradox of plenty**.

7. A state wants to increase agricultural production but does not want to repeat the groundwater problems experienced in Punjab. What lessons should it apply?

Answer:

1. The state should carefully consider the water requirements of crops before promoting **water-intensive varieties** on a large scale.
2. Groundwater extraction should not be allowed to continuously exceed the rate at which the resource is replenished.
3. Policies should discourage uncontrolled pumping of groundwater and encourage responsible water use.
4. Excessive use of chemical fertilisers and pesticides should be avoided because these can degrade soil and contaminate groundwater.
5. The state should combine agricultural productivity with **water conservation, soil protection and sustainable farming practices**.

8. A family wants to build an environmentally friendly house. Based on the chapter, suggest five ways it can make construction more sustainable.

Answer:

1. The family can consider traditional construction materials such as **stone and mud** wherever they are suitable.
2. It can explore plant-based materials and materials produced from **recycled waste plastic** as alternatives in appropriate applications.
3. Traditional materials can be combined with **modern technological advances** to improve construction quality.
4. Locally available materials can be preferred because they may provide employment and be better suited to the region's climate.
5. Such an approach can reduce dependence on highly polluting materials while creating a more **sustainable and climate-appropriate building**.

9. Two neighbouring states depend on the same river and disagree over how its water should be shared. How can the ideas in the chapter be applied to this situation?

Answer:

1. Both states should recognise that **natural resources such as rivers do not follow political boundaries**.
2. They should identify the water requirements and concerns of all regions that depend on the shared river.

3. Instead of unilateral exploitation, the states should engage in **negotiation and careful management** of the available water.
4. Resource use should also consider whether present extraction leaves sufficient water for ecological needs and future generations.
5. Cooperation and responsible management can therefore help reduce conflict and promote fairer use of the shared river resource.

10. A school wants to become a model of responsible natural-resource use. Suggest five actions based on the idea of stewardship discussed in the chapter.

Answer:

1. The school can reduce unnecessary water consumption and introduce **rainwater harvesting and water reuse** wherever possible.
2. It can encourage students to conserve renewable resources and avoid using them faster than Nature can regenerate them.
3. The school can reduce unnecessary consumption of non-renewable resources and prefer renewable alternatives whenever practical.
4. Students can be involved in protecting trees, soil and water and in understanding the **ecosystem services** provided by Nature.
5. Through these practices, the school can develop the attitude of **stewardship—respecting Nature and managing resources responsibly for present and future generations.**

1.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Type Multiple Choice Questions:

The following questions are designed to test **conceptual understanding, application, reasoning and analytical ability** based on the uploaded chapter.

1. Which of the following best explains when an element of Nature becomes a resource?

- A. When it is found naturally in large quantities
- B. When it is technologically accessible, economically feasible and culturally acceptable for human use
- C. When it can be bought and sold internationally
- D. When it is available only in a particular region

Answer: B. When it is technologically accessible, economically feasible and culturally acceptable for human use

2. Which of the following groups contains only resources used primarily as sources of energy?

- A. Coal, sunlight, wind
- B. Marble, timber, gold
- C. Soil, water, marble
- D. Iron, copper, timber

Answer: A. Coal, sunlight, wind

3. A forest produces 1,000 tonnes of new timber annually, while humans harvest 1,300 tonnes annually. If this continues, what is the most likely result?

- A. The forest will remain unchanged because timber is renewable
- B. Forest regeneration will automatically increase
- C. The forest resource will gradually become depleted
- D. Timber will become a non-natural resource

Answer: C. The forest resource will gradually become depleted

4. Which statement correctly distinguishes restoration from regeneration?

- A. Restoration creates new life, while regeneration only reduces pollution

B. Restoration returns something damaged to a healthy state, while regeneration creates new life and conditions for life to thrive

C. Both refer only to forest management

D. Regeneration applies only to non-renewable resources

Answer: B. Restoration returns something damaged to a healthy state, while regeneration creates new life and conditions for life to thrive

5. Which condition is most important for maintaining the renewable nature of a resource?

A. Its market price should continuously increase

B. Its extraction should exceed regeneration

C. Its natural rhythm of restoration and regeneration should not be disturbed

D. It should be exported rather than consumed locally

Answer: C. Its natural rhythm of restoration and regeneration should not be disturbed

6. A fishing community stops fishing during the spawning season. Which principle is it applying?

A. Maximising resource extraction

B. Allowing natural regeneration before harvesting

C. Converting renewable resources into non-renewable resources

D. Increasing international trade

Answer: B. Allowing natural regeneration before harvesting

7. Which of the following is an example of an ecosystem function that becomes an ecosystem service for humans?

A. A factory manufacturing water filters

B. A forest naturally filtering water and protecting farmland from erosion

C. A company extracting coal

D. A truck transporting timber

Answer: B. A forest naturally filtering water and protecting farmland from erosion

8. Which set contains only non-renewable resources according to the chapter?

A. Sunlight, wind, coal

B. Coal, petroleum, copper

C. Timber, petroleum, sunlight

D. River water, iron, wind

Answer: B. Coal, petroleum, copper

9. Why can the geographical distribution of natural resources influence international relations?

A. All countries possess exactly the same resources

B. Resources cannot be transported between countries

C. Uneven distribution creates trade relationships and sometimes competition or conflict

D. Natural resources have no economic importance

Answer: C. Uneven distribution creates trade relationships and sometimes competition or conflict

10. An industry is established near a major mineral deposit. Which combination of effects is most consistent with the chapter?

A. Employment opportunities may increase, but displacement of communities may also occur

B. Employment will always decrease and settlements will disappear

C. Only environmental benefits will result

D. Local communities can never be affected

Answer: A. Employment opportunities may increase, but displacement of communities may also occur

11. Karnataka, Tamil Nadu, Kerala and Puducherry depend on water from the Kaveri system. What does this example mainly demonstrate?

- A. Renewable resources cannot cross political boundaries
- B. Shared natural resources require negotiation and careful management
- C. River water is a non-renewable resource
- D. Political boundaries determine the natural flow of rivers

Answer: B. Shared natural resources require negotiation and careful management

12. A country has large mineral reserves but lacks industries, skills and effective governance. Which concept best explains why it may still remain economically weak?

- A. Ecosystem regeneration
- B. Natural resource curse or paradox of plenty
- C. Renewable energy transition
- D. Water harvesting

Answer: B. Natural resource curse or paradox of plenty

13. Which combination is most likely to help a country overcome the “paradox of plenty”?

- A. More extraction + less education + raw-material exports only
- B. Human knowledge + value-adding industries + good governance + strategic planning
- C. Greater consumption + greater pollution
- D. Resource abundance alone

Answer: B. Human knowledge + value-adding industries + good governance + strategic planning

14. If groundwater extraction is consistently greater than groundwater recharge, what will most likely happen?

- A. The water table will rise
- B. Groundwater will automatically regenerate faster
- C. The water table will decline and extraction may become more difficult
- D. Groundwater will become seawater

Answer: C. The water table will decline and extraction may become more difficult

15. Which combination would be most effective for improving groundwater sustainability?

- A. More borewells + more pumping + more wastage
- B. Water harvesting + rejuvenating ponds and tanks + reuse of processed water
- C. Filling ponds + increasing extraction
- D. Removing vegetation + increasing pumping

Answer: B. Water harvesting + rejuvenating ponds and tanks + reuse of processed water

16. Which agricultural practice is most consistent with restoring degraded soil?

- A. Continuous excessive application of chemical pesticides
- B. Repeated monocropping with no soil management
- C. Natural fertilisers, mulching and multi-cropping
- D. Removing all organic matter from the soil

Answer: C. Natural fertilisers, mulching and multi-cropping

17. Which sequence best represents the groundwater problem described in the Punjab case study?

- A. Less irrigation → less pumping → groundwater depletion
- B. High-yielding water-intensive crops → increased pumping → groundwater depletion
- C. Organic farming → excessive pumping → soil degradation
- D. Rainwater harvesting → falling water table → food shortage

Answer: B. High-yielding water-intensive crops → increased pumping → groundwater depletion

18. Why did free electricity contribute to groundwater overexploitation in Punjab?

- A. It prevented farmers from using irrigation pumps
- B. It made groundwater salty
- C. It encouraged greater pumping by reducing the immediate cost of operating pumps
- D. It directly reduced rainfall

Answer: C. It encouraged greater pumping by reducing the immediate cost of operating pumps

19. Which statement about Punjab's groundwater situation is supported by the chapter?

- A. Less than 5% of the area is affected
- B. Almost 80% of the area has been classified as over-exploited
- C. Groundwater has increased everywhere
- D. Chemical fertilisers have purified groundwater

Answer: B. Almost 80% of the area has been classified as over-exploited

20. Which of the following is NOT mentioned as an environmental concern associated with cement production?

- A. Fine dust damaging lungs
- B. Dust affecting plants
- C. Soil and water pollution
- D. Increased natural regeneration of forests

Answer: D. Increased natural regeneration of forests

21. A builder wants to reduce dependence on conventional cement-based construction. Which option is most consistent with the chapter?

- A. Use only imported synthetic materials
- B. Explore stone, mud, plant-based materials and recycled materials where suitable
- C. Eliminate all construction activities
- D. Increase cement use regardless of environmental impact

Answer: B. Explore stone, mud, plant-based materials and recycled materials where suitable

22. Which combination is most closely associated with Vṛikṣhāyurveda?

- A. Chemical pesticides, monocropping and excessive irrigation
- B. Natural repellents, crop rotation and mixed cropping
- C. Coal mining, petroleum refining and metal extraction
- D. Cement production, road construction and urbanisation

Answer: B. Natural repellents, crop rotation and mixed cropping

23. Why is careful ploughing recommended in Vṛikṣhāyurveda?

- A. To remove all organisms from the soil
- B. To retain soil moisture and support beneficial soil organisms
- C. To increase the use of chemical fertilisers
- D. To prevent plants from absorbing water

Answer: B. To retain soil moisture and support beneficial soil organisms

24. During the transition to organic farming in Sikkim, yields initially fell but later recovered. Which conclusion is most reasonable?

- A. Sustainable farming always produces immediate maximum yields
- B. Ecological restoration may require time before long-term benefits become visible
- C. Organic farming permanently destroys soil fertility
- D. Chemical farming is the only method that supports biodiversity

Answer: B. Ecological restoration may require time before long-term benefits become visible

25. Which outcome was associated with Sikkim's transition to organic farming?

- A. Decline in biodiversity and tourism
- B. Complete disappearance of agriculture
- C. Improved biodiversity, increased tourism and higher average farmer incomes
- D. Increased dependence on chemical pesticides

Answer: C. Improved biodiversity, increased tourism and higher average farmer incomes

26. Sikkim became a 100% organic state in which year, according to the chapter?

- A. 2006
- B. 2010
- C. 2016
- D. 2025

Answer: C. 2016

27. Consider the following statements:

- I. Non-renewable resources should be used judiciously.**
- II. Society should shift towards renewable alternatives wherever possible.**
- III. Non-renewable resources can always regenerate as rapidly as they are consumed.**

Which statements are correct?

- A. I only
- B. I and II only
- C. II and III only
- D. I, II and III

Answer: B. I and II only

28. Which action best represents the idea of “stewardship” of natural resources?

- A. Extracting the maximum possible quantity immediately
- B. Ignoring the needs of future generations
- C. Managing resources responsibly while respecting Nature's ability to restore and regenerate
- D. Using renewable resources without any limits

Answer: C. Managing resources responsibly while respecting Nature's ability to restore and regenerate

29. A renewable resource has a regeneration rate of 800 units per year. Which annual extraction level is most clearly sustainable, assuming other conditions remain unchanged?

- A. 1,200 units
- B. 1,000 units
- C. 900 units
- D. 700 units

Answer: D. 700 units — because extraction remains below the resource's regeneration rate, consistent with the chapter's principle of not disturbing natural restoration and regeneration.

30. Which of the following best summarises the chapter's central message about natural-resource management?

- A. Renewable resources can be consumed without restriction
- B. Economic growth should always take priority over Nature
- C. Renewable resources should not be overexploited, while non-renewable resources should be used wisely
- D. Natural resources have little connection with human wellbeing

Answer: C. Renewable resources should not be overexploited, while non-renewable resources should be used wisely

1.15 Best Practices Opportunity List from the Chapter: (12 Ideas)

“Best Practices” Opportunities for Teaching:

Based on the concepts and examples presented in the uploaded chapter, the following **Best Practices** can make teaching-learning more experiential, participatory and application-oriented.

- (1) **Natural Resource Classification Activity:** Ask students to identify resources used at home or school—such as water, sunlight, wood, metals and fuels—and classify them as **renewable/non-renewable** and according to their uses. This strengthens understanding of resource classification through familiar examples.
- (2) **Resource Regeneration Demonstration:** Use simple classroom examples or observations of plants to explain **restoration and regeneration**. Students can discuss why a resource remains renewable only when its natural rate of regeneration is respected.
- (3) **Water Audit of the School:** Let students observe where water is used and potentially wasted in the school and prepare a simple **water-conservation plan**. Encourage suggestions such as rainwater harvesting, reducing wastage, rejuvenating water bodies and reusing processed water.
- (4) **Case-Study-Based Learning:** Use the chapter's **Punjab groundwater crisis** as a classroom case study. Students can identify causes, consequences and possible solutions, helping them understand how excessive resource use can create long-term environmental problems.
- (5) **Sikkim Organic Farming Discussion:** Present Sikkim's transition to **100% organic farming** as a sustainability case study. Ask students to identify its environmental and economic outcomes and relate them to sustainable resource management.
- (6) **Traditional Knowledge Integration:** Introduce students to **Vṛikṣhāyurveda** and its practices such as natural pest management, crop rotation, mixed cropping and careful irrigation. Students can compare these practices with resource-intensive agricultural methods discussed in the chapter.
- (7) **Think–Pair–Share on the “Paradox of Plenty”:** Give students the statement, “**A region rich in natural resources need not necessarily be prosperous.**” Let them think individually, discuss in pairs and share how human knowledge, industries, governance and planning influence prosperity.
- (8) **Role Play on Shared Natural Resources:** Organise a classroom role play based on the sharing of a river such as the **Kaveri**, with students representing different stakeholders. Encourage them to negotiate a fair solution and understand why natural resources crossing political boundaries require cooperation.
- (9) **Ecosystem Services Observation:** Ask students to observe trees or a green area around the school and identify ecosystem functions such as **preventing soil erosion, providing habitats and supporting clean water**. They can then connect these functions with the ecosystem services humans receive from Nature.
- (10) **Sustainable Construction Comparison:** Encourage students to compare conventional cement-intensive construction with alternatives mentioned in the chapter, including **stone, mud, plant-based materials and recycled materials**. This helps students connect resource use with pollution and sustainable development.
- (11) **Resource Stewardship Pledge and Action Plan:** At the end of the chapter, each student can prepare a short “**Natural Resource Stewardship Plan**” containing practical actions for conserving water, energy, soil and other resources at home and

school. This converts the chapter's concept of stewardship into responsible everyday behaviour.

- (12) **Local Resource Mapping Project:** Students can prepare a simple map showing important natural resources available in their locality and describe how people use them. They can also identify whether any resource faces overuse, pollution or depletion and propose sustainable practices, reinforcing the chapter's central message of **responsible resource management**.

1.16 Innovations Opportunity List from the Chapter: (12 Ideas)

“Innovations” Opportunities in Teaching–Learning for 8th Standard:

The following innovative activities can make the chapter more **experiential, technology-enabled, inquiry-based and student-centred**, while remaining closely connected to its concepts of resource use, regeneration and stewardship.

- (1) **Digital Natural Resource Map:** Students can create a digital or interactive map showing resources such as forests, rivers, minerals, coal and renewable-energy sources. They can add symbols indicating **renewable/non-renewable resources, major uses and sustainability concerns**, helping them visualise the uneven distribution of resources.
- (2) **“Resource Regeneration” Simulation Game:** Create a classroom game in which groups receive a fixed number of tokens representing forests, groundwater or fish. Resources regenerate each round, but students must decide how much to consume; groups that extract faster than regeneration experience depletion, directly demonstrating the chapter's sustainability principle.
- (3) **Smart School Water Audit:** Students can collect simple data on water use in classrooms, washrooms and gardens and present the findings using charts or digital spreadsheets. They can then design solutions involving **water harvesting, reduced wastage and reuse of water**.
- (4) **Punjab Groundwater “Problem-Solution Lab”:** Present the Punjab case without first revealing the chapter's conclusions and ask teams to investigate the chain: **water-intensive crops → groundwater pumping → falling water table → environmental and health concerns**. Each team can then design a sustainable agricultural strategy and compare it with the lessons given in the chapter.
- (5) **Build a Mini Sustainable Farm Model:** Students can design a model farm incorporating ideas from **Vṛikṣhāyurveda**, such as mixed cropping, crop rotation, natural pest management, appropriate irrigation and soil-moisture conservation. Labels or QR-linked student explanations can turn the model into an interactive classroom exhibit.
- (6) **Sikkim Organic Farming – Before-and-After Storyboard:** Students can create a comic strip, infographic or digital storyboard showing the transition from chemical-intensive agriculture to organic farming in Sikkim. They should represent the initial difficulties followed by improvements in **soil, biodiversity, tourism and farmers' incomes**.
- (7) **Eco-Construction Design Challenge:** Give groups the task of designing an environmentally responsible house or school using alternatives mentioned in the chapter, such as **stone, mud, plant-based materials and recycled materials**. Students can explain how their design reduces dependence on pollution-intensive construction materials.
- (8) **Ecosystem Services Photo Hunt:** Students can photograph or sketch trees, soil, water bodies and green spaces around the school and identify the **ecosystem functions and**

services they provide. The images can be assembled into a digital “Nature Works for Us” gallery explaining functions such as water filtration, erosion prevention and habitat provision.

- (9) **Resource Parliament:** Convert the classroom into a mock parliament where groups represent **farmers, industries, environmental groups, local communities and governments** debating the use of a shared resource such as river water. Students must negotiate a solution that balances human requirements, environmental sustainability and future needs.
- (10) **“Paradox of Plenty” Resource Economy Game:** Give different groups imaginary regions with different quantities of minerals, skills, industries and governance capabilities. Students can discover through the simulation that **resource abundance alone does not guarantee prosperity** and that knowledge, value addition, governance and planning matter.
- (11) **Renewable vs Non-Renewable Decision Challenge:** Present real-life situations such as choosing energy for a school, managing a forest or planning water use. Students can use a decision matrix based on **availability, regeneration, environmental impact and long-term sustainability** to select the most responsible option.
- (12) **Student “Resource Stewardship Dashboard”:** Each class can maintain a weekly dashboard recording actions such as **water saved, electricity conserved, paper reused and waste reduced**. Students can set targets and reflect on how their everyday behaviour connects with the chapter's principle of stewardship and responsible resource use.

These innovations can transform the chapter from a mainly conceptual lesson into a **“Learn–Investigate–Create–Apply” experience**, where students understand natural resources and also practise the stewardship and sustainability principles emphasised in the chapter.

1.17: Practicing Questions/Question Bank

A. Fill in the Blanks::

1. Materials and substances occurring in Nature that are valuable to humans are called _____.
Answer: natural resources
2. A resource should be technologically accessible, economically feasible and culturally _____.
Answer: acceptable
3. The process of returning something damaged to its original healthy state is called _____.
Answer: restoration
4. Nature's ability to create new life and conditions for life to thrive is called _____.
Answer: regeneration
5. Coal and petroleum are examples of _____ resources.
Answer: non-renewable
6. Benefits that humans receive from natural ecosystem functions are called _____.
Answer: ecosystem
7. The “paradox of plenty” is also known as the natural resource _____.
Answer: curse

8. Groundwater becomes depleted when extraction exceeds the rate of _____.
Answer: replenishment / recharge
9. The ancient Indian botanical science dealing with plants and trees is known as _____.
Answer: Vṛikṣhāyurveda
10. Sikkim became a 100 per cent organic state in the year _____.
Answer: 2016

These concepts are directly developed in the chapter's discussion of resources, regeneration, groundwater, Vṛikṣhāyurveda and organic farming.

B. One-Mark Descriptive Questions:

- What is a natural resource?**
Answer: A natural resource is a material or substance occurring in Nature that is valuable to humans.
- What is restoration?**
Answer: Restoration is the process of returning something damaged or degraded to its original healthy state.
- What is regeneration?**
Answer: Regeneration is Nature's ability to create new life and conditions in which life can thrive.
- Give two examples of renewable resources.**
Answer: Sunlight and wind are examples of renewable resources.
- Give two examples of non-renewable resources.**
Answer: Coal and petroleum are examples of non-renewable resources.
- What are ecosystem services?**
Answer: Ecosystem services are the benefits humans receive from the natural functions performed by ecosystems.
- What is the “paradox of plenty”?**
Answer: It is the situation in which abundance of natural resources does not necessarily result in economic prosperity.
- Why should groundwater extraction be controlled?**
Answer: Groundwater extraction should be controlled so that it does not continuously exceed natural replenishment.
- What is Vṛikṣhāyurveda?**
Answer: Vṛikṣhāyurveda is an ancient Indian botanical science concerning the study and care of plants and trees.
- What is stewardship of natural resources?**
Answer: Stewardship means respecting Nature and managing its resources responsibly and judiciously.

C. Two-Mark Descriptive Questions:

1. Differentiate between restoration and regeneration.**Answer:**

- Restoration returns something damaged or degraded to its healthy state.
- Regeneration creates new life and conditions that allow life to thrive.

2. Why can a renewable resource become depleted?**Answer:**

- Renewable resources depend upon Nature's processes of restoration and regeneration.
- If humans extract them faster than they regenerate, they can become depleted.

3. Mention two ecosystem functions performed by forests.**Answer:**

- Forests help filter water naturally.
- They prevent soil erosion and also provide habitats for animals.

4. State two effects of uneven distribution of natural resources.**Answer:**

- It influences settlements, economic activities and trade.
- Competition for resources may also contribute to disputes and conflicts.

5. Suggest two methods of conserving groundwater.**Answer:**

- Rainwater harvesting and rejuvenation of ponds and tanks can improve groundwater recharge.
- Reducing wastage and reusing processed water can decrease groundwater extraction.

6. Mention two problems caused by excessive use of chemical fertilisers and pesticides.**Answer:**

- Improper use of chemicals can degrade the soil.
- Chemicals may enter groundwater and create health hazards.

7. Why is cement production an environmental concern?**Answer:**

- Fine cement dust can harm humans, animals and plants.
- Cement production can also contribute to soil and water pollution.

8. Mention two sustainable agricultural practices suggested in Vṛikṣhāyurveda.**Answer:**

- Crop rotation and mixed cropping are recommended for maintaining soil health.
- Natural repellents and suitable irrigation practices are also recommended.

D. Three-Mark Descriptive Questions:

1. **Explain three conditions necessary for something in Nature to become a resource.**

Answer:

- It should be **technologically accessible**.
- Its exploitation should be **economically feasible**.
- Its use should be **culturally acceptable**.

2. **Explain how overfishing affects the sustainability of fish resources.**

Answer:

- Fish populations require sufficient time to reproduce and regenerate.
- Excessive fishing can remove fish faster than they reproduce.
- Fishing restrictions during spawning seasons can help maintain fish populations.

3. **Explain three effects of excessive groundwater extraction.**

Answer:

- The groundwater level gradually falls.
- Water has to be extracted from greater depths, increasing costs.
- Continued overextraction can eventually make groundwater unavailable.

4. **How can forests provide ecosystem services to humans?**

Answer:

- Forests help filter water naturally.
- They prevent soil erosion and protect agricultural land.
- They provide habitats that support biodiversity and processes such as pollination.

5. **Explain three reasons why resource abundance alone cannot guarantee prosperity.**

Answer:

- Resources need industries that can convert them into higher-value products.
- Human knowledge and skills are necessary for effective resource utilisation.
- Good governance and strategic planning are required to create lasting benefits.

6. **Explain three lessons from Punjab's groundwater crisis.**

Answer:

- Water-intensive agriculture can place excessive pressure on groundwater.
- Policies encouraging uncontrolled pumping can worsen resource depletion.
- Agricultural development should balance food production with long-term water sustainability.

7. **Explain three benefits of Sikkim's transition to organic farming.**

Answer:

- Biodiversity flourished with the return of beneficial insects and birds.
- Organic farming contributed to increased tourism.

- Farmers' incomes increased by an average of 20 per cent.

E. Five-Mark Descriptive Questions:

1. **Explain how renewable resources can be managed sustainably.**

Answer:

- Renewable resources depend on Nature's ability to restore and regenerate them.
- Humans should not extract them faster than their natural rate of regeneration.
- Forests should be harvested at a rate that allows new trees to grow.
- Fishing should respect spawning seasons and natural reproductive cycles.
- Sustainable management ensures that renewable resources remain available for future generations.

2. **Analyse the causes and consequences of Punjab's groundwater crisis.**

Answer:

- High-yielding varieties of wheat and paddy required greater quantities of water.
- Farmers increasingly depended on groundwater for irrigation.
- Free electricity encouraged extensive pumping of groundwater.
- Groundwater levels declined, while chemicals from fertilisers and pesticides created additional hazards.
- The case demonstrates the need to balance agricultural productivity with sustainable management of water and soil.

3. **Explain how traditional agricultural knowledge can contribute to sustainable farming.**

Answer:

- Vṛikṣhāyurveda provides knowledge about plants, soils, seeds and irrigation.
- It recommends natural methods of pest management.
- Crop rotation and mixed cropping help maintain soil health.
- Appropriate ploughing helps retain soil moisture and support beneficial soil organisms.
- Such practices demonstrate how traditional knowledge can contribute to sustainable resource management.

4. **Explain the environmental problems associated with cement production and suggest sustainable alternatives.**

Answer:

- Cement production generates fine dust that can damage human and animal lungs.
- Dust settling on plant leaves can adversely affect plant yields.
- Cement production can also cause soil and water pollution.
- Traditional materials such as stone and mud can be used in suitable construction.

- Plant-based and recycled materials, combined with modern technology, can provide less-polluting alternatives.

5. **“Responsible stewardship is essential for the future of natural resources.” Justify the statement.**

Answer:

- Humans depend on Nature for resources essential to life, materials and energy.
- Renewable resources should be used without disturbing their restoration and regeneration.
- Non-renewable resources should be used judiciously because they cannot be quickly replenished.
- Pollution, biodiversity loss and excessive resource extraction should be minimised.
- Responsible stewardship helps protect natural resources and their benefits for both present and future generations.



8th Standard Social Science Book Part 1 Chapter 2

Chapter 2: Reshaping India's Political Map

2.1 Summary of the Chapter:

Summary:

- (1) **Foreign invasions and political change:** From the early 11th century onward, repeated invasions by Central Asian Turkic and Afghan groups significantly changed India's political landscape. Warfare, conquest and the rise of new dynasties continuously reshaped political boundaries.
- (2) **Rise of the Delhi Sultanate:** The **Delhi Sultanate** emerged after the defeat of Prithviraj Chauhan in 1192. It was ruled successively by five Turkic–Afghan dynasties—the **Mamluks, Khiljis, Tughlaqs, Sayyids and Lodis**.
- (3) **Expansion and instability of the Sultanate:** The Sultanate sought territorial expansion through military campaigns, but its rule was also characterised by considerable political instability. Warfare affected villages, cities, temples, centres of learning, agriculture and trade.
- (4) **Resistance to the Delhi Sultanate:** Several Indian kingdoms successfully resisted Sultanate expansion. The **Eastern Gangas of Kalinga**, under **Narasimhadeva I**, resisted repeated attacks, while the **Musunuri Nayakas** organised a confederacy and expelled Muhammad bin Tughlaq's forces from Warangal.
- (5) **Rise of regional powers:** The weakening of central authority encouraged the growth of powerful regional kingdoms and sultanates, including the **Hoysalas, Mewar, Bahmani Sultanate and Vijayanagara Empire**, creating a complex political landscape of wars and alliances.
- (6) **Vijayanagara Empire:** Founded by **Harihara and Bukka Raya** in the 14th century, Vijayanagara became a major power in southern India. It reached its height under **Krishnadevaraya**, when military strength, trade, literature, temple building and cultural activities flourished.
- (7) **Beginning of Mughal rule:** **Babur defeated Ibrahim Lodi in the First Battle of Panipat in 1526**, ending the Delhi Sultanate and laying the foundation of the **Mughal Empire**. Gunpowder, artillery and firearms played an important role in his victory.
- (8) **Akbar and consolidation of the Mughal Empire:** Akbar expanded Mughal territory through both warfare and political strategies. He built alliances with Rajput rulers, included regional leaders in his administration, abolished the **jizya**, promoted **sulh-i-kul** or tolerance of all faiths, and encouraged cultural and intellectual exchanges.
- (9) **Resistance to Mughal expansion:** Mughal authority faced strong resistance from **Rajputs, Jats, tribal communities, Ahoms, Sikhs and other regional powers**. **Maharana Pratap**, for example, continued guerrilla resistance after the Battle of Haldighati with important support from the Bhils.
- (10) **Administration and revenue systems:** The Delhi Sultanate used the **iqta system**, while the Mughals developed a more elaborate administrative structure. Under Akbar, **Todar Mal** introduced systematic land surveys and revenue assessment, strengthening the administration and state finances.
- (11) **Economic life remained vibrant:** Despite frequent wars and political changes, India retained a strong economy based on **agriculture, artisanal industries, guilds, community and temple-based economic activities, credit systems and extensive trade networks**. Roads, irrigation works, cities and currency systems also developed.
- (12) **Resilience and cultural development:** The period brought warfare, destruction, religious intolerance and hardship, but Indian society repeatedly rebuilt its towns,

economic networks and cultural institutions. Interaction among different traditions also contributed to new forms of **architecture, literature, music, painting and shared cultural heritage**, demonstrating the resilience of Indian society.

In short: Chapter 2 explains how **invasions, resistance, new kingdoms and empires, administrative changes, economic adaptation and cultural interaction** transformed India's political map between roughly the **11th and 17th centuries**, while Indian society continued to demonstrate remarkable adaptability and resilience.

2.2 Important Formulas:

This chapter is primarily **history-based**, so it does **not contain mathematical formulas** such as those found in Mathematics, Physics, or Economics chapters. Most questions are descriptive, chronological, map-based, or analytical. However, a few **simple quantitative relationships** may be useful for solving data-based, timeline, comparison, or interpretation questions.

1. Duration of a ruler's reign:

Duration = Ending Year – Starting Year

Example: Akbar ruled from **1556** to **1605**.

Duration = 1605 – 1556 = **49 years**.

2. Time interval between two historical events

Time Gap = Later Year – Earlier Year

Example: First Battle of Panipat (1526) to Battle of Talikota (1565):
1565 – 1526 = **39 years**.

3. Average duration of reign

Average Reign = Total Number of Years Ruled by All Rulers ÷ Number of Rulers

This relationship can be used when comparing the average length of rule of Delhi Sultans and Mughal emperors.

4. Percentage

Percentage = (Part ÷ Total) × 100

This may be useful if a question provides numerical data about territories, rulers, military forces, taxation, trade, or population.

5. Percentage increase

Percentage Increase = [(New Value – Original Value) ÷ Original Value] × 100

This could be applied in an interpretation-based question involving growth of territory, revenue, trade, or population if numerical data are supplied.

6. Percentage decrease

Percentage Decrease = [(Original Value – New Value) ÷ Original Value] × 100

This could be useful for questions about decline in territory, revenue, population, or military strength.

7. Ratio

Ratio = Quantity A : Quantity B

It may be used to compare, for example, armies, revenues, areas, or numbers of rulers when numerical information is given.

8. Distance–Speed–Time relationship

Distance = Speed × Time

Speed = Distance ÷ Time

Time = Distance ÷ Speed

This is not directly taught as a formula in the chapter, but it could be used in an applied question concerning movement of armies or people. The chapter, for instance, mentions the transfer from Delhi to Daulatabad over a distance of more than **1,000 km**.

9. Map scale relationship

Actual Distance = Map Distance × Scale Factor

This can help with map-based activities involving the geographical extent of kingdoms and distances between important cities.

10. Revenue calculation

Total Revenue = Rate of Tax × Taxable Quantity

This is a general quantitative relationship that may help with hypothetical questions concerning land revenue or taxation. The chapter discusses the **iqta system** and revenue administration under the Sultanate and the Mughal system under Akbar and Todar Mal.

2.3 Fill-Up the Blank LOTS type questions with Answers: (25 Questions)

Fill-in-the-Blank Questions with Answers – LOTS Type:

- The Delhi Sultanate was established in the year _____.
Answer: 1206
- The Delhi Sultanate consisted of five successive dynasties of mainly – origin.
Answer: Turkic–Afghan
- The five dynasties of the Delhi Sultanate were the Mamluks, Khiljis, Tughlaqs, Sayyids and _____.
Answer: Lodis
- _____ **Khilji** conducted extensive military campaigns across north and central India.
Answer: Ala-ud-din
- Muhammad bin Tughlaq attempted to shift his capital from Delhi to _____.
Answer: Daulatabad
- The Eastern Ganga ruler _____ successfully resisted several advances of the Delhi Sultanate.
Answer: Narasimhadeva I
- Narasimhadeva I built the famous _____ **Temple** at Konark.
Answer: Sūrya (Sun)
- The Musunuri Nayakas expelled Muhammad bin Tughlaq's army from _____.
Answer: Warangal
- The Vijayanagara Empire was founded by the brothers _____ **and** _____.
Answer: Harihara and Bukka Raya
- The capital of the Vijayanagara Empire was located at present-day _____ in Karnataka.
Answer: Hampi
- The Vijayanagara Empire reached its peak under the celebrated ruler _____.
Answer: Krishnadevaraya
- Krishnadevaraya composed the Telugu epic poem called _____.
Answer: Āmuktamālyada
- Vijayanagara forces were defeated by a coalition of the Deccan Sultanates in the Battle of _____ in 1565.
Answer: Talikota
- _____ defeated Ibrahim Lodi in the First Battle of Panipat in 1526.
Answer: Babur
- Babur's victory in the First Battle of Panipat laid the foundation of the _____.
Answer: Mughal
- Akbar became the Mughal emperor after the death of his father _____.
Answer: Humayun
- Akbar promoted the principle of _____, meaning "peace with all."
Answer: sulh-i-kul

18. Maharana Pratap fought against the Mughal forces at the Battle of _____ in 1576.

Answer: Haldighati

19. Under the Delhi Sultanate, territories assigned to nobles for collecting taxes were known as _____.

Answer: iqtas

20. Akbar's finance minister _____ introduced an efficient land revenue system based on surveys of crops, prices and land.

Answer: Todar Mal

Additional Practice Questions

21. The Delhi Sultanate faced strong resistance from the Eastern Ganga kingdom of _____.

Answer: Kalinga

22. The famous Kumbhalgarh Fort was built by _____.

Answer: Rana Kumbha

23. The autobiography written by Babur is known as the _____.

Answer: Baburnama

24. The Second Battle of Panipat resulted in a decisive victory for _____.

Answer: Akbar

25. Agriculture, artisanal industries and extensive _____ **networks** contributed to India's economic prosperity during this period.

Answer: trade

2.4 Fill-Up the Blank HOTS type questions with Answers: (25 Questions)

Fill-in-the-Blank Questions with Answers – HOTS Type:

These questions require students to **analyse causes, consequences, relationships and historical significance**, rather than merely recall facts.

1. The continuous military campaigns of the Delhi Sultanate contributed to political instability because rulers had to constantly spend resources on maintaining a large _____.

Answer: army

2. The Eastern Ganga kingdom could preserve its independence for a considerable period because rulers such as Narasimhadeva I successfully _____ repeated Sultanate attacks.

Answer: repelled

3. The Musunuri Nayakas demonstrated the importance of political unity by bringing together more than 75 chieftains into a _____ against the Delhi Sultanate.

Answer: confederacy

4. Muhammad bin Tughlaq's decision to transfer the capital to Daulatabad caused hardship because people were forced to travel more than _____ **kilometres**.

Answer: 1,000

5. Muhammad bin Tughlaq's token currency scheme damaged the economy because people began to _____ copper coins.

Answer: counterfeit

6. The decline of Delhi Sultanate authority encouraged the emergence of several independent _____ **powers** in different parts of India.

Answer: regional

7. The rise of the Vijayanagara Empire illustrates how the weakening of Delhi's authority created opportunities for the emergence of new _____ **kingdoms**.

Answer: independent

8. Krishnadevaraya's patronage of Sanskrit, Telugu and Kannada scholars indicates that Vijayanagara was not merely a military power but also an important _____ **centre**.
Answer: cultural
9. Vijayanagara's trade with foreign merchants, including Portuguese traders, demonstrates its connection with wider _____ **networks**.
Answer: trade
10. The defeat of Vijayanagara at the Battle of Talikota demonstrates how an alliance among rival states could alter the political _____ **of a region**.
Answer: balance
11. Babur's victory at Panipat in 1526 demonstrates the growing importance of gunpowder and _____ in Indian warfare.
Answer: artillery
12. Akbar strengthened Mughal rule not only through military conquest but also through political _____ **with regional rulers**.
Answer: alliances
13. Akbar's abolition of the jizya and promotion of *sulh-i-kul* helped him gain greater _____ **from different communities** within his empire.
Answer: support
14. Akbar's policy of appointing regional and Rajput leaders to important positions helped to politically _____ **the Mughal Empire**.
Answer: stabilise
15. Maharana Pratap's continued struggle after Haldighati demonstrates that losing a major battle did not necessarily mean the end of _____.
Answer: resistance
16. The Bhils were valuable allies of Maharana Pratap because their knowledge of the local _____ supported guerrilla warfare.
Answer: terrain
17. Rebellions by Jats and tribal communities indicate that excessive taxation and attempts to annex territories could generate strong _____ **to Mughal authority**.
Answer: resistance
18. The *iqta* system strengthened the Delhi Sultanate by creating a network of local administrators who were expected to remain loyal to the _____ **authority**.
Answer: central
19. Todar Mal's systematic surveys of land, crop yields and prices made Mughal revenue collection more _____.
Answer: efficient
20. Despite frequent political instability, India remained economically prosperous because of agriculture, artisanal production and extensive _____ **networks**.
Answer: trade
21. The survival and rebuilding of towns, temples and economic activities after repeated conflicts demonstrate the _____ **of Indian society**.
Answer: resilience
22. The interaction of indigenous and foreign traditions during this period resulted in new forms of cultural _____.
Answer: expression
23. The flourishing of architecture, music and painting despite political instability shows that political conflict does not necessarily prevent _____ **development**.
Answer: cultural

24. Comparing the Delhi Sultanate with the Mughal administration shows that the Mughals developed more elaborate systems of administrative _____ and **balances** among officials.
Answer: checks
25. The repeated rise and fall of kingdoms between the 13th and 17th centuries demonstrates that India's political boundaries during this period were constantly being _____.
Answer: reshaped

2.5 One-mark questions with Answers of LOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers – LOTS Type:

- What is meant by a Sultanate?**
Answer: A Sultanate is a territory ruled by a **Sultan**, a title adopted by some Muslim rulers.
- Name the five dynasties that ruled the Delhi Sultanate.**
Answer: The five dynasties were the **Mamluks, Khiljis, Tughlaqs, Sayyids and Lodis**.
- Who was Ala-ud-din Khilji?**
Answer: Ala-ud-din Khilji was a Delhi Sultan who conducted extensive military campaigns across north and central India.
- Who was Malik Kafur?**
Answer: Malik Kafur was Ala-ud-din Khilji's slave-general who led military campaigns into southern India.
- Why did Muhammad bin Tughlaq shift his capital to Daulatabad?**
Answer: Muhammad bin Tughlaq probably believed that Daulatabad's central location would help him control his empire more effectively.
- What was Muhammad bin Tughlaq's token currency?**
Answer: It was a system in which cheap copper coins were declared to have the value of silver or gold coins.
- Who was Narasimhadeva I?**
Answer: Narasimhadeva I was an Eastern Ganga ruler noted for his military strength and cultural achievements.
- Which famous temple was built by Narasimhadeva I?**
Answer: Narasimhadeva I built the famous **Sūrya Temple at Konark**.
- Who were the Musunuri Nayakas?**
Answer: The Musunuri Nayakas were Telugu chieftains who organised a confederacy against the Delhi Sultanate.
- Who founded the Vijayanagara Empire?**
Answer: **Harihara and Bukka Raya** founded the Vijayanagara Empire.
- Where was the capital of the Vijayanagara Empire?**
Answer: The capital of the Vijayanagara Empire was **Vijayanagara, at present-day Hampi in Karnataka**.
- Who was Krishnadevaraya?**
Answer: Krishnadevaraya was the celebrated Vijayanagara ruler under whom the empire reached its peak.
- Name the Telugu work composed by Krishnadevaraya.**
Answer: Krishnadevaraya composed the Telugu epic poem **Āmuktamālyada**.
- What happened at the Battle of Talikota in 1565?**
Answer: A coalition of Deccan Sultanates defeated the Vijayanagara forces at the **Battle of Talikota**.

15. Who established the Mughal Empire in India?

Answer: Babur established the Mughal Empire in India after defeating Ibrahim Lodi in 1526.

16. What was the Baburnama?

Answer: The **Baburnama** was Babur's autobiography and is an important historical source.

17. Who was Sher Shah Suri?

Answer: Sher Shah Suri was an Afghan leader who established the short-lived **Sur Empire** over large parts of northern India.

18. Who was Akbar's father?

Answer: **Humayun** was Akbar's father.

19. What is meant by *sulh-i-kul*?

Answer: *Sulh-i-kul* means "**peace with all**" or tolerance of all faiths.

20. Who was Maharana Pratap?

Answer: Maharana Pratap was the ruler of **Mewar** who strongly resisted Mughal authority.

21. What is guerrilla warfare?

Answer: Guerrilla warfare is a method in which small groups use knowledge of the terrain to conduct surprise attacks and ambushes.

22. How did the Bhils assist Maharana Pratap?

Answer: The Bhils supported Maharana Pratap as archers and provided valuable knowledge of the local terrain.

23. What was the iqta system?

Answer: The iqta system assigned territories to nobles called **iqtadars** for collecting taxes on behalf of the Sultanate.

24. Who was Todar Mal?

Answer: Todar Mal was Akbar's finance minister who introduced an efficient revenue system based on land, crop and price surveys.

25. What were the main foundations of India's economy during this period?

Answer: India's economy was supported by **agriculture, artisanal industries, community and temple-based economies, and extensive trade networks.**

26. What were *shrenis*?

Answer: *Shrenis* were **guilds** that formed part of India's decentralised economic and social system.

27. Name two types of infrastructure developed during the Sultanate period.

Answer: **Roads and bridges** were among the infrastructural works developed during the Sultanate period.

28. What were the main Mughal silver and copper coins called?

Answer: The Mughal silver coin was called the **rupaya**, while the copper coin was called the **dam**.

29. Name any two art forms that flourished during this period.

Answer: **Architecture and painting** were two important art forms that flourished during this period.

30. What major quality did Indian society demonstrate during periods of political instability?

Answer: Indian society demonstrated remarkable **resilience and adaptability** despite repeated political conflicts and invasions.

2.6 One-mark questions with Answers of HOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers – HOTS Type:

1. **Why was the Delhi Sultanate frequently politically unstable?**
Answer: The Sultanate was frequently unstable because of violent successions, continuous warfare and repeated struggles for territorial expansion.
2. **Why was Ala-ud-din Khilji's success against the Mongols significant?**
Answer: His success was significant because it prevented Mongol forces from extending their vast empire into India.
3. **Why did Muhammad bin Tughlaq consider Daulatabad suitable as his capital?**
Answer: He probably considered Daulatabad suitable because its more central location could provide better control over his extensive territories.
4. **Why did Muhammad bin Tughlaq's token currency scheme fail?**
Answer: The scheme failed because widespread counterfeiting of copper coins created confusion in trade and contributed to economic decline.
5. **What does Narasimhadeva I's resistance reveal about the Delhi Sultanate's power?**
Answer: His resistance shows that the Delhi Sultanate was powerful but could not successfully control every regional kingdom.
6. **Why was the confederacy organised by the Musunuri Nayakas important?**
Answer: It demonstrated that regional leaders could unite their military strength to successfully resist a larger imperial power.
7. **How did the weakening of the Delhi Sultanate encourage the rise of regional powers?**
Answer: Its weakening created opportunities for local rulers and governors to establish independent kingdoms and sultanates.
8. **Why were forts built in hills and other difficult geographical locations?**
Answer: Such locations provided rulers with natural defensive advantages and made enemy attacks more difficult.
9. **Why did Vijayanagara become an important power in southern India?**
Answer: Vijayanagara combined military strength, effective political control and economic and cultural development to become a major regional power.
10. **What does Krishnadevaraya's patronage of different languages reveal about his rule?**
Answer: His patronage of Sanskrit, Telugu and Kannada shows that his court encouraged diverse literary and cultural traditions.
11. **Why were horses brought by Portuguese traders important to Vijayanagara?**
Answer: Horses were strategically valuable for warfare, so Vijayanagara rulers wanted to secure their supply rather than allow them to reach rival kingdoms.
12. **Why was the Battle of Talikota a turning point for Vijayanagara?**
Answer: The defeat led to the destruction of its capital and accelerated the fragmentation and decline of the empire.
13. **Why was Babur able to gain an advantage at the First Battle of Panipat?**
Answer: Babur gained an important military advantage through his effective use of gunpowder, field artillery and matchlock guns.
14. **Why did Babur decide to establish himself in India despite his nostalgia for Central Asia?**
Answer: Babur recognised India's great wealth, resources and large number of skilled artisans, which made it attractive for establishing an empire.
15. **Why did Akbar use alliances in addition to military conquest?**
Answer: Alliances helped Akbar gain the cooperation of regional rulers and provided greater stability to his expanding empire.

16. How did *sulh-i-kul* help Akbar strengthen his empire?

Answer: *Sulh-i-kul* promoted tolerance of different faiths and helped Akbar secure wider support among his diverse subjects.

17. Why were translations of Sanskrit works into Persian significant during Akbar's reign?

Answer: These translations encouraged greater cultural and intellectual interaction between different traditions within the Mughal Empire.

18. What does Maharana Pratap's continued resistance after Haldighati demonstrate?

Answer: It demonstrates that determination and guerrilla warfare could enable a regional ruler to continue resisting a much larger imperial power.

19. Why was the Bhils' knowledge of terrain valuable to Maharana Pratap?

Answer: Their knowledge of the Aravalli terrain helped his forces conduct surprise attacks and guerrilla warfare effectively.

20. Why did excessive taxation sometimes lead to rebellions against Mughal rule?

Answer: Heavy taxation created economic hardship and resentment among peasants and other communities, encouraging them to resist imperial authority.

21. How did the iqta system help the Delhi Sultanate maintain central authority?

Answer: It created a network of local administrators who collected taxes and maintained resources while remaining responsible to the Sultan.

22. Why were Todar Mal's land surveys important for Mughal administration?

Answer: The surveys provided systematic information about land, crops and prices, making revenue assessment and collection more efficient.

23. How could roads and irrigation works contribute to economic development?

Answer: Roads facilitated movement and trade, while irrigation works helped increase and stabilise agricultural production.

24. Why did India remain economically active despite frequent political conflicts?

Answer: Strong agriculture, artisanal industries, community-based economies and extensive trade networks continued to support economic activity.

25. How did political instability influence Indian cultural traditions?

Answer: Communities adapted to changing circumstances while preserving traditions and creating new cultural expressions through interaction with other influences.

26. Why can this period be described as one of both destruction and creativity?

Answer: Although wars and invasions caused considerable destruction, architecture, literature, music, painting and other cultural traditions continued to develop.

27. What does the repeated rise and fall of kingdoms reveal about India's political map during this period?

Answer: It reveals that political boundaries were dynamic and were repeatedly reshaped by conquest, resistance, alliances and the emergence of regional powers.

28. Why was an efficient revenue system important for large empires?

Answer: Efficient revenue collection provided rulers with the resources required for administration, public works and maintaining armies.

29. How did regional resistance limit the expansion of large empires?

Answer: Strong regional rulers, local alliances and knowledge of geography made it difficult for large empires to establish permanent control over every territory.

30. What major lesson about Indian society emerges from this period of political change?

Answer: Indian society displayed considerable **resilience and adaptability** by rebuilding economic and cultural life despite repeated invasions, warfare and political instability.

2.7 Two-mark questions with Answers of LOTS Type: (28 Questions)

Two-Mark Descriptive Questions with Answers – LOTS Type:

1. **What was the Delhi Sultanate? Name any two dynasties that ruled it.**

Answer:

1. The Delhi Sultanate was a succession of dynasties that ruled large parts of India from Delhi.
 2. The **Mamluks and Khiljis** were two of its five dynasties.
2. **Name the five dynasties of the Delhi Sultanate.**

Answer:

1. The first three dynasties were the **Mamluks, Khiljis and Tughlaqs**.
 2. They were followed by the **Sayyids and Lodis**.
3. **Mention two features of the Delhi Sultanate's political history.**

Answer:

1. The Sultanate experienced frequent political instability and changes of dynasty.
 2. Its rulers also attempted to expand their territories through military campaigns.
4. **Who was Narasimhadeva I? Mention one of his achievements.**

Answer:

1. Narasimhadeva I was a powerful ruler of the **Eastern Ganga kingdom of Kalinga**.
 2. He resisted incursions of the Delhi Sultanate and is associated with the famous **Sūrya Temple at Konark**.
5. **Who were the Musunuri Nayakas? What did they achieve?**

Answer:

1. The Musunuri Nayakas were Telugu chieftains who organised a confederacy of more than 75 local chiefs.
 2. They expelled Muhammad bin Tughlaq's forces from **Warangal** in the 14th century.
6. **Who founded the Vijayanagara Empire? Where was its capital?**

Answer:

1. The Vijayanagara Empire was founded by the brothers **Harihara and Bukka Raya**.
 2. Its capital was Vijayanagara, located at present-day **Hampi in Karnataka**.
7. **Mention two achievements of Krishnadevaraya.**

Answer:

1. Krishnadevaraya strengthened Vijayanagara through successful military campaigns and effective governance.
 2. He also encouraged literature, learning, temple construction and other cultural activities.
8. **What happened at the Battle of Talikota in 1565?**

Answer:

1. Vijayanagara fought against a coalition of the **Deccan Sultanates** at Talikota in 1565.
 2. Vijayanagara was defeated, and its capital was subsequently attacked and devastated.
9. **Who was Babur? How did he establish Mughal rule in India?**

Answer:

1. Babur was the founder of the **Mughal Empire in India**.

2. He defeated Ibrahim Lodi in the **First Battle of Panipat in 1526.**

10. **Mention two military advantages used by Babur in his battles.**

Answer:

1. Babur made effective use of **gunpowder and field artillery.**
2. He also used **matchlock guns** as part of his military strategy.

11. **Mention two important features of Akbar's religious policy.**

Answer:

1. Akbar abolished the **jizya** and promoted greater tolerance among different religious communities.
2. He advocated the principle of **sulh-i-kul**, meaning "peace with all."

12. **How did Akbar encourage interaction among different intellectual traditions?**

Answer:

1. Akbar encouraged discussions and interactions among scholars and representatives of different faiths.
2. He also supported the translation of important **Sanskrit works into Persian.**

13. **Who was Maharana Pratap? How did he resist Mughal power?**

Answer:

1. Maharana Pratap was the ruler of **Mewar** who refused to accept Mughal suzerainty.
2. After the Battle of Haldighati, he continued resisting the Mughals through **guerrilla warfare.**

14. **How did the Bhils support Maharana Pratap?**

Answer:

1. The Bhils supported Maharana Pratap and served as skilled fighters and archers.
2. Their knowledge of the local terrain was especially useful in conducting guerrilla warfare.

15. **What was the iqta system?**

Answer:

1. Under the iqta system, territories called **iqtas** were assigned to nobles or officials.
2. The officials collected taxes and administered these territories on behalf of the Sultanate.

16. **Mention two features of Mughal administration under Akbar.**

Answer:

1. Akbar's central administration included important officials such as the **Diwan and Mir Bakhshi.**
2. The empire was divided into provinces or **subahs** for administrative convenience.

17. **What role did Todar Mal play in Mughal administration?**

Answer:

1. Todar Mal was associated with Akbar's system of **land revenue administration.**
2. Detailed surveys of land, crops and prices were used to make revenue assessment more systematic.

18. **Mention two important features of India's economy during this period.**

Answer:

1. **Agriculture and artisanal industries** formed important foundations of economic life.

2. Extensive **trade networks, guilds and systems of credit** also supported economic activity.

19. **Mention two types of infrastructure developed during this period.**

Answer:

1. Rulers developed infrastructure such as **roads and bridges** to improve movement and communication.
2. **Canals and other irrigation works** also supported agriculture and economic activity.

20. **Name the important silver and copper coins used under the Mughals.**

Answer:

1. The important Mughal silver coin was known as the **rupaya**.
2. The copper coin was known as the **dam**.

21. **Mention two forms of resistance faced by the Mughal rulers.**

Answer:

1. Peasant communities such as the **Jats** rebelled against Mughal authority.
2. Tribal groups such as the **Bhils, Gonds, Santhals and Kochs** also resisted annexation and taxation.

22. **Mention two difficulties experienced by ordinary people during periods of political conflict.**

Answer:

1. Wars and invasions caused destruction, insecurity and disruption in the lives of ordinary people.
2. Heavy taxation and religious persecution also created hardship in some periods.

23. **How did Indian society respond to repeated political changes?**

Answer:

1. Communities continued to maintain and revive many of their social and cultural traditions.
2. People rebuilt towns, cities, temples and economic activities after periods of conflict.

24. **Mention two cultural developments that occurred during this period.**

Answer:

1. **Architecture and painting** developed considerably under different kingdoms and empires.
2. **Music and literature** also flourished through the interaction of various traditions.

25. **What two broad changes reshaped India's political map during the period covered in the chapter?**

Answer:

1. Foreign invasions and the establishment of new dynasties repeatedly changed political boundaries.
2. Regional resistance and the rise of powerful regional kingdoms further reshaped the political landscape.

2.8. Two-mark questions with Answers of HOTS Type: (25 Questions)

Two-Mark Descriptive Questions with Answers – HOTS Type:

1. **Why did the Delhi Sultanate experience frequent political instability?**

Answer:

1. Frequent changes of rulers, dynastic struggles and military conflicts weakened political stability.
2. Continuous attempts at territorial expansion also placed pressure on the Sultanate's administration and resources.
2. **How did regional resistance restrict the expansion of the Delhi Sultanate?**
Answer:
 1. Powerful regional rulers organised military resistance against the Sultanate's attempts to extend its authority.
 2. Successful resistance by kingdoms such as the Eastern Gangas showed that Delhi could not permanently control every region.
3. **What lesson can be learnt from the resistance organised by the Musunuri Nayakas?**
Answer:
 1. Their confederacy demonstrates that unity among regional leaders could strengthen resistance against a powerful empire.
 2. By bringing together more than 75 chieftains, they were able to expel Muhammad bin Tughlaq's forces from Warangal.
4. **Why could Muhammad bin Tughlaq's ambitious policies create difficulties for ordinary people?**
Answer:
 1. Policies such as transferring the capital required large numbers of people to undertake difficult journeys.
 2. His unsuccessful token-currency experiment also disrupted economic activity and created hardship.
5. **How did the weakening of the Delhi Sultanate reshape India's political map?**
Answer:
 1. Declining central authority allowed regional rulers and governors to assert greater independence.
 2. Consequently, several new kingdoms and regional powers emerged in different parts of India.
6. **Why can the Vijayanagara Empire be considered both a political and cultural power?**
Answer:
 1. Its rulers built a strong kingdom through military campaigns, administration and control over important territories.
 2. They also supported temples, literature, learning and artistic traditions, particularly under Krishnadevaraya.
7. **How did trade contribute to the strength of the Vijayanagara Empire?**
Answer:
 1. Trade connected Vijayanagara with merchants from different regions and brought valuable commodities and wealth.
 2. Access to imported horses also strengthened the empire's military capabilities.
8. **Why was the Battle of Talikota a major turning point in the history of Vijayanagara?**
Answer:
 1. The battle resulted in a major defeat of Vijayanagara by a coalition of Deccan Sultanates in 1565.
 2. The subsequent devastation of the capital greatly weakened the empire and accelerated its decline.

9. How did Babur's military methods contribute to his victory at Panipat?

Answer:

1. Babur effectively used gunpowder weapons and artillery against Ibrahim Lodi's forces.
2. His victory demonstrated the growing importance of new military technology in warfare.

10. Why can the First Battle of Panipat be considered a turning point in Indian political history?

Answer:

1. Babur's victory ended Ibrahim Lodi's rule and weakened the political position of the Delhi Sultanate.
2. It laid the foundation for the establishment of **Mughal rule in India**.

11. How did Akbar combine military strength with diplomacy to consolidate his empire?

Answer:

1. Akbar expanded Mughal territory through warfare and military campaigns.
2. At the same time, he formed alliances with regional rulers to strengthen and stabilise imperial authority.

12. Why was Akbar's policy of *sulh-i-kul* important for governing a large empire?

Answer:

1. *Sulh-i-kul*, or "peace with all," encouraged tolerance among people belonging to different faiths.
2. Such an approach could promote cooperation and stability in a religiously diverse empire.

13. How did the translation of Sanskrit texts into Persian encourage cultural interaction?

Answer:

1. Translation made important Sanskrit works accessible to Persian-speaking scholars and readers.
2. It promoted an exchange of knowledge and ideas between different intellectual and cultural traditions.

14. What does Maharana Pratap's struggle reveal about resistance to Mughal expansion?

Answer:

1. His struggle shows that some regional rulers strongly resisted accepting Mughal suzerainty.
2. Even after Haldighati, Maharana Pratap continued his resistance through guerrilla warfare.

15. Why were the Bhils important to Maharana Pratap's resistance?

Answer:

1. The Bhils possessed valuable knowledge of the local terrain and supported Maharana Pratap as skilled fighters.
2. Their assistance made guerrilla tactics and operations in difficult terrain more effective.

16. Why could excessive taxation lead to resistance against imperial authority?

Answer:

1. Heavy taxation placed economic pressure on peasants and other communities.
2. Such hardship and resentment could encourage rebellions against rulers and officials.

17. How did the iqta system help the Delhi Sultanate govern a large territory?**Answer:**

1. Territories were assigned to officials who collected taxes and administered their assigned areas.
2. This arrangement helped the Sultanate extend administrative control beyond the capital.

18. Why were Todar Mal's land and revenue surveys important for Mughal administration?**Answer:**

1. The surveys provided systematic information about land, crops and prices.
2. This information enabled the Mughal administration to assess and collect land revenue more systematically.

19. How did roads, bridges and canals contribute to the economy?**Answer:**

1. Roads and bridges improved communication and the movement of people and goods.
2. Canals and irrigation works supported agriculture and thereby strengthened economic activity.

20. Why did economic activity continue despite frequent political conflicts?**Answer:**

1. Agriculture, artisanal production and community-based economic activities continued to provide a strong economic foundation.
2. Trade networks, guilds and systems of credit also helped sustain economic activity.

21. How did political conflicts affect ordinary people differently from rulers?**Answer:**

1. Rulers often fought for territory and political authority, while ordinary people experienced taxation, insecurity and disruption.
2. Nevertheless, communities repeatedly rebuilt their settlements and resumed social and economic activities.

22. How does the chapter demonstrate the resilience of Indian society?**Answer:**

1. Communities maintained or revived their traditions despite invasions, wars and political changes.
2. They also rebuilt towns, temples and economic networks after periods of destruction.

23. Why can political instability and economic prosperity exist at the same time?**Answer:**

1. Political instability mainly affected rulers, territories and centres of conflict, while agriculture and local production could continue elsewhere.
2. Strong artisanal industries and trade networks therefore allowed considerable economic activity to continue.

24. How did interaction between indigenous and foreign traditions influence Indian culture?**Answer:**

1. Contact among different traditions encouraged the exchange and adaptation of cultural ideas and practices.
2. This interaction contributed to developments in areas such as architecture, music and painting.

25. Why is the title “Reshaping India’s Political Map” appropriate for this chapter?

Answer:

1. Foreign invasions, new dynasties and expanding empires repeatedly changed political boundaries across India.
2. Regional resistance and the rise and decline of kingdoms further transformed the political landscape.

2.9. Three-mark questions with Answers of LOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers – LOTS Type:

1. Describe the Delhi Sultanate and its dynasties.

Answer:

1. The Delhi Sultanate was established after Turkic-Afghan rulers gained political control over Delhi and surrounding regions.
2. It was ruled successively by the **Mamluk, Khilji, Tughlaq, Sayyid and Lodi dynasties**.
3. These dynasties expanded their territories through military campaigns, although the Sultanate frequently experienced political instability.

2. Describe any three features of Ala-ud-din Khilji’s rule.

Answer:

1. Ala-ud-din Khilji was one of the most powerful rulers of the Delhi Sultanate.
2. He expanded the Sultanate through extensive military campaigns in northern, central and southern India.
3. His general **Malik Kafur** led important military expeditions into southern India.

3. Explain three important policies associated with Muhammad bin Tughlaq.

Answer:

1. Muhammad bin Tughlaq attempted to shift his capital from **Delhi to Daulatabad**.
2. He introduced a token currency in which copper coins were assigned a high monetary value.
3. His ambitious experiments created considerable administrative and economic difficulties when they failed.

4. Describe the resistance of Narasimhadeva I to the Delhi Sultanate.

Answer:

1. **Narasimhadeva I** was a powerful ruler of the Eastern Ganga kingdom of Kalinga.
2. He successfully resisted incursions and military pressure from the Delhi Sultanate.
3. His reign was also associated with the construction of the magnificent **Sūrya Temple at Konark**.

5. Write three points about the Musunuri Nayakas.

Answer:

1. The Musunuri Nayakas were Telugu chieftains who resisted the authority of the Delhi Sultanate.
2. They brought together a confederacy of more than **75 chieftains** to oppose Sultanate forces.
3. They succeeded in expelling Muhammad bin Tughlaq’s army from **Warangal** in the 14th century.

6. Describe the establishment and growth of the Vijayanagara Empire.

Answer:

1. The Vijayanagara Empire was founded by the brothers **Harihara and Bukka Raya**.
2. Its capital was Vijayanagara, located at present-day **Hampi in Karnataka**.

3. It developed into one of the most powerful political, economic and cultural centres of southern India.

7. Mention three achievements of Krishnadevaraya.

Answer:

1. **Krishnadevaraya** strengthened and expanded the Vijayanagara Empire through successful military campaigns.
2. He promoted effective governance and supported the construction and development of temples.
3. He patronised literature and learning and himself composed the Telugu work **Āmuktamālyada**.

8. Describe the Battle of Talikota and its consequences.

Answer:

1. The **Battle of Talikota** was fought in 1565 between Vijayanagara and a coalition of Deccan Sultanates.
2. Vijayanagara forces suffered a major defeat in the battle.
3. The capital was subsequently attacked and devastated, leading to the weakening and fragmentation of the empire.

9. Explain how Babur established Mughal rule in India.

Answer:

1. Babur invaded northern India and confronted the forces of **Ibrahim Lodi**.
2. He defeated Ibrahim Lodi in the **First Battle of Panipat in 1526**.
3. This victory laid the foundation of the **Mughal Empire in India**.

10. Mention three important features of Akbar's rule.

Answer:

1. Akbar expanded and consolidated the Mughal Empire through military campaigns and political alliances.
2. He abolished the **jizya** and promoted the principle of **sulh-i-kul**, or “peace with all.”
3. He encouraged dialogue among different religious traditions and supported the translation of Sanskrit works into Persian.

11. Describe Maharana Pratap's resistance to the Mughals.

Answer:

1. **Maharana Pratap of Mewar** refused to accept Mughal suzerainty and resisted Mughal expansion.
2. He fought Mughal forces at the **Battle of Haldighati in 1576**.
3. He continued his resistance through guerrilla warfare with valuable support from the **Bhils**.

12. Explain the iqta system of the Delhi Sultanate.

Answer:

1. Under the **iqta system**, territories called iqtas were assigned to nobles or officials.
2. The officials were responsible for collecting taxes and administering their assigned territories.
3. The system helped the Sultanate manage its territories and maintain administrative control.

13. Describe three features of Mughal administration under Akbar.

Answer:

1. Akbar had important central officials such as the **Diwan, Mir Bakhshi, Khan-i-Saman and Sadr**.
2. The Mughal Empire was divided into provinces known as **subahs** for effective administration.

3. Local and village-level institutions also continued to perform important administrative functions.

14. Explain Todar Mal's contribution to Mughal revenue administration.

Answer:

1. **Todar Mal** played an important role in organising the Mughal land-revenue system under Akbar.
2. Detailed surveys were conducted to obtain information about agricultural land, crops and prices.
3. These surveys enabled the administration to assess and collect land revenue more systematically.

15. Describe three important features of economic life during this period.

Answer:

1. **Agriculture** remained the main foundation of the economy and supported a large part of the population.
2. Artisanal industries, guilds and community-based economic activities contributed significantly to production.
3. Extensive **trade networks and credit systems** connected different regions and supported economic prosperity.

16. Describe three kinds of infrastructure that supported economic activity.

Answer:

1. **Roads and bridges** facilitated communication and the movement of people and goods.
2. **Canals and irrigation facilities** supported agricultural production.
3. Growing towns and cities became important centres of trade, administration and economic activity.

17. Describe three forms of resistance faced by the Mughal Empire.

Answer:

1. Rajput rulers such as **Maharana Pratap** resisted Mughal attempts to establish authority over their territories.
2. Peasant communities such as the **Jats** organised rebellions against Mughal authority.
3. Tribal communities including the **Bhils, Gonds, Santhals and Kochs** resisted annexation and taxation.

18. Explain how ordinary people were affected by political conflicts during this period.

Answer:

1. Wars and invasions caused destruction and insecurity in many regions.
2. Heavy taxation and, in some periods, religious intolerance and persecution added to people's hardships.
3. Despite these difficulties, communities repeatedly rebuilt settlements and revived their economic and cultural activities.

19. Describe three cultural developments during this period.

Answer:

1. Different rulers supported the construction of temples, forts, palaces and other architectural works.
2. **Literature, music and painting** developed under the patronage of various courts.
3. Interaction between indigenous and foreign traditions contributed to new forms of cultural expression.

20. Explain three ways in which India's political map was reshaped during this period.

Answer:

1. Foreign invasions resulted in the establishment of new dynasties and political centres.
2. Large states such as the **Delhi Sultanate, Vijayanagara and Mughal Empire** expanded and altered territorial boundaries.

3. Regional resistance and the rise of independent kingdoms repeatedly changed the balance of political power.

2.10. Three-mark questions with Answers of HOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers – HOTS Type:

1. Why was it difficult for the Delhi Sultanate to maintain control over all the territories it conquered?

Answer:

1. The Sultanate controlled a vast territory containing many powerful regional kingdoms and local chiefs.
2. Frequent political instability and succession struggles weakened the ability of the central government to maintain continuous control.
3. Resistance from powers such as the **Eastern Gangas and Musunuri Nayakas** further limited Sultanate expansion.

2. How does Narasimhadeva I's resistance demonstrate the importance of strong regional kingdoms?

Answer:

1. Narasimhadeva I successfully resisted incursions by forces associated with the Delhi Sultanate.
2. His success showed that regional kingdoms with capable leadership and military strength could protect their independence.
3. Therefore, the expansion of large empires did not necessarily eliminate powerful regional centres.

3. What can we learn from the Musunuri Nayakas about the importance of unity in resisting a powerful enemy?

Answer:

1. The Musunuri Nayakas brought together more than **75 chieftains** against Sultanate authority.
2. Their combined strength enabled them to expel Muhammad bin Tughlaq's forces from Warangal.
3. Their success demonstrates how cooperation among smaller political powers could challenge a larger empire.

4. Why could Muhammad bin Tughlaq's innovative policies become unsuccessful despite ambitious intentions?

Answer:

1. His attempt to transfer the capital to Daulatabad imposed severe difficulties on people required to make the long journey.
2. His token-currency experiment also created problems when copper coins could be easily counterfeited.
3. These examples show that an ambitious policy can fail when its practical consequences and implementation are not adequately considered.

5. How did the decline of the Delhi Sultanate contribute to the reshaping of India's political map?

Answer:

1. Weakening central authority reduced the Sultanate's ability to control distant territories.
2. Regional rulers and local powers gained opportunities to establish or strengthen independent kingdoms.
3. Consequently, political power became distributed among several competing regional states.

6. Why can Krishnadevaraya's reign be regarded as a high point of the Vijayanagara Empire?

Answer:

1. Krishnadevaraya strengthened the empire through successful military campaigns and effective governance.
2. He encouraged literature, learning, temple construction and cultural activities.
3. The combination of political strength and cultural achievement made his reign a high point of Vijayanagara history.

7. How could Vijayanagara's involvement in overseas trade strengthen both its economy and military?

Answer:

1. International trade brought wealth and valuable commodities into the empire.
2. Imported horses obtained through foreign traders were particularly important for military purposes.
3. Thus, commercial connections could support both economic prosperity and the military strength of the state.

8. Why was the Battle of Talikota a major turning point rather than simply another military defeat?

Answer:

1. Vijayanagara suffered a major defeat against the combined forces of the Deccan Sultanates in **1565**.
2. Its capital was subsequently attacked and devastated, causing serious political and economic disruption.
3. The event accelerated the weakening and fragmentation of one of southern India's most powerful empires.

9. How did Babur's victory at Panipat demonstrate the changing nature of warfare?

Answer:

1. Babur effectively employed **gunpowder weapons and artillery** against Ibrahim Lodi's forces.
2. These military technologies gave his forces an important advantage on the battlefield.
3. His victory therefore demonstrated the increasing importance of new weapons and military strategies in determining political power.

10. Why can the First Battle of Panipat be considered an event that reshaped India's political map?

Answer:

1. Babur defeated Ibrahim Lodi at Panipat in **1526**, ending Lodi rule in Delhi.
2. The victory enabled Babur to establish a new political power in northern India.
3. It therefore laid the foundation for the **Mughal Empire**, which later controlled extensive territories.

11. How did Akbar's use of both warfare and alliances help him consolidate the Mughal Empire?

Answer:

1. Military campaigns enabled Akbar to expand Mughal control over new territories.
2. Political alliances helped him gain the cooperation of several regional rulers and elites.
3. Together, conquest and diplomacy helped create a more extensive and stable empire.

12. How could Akbar's policy of *sulh-i-kul* contribute to political stability?

Answer:

1. *Sulh-i-kul*, meaning "**peace with all**," encouraged tolerance among people belonging to different faiths.

2. Such tolerance could reduce religious tensions and encourage wider cooperation with the Mughal administration.
3. It therefore provided Akbar with an approach for governing a culturally and religiously diverse empire.

13. What does Maharana Pratap's continued struggle after the Battle of Haldighati reveal about resistance?

Answer:

1. Maharana Pratap continued to oppose Mughal authority even after the Battle of Haldighati in **1576**.
2. He used guerrilla warfare and relied on local support, including that of the Bhils.
3. His struggle demonstrates that resistance could continue even when an opponent possessed greater imperial resources.

14. Why was local geographical knowledge important in Maharana Pratap's resistance?

Answer:

1. The Bhils possessed detailed knowledge of the difficult local terrain.
2. Such knowledge helped Maharana Pratap's forces conduct surprise attacks and guerrilla operations.
3. This shows that familiarity with geography can provide a smaller force with an important strategic advantage.

15. What do Jat and tribal rebellions tell us about the challenges faced by the Mughal Empire?

Answer:

1. Jats and tribal communities such as the Bhils, Gonds, Santhals and Kochs resisted Mughal authority in different regions.
2. Annexation and taxation were among the causes that generated opposition.
3. These rebellions show that even a powerful empire faced difficulties in maintaining control over diverse local communities.

16. How did an organised revenue system strengthen an empire?

Answer:

1. A systematic revenue system enabled rulers to obtain resources regularly from the territories they governed.
2. Todar Mal's surveys of land, crops and prices helped make Mughal revenue assessment more organised.
3. Reliable revenue could support administration, armies and other activities necessary for maintaining imperial authority.

17. Why were roads, bridges and canals important beyond their immediate practical uses?

Answer:

1. Roads and bridges improved communication and facilitated the movement of people and commodities.
2. Canals and irrigation works helped support agricultural production.
3. Together, such infrastructure strengthened connections among agriculture, markets, cities and the wider economy.

18. How could India remain economically active despite frequent political instability?

Answer:

1. Agriculture continued to provide a strong foundation for economic life.
2. Artisans, guilds, trade networks and systems of credit continued to support production and exchange.
3. Therefore, political instability did not completely stop the economic activities of local communities.

19. How did repeated invasions and political conflicts test the resilience of Indian society?**Answer:**

1. Invasions and wars caused destruction, hardship and disruption in several regions.
2. Communities nevertheless maintained or revived traditions and rebuilt towns, cities, temples and economic activities.
3. Their ability to recover demonstrates the **resilience and adaptability** of society during periods of political change.

20. Why is the title “Reshaping India’s Political Map” appropriate for this chapter?**Answer:**

1. Foreign invasions and the establishment of new dynasties repeatedly altered political boundaries.
2. Regional kingdoms resisted larger powers, while new empires such as Vijayanagara and the Mughals expanded across different regions.
3. The repeated processes of conquest, resistance, expansion and decline continually transformed India’s political landscape.

2.11 Five-mark questions with Answers of LOTS Type: (10 Questions)**Five-Mark Descriptive Questions with Answers – LOTS Type:****1. Describe the rise, expansion and administration of the Delhi Sultanate.****Answer:**

1. The Delhi Sultanate emerged after Turkic-Afghan rulers established political control over Delhi and surrounding regions.
2. It was ruled successively by five dynasties—the **Mamluks, Khiljis, Tughlaqs, Sayyids and Lodis**.
3. Rulers such as **Ala-ud-din Khilji** expanded the Sultanate through extensive military campaigns, including expeditions into southern India.
4. The Sultan was the political and military head, while the **iqta system** was used to administer territories and collect revenue.
5. Despite its territorial expansion, the Sultanate experienced political instability and faced considerable resistance from regional powers.

2. Explain the resistance offered by regional powers to the Delhi Sultanate.**Answer:**

1. Several regional kingdoms and local rulers resisted attempts by the Delhi Sultanate to extend its authority.
2. **Narasimhadeva I** of the Eastern Ganga kingdom of Kalinga successfully resisted Sultanate incursions and defeated the Sultanate governor of Bengal.
3. His reign also witnessed the construction of the magnificent **Sūrya Temple at Konark**.
4. The **Musunuri Nayakas** organised a confederacy of more than 75 chieftains to challenge Sultanate authority in the Deccan.
5. They eventually expelled Muhammad bin Tughlaq’s forces from **Warangal**, demonstrating the strength of organised regional resistance.

3. Describe the rise and achievements of the Vijayanagara Empire.**Answer:**

1. The Vijayanagara Empire was founded by the brothers **Harihara and Bukka Raya** in southern India.
2. Its capital at Vijayanagara, present-day **Hampi**, developed into an important political and economic centre.
3. The empire reached a high point under **Krishnadevaraya**, who was known for military achievements and effective governance.

4. Krishnadevaraya encouraged literature and learning, patronised temples and composed the Telugu work **Āmuktamālyada**.
5. Vijayanagara remained a major southern power until its forces suffered a devastating defeat at the **Battle of Talikota in 1565**.

4. Explain how Babur established the Mughal Empire in India.

Answer:

1. **Babur**, a ruler from Central Asia, led military campaigns into northern India in the early 16th century.
2. In **1526**, he confronted Ibrahim Lodi, the ruler of the Delhi Sultanate, at the First Battle of Panipat.
3. Babur effectively used military tactics along with **gunpowder and artillery** in his campaigns.
4. Ibrahim Lodi was defeated, bringing Lodi rule in Delhi to an end.
5. Babur's victory at Panipat laid the foundation for the establishment of the **Mughal Empire in India**.

5. Describe five important features of Akbar's rule.

Answer:

1. **Akbar** expanded and consolidated Mughal territory through military campaigns and political alliances.
2. He formed alliances with several regional rulers and included members of different communities in the imperial administration.
3. He abolished the **jizya** and promoted the principle of **sulh-i-kul**, meaning "peace with all."
4. Akbar encouraged dialogue among representatives of different religious and intellectual traditions.
5. He also promoted cultural interaction by supporting the translation of important **Sanskrit works into Persian**.

6. Describe Maharana Pratap's resistance to Mughal expansion.

Answer:

1. **Maharana Pratap**, ruler of Mewar, refused to accept Mughal suzerainty under Akbar.
2. In **1576**, his forces fought the Mughal army at the famous Battle of Haldighati.
3. Maharana Pratap continued resisting Mughal authority even after this major confrontation.
4. He adopted **guerrilla warfare**, making effective use of the difficult terrain of the region.
5. The **Bhils** supported him as fighters and provided valuable knowledge of the local terrain.

7. Explain the main features of Mughal administration under Akbar.

Answer:

1. The Mughal emperor stood at the centre of a well-organised administrative system.
2. Important central officials included the **Diwan, Mir Bakhshi, Khan-i-Saman and Sadr**, each having specific responsibilities.
3. The empire was divided into administrative provinces known as **subahs**.
4. **Todar Mal's** revenue arrangements used systematic surveys of land, crops and prices for revenue assessment.
5. Village-level institutions also continued to play an important role in local administration.

8. Describe the economic life of people during the period covered in the chapter.

Answer:

1. **Agriculture** remained a major foundation of economic life and supported a large section of the population.
2. Artisanal industries produced a variety of goods and contributed substantially to economic activity.
3. **Guilds, jatis, credit arrangements and community-based institutions** played important roles in production and exchange.
4. Extensive trade networks connected different regions, while roads, bridges and other infrastructure supported commerce.
5. Coins such as the Mughal silver **rupaya** and copper **dam** also facilitated economic transactions.

9. Explain the different forms of resistance faced by the Mughal rulers.

Answer:

1. Mughal expansion encountered resistance from various regional rulers and communities.
2. **Maharana Pratap of Mewar** resisted Mughal suzerainty and continued his struggle through guerrilla warfare.
3. Peasant communities such as the **Jats** also rebelled against Mughal authority.
4. Tribal communities including the **Bhils, Gonds, Santhals and Kochs** resisted annexation and taxation.
5. These struggles show that Mughal authority was challenged by different groups in different parts of the empire.

10. Describe the impact of political changes on society, economy and culture during this period.

Answer:

1. Invasions, wars and dynastic changes caused political instability and hardship in several regions.
2. Ordinary people sometimes faced destruction, heavy taxation, insecurity and religious intolerance or persecution.
3. Despite these difficulties, **agriculture, artisanal production and trade networks** continued to sustain considerable economic activity.
4. Communities rebuilt towns, cities, temples and economic institutions while maintaining or reviving many traditions.
5. Interaction among indigenous and foreign influences also contributed to developments in **architecture, literature, music and painting**.

2.12 Five-mark questions with Answers of HOTS Type: (12 Questions)

Five-Mark Descriptive Questions with Answers – HOTS Type:

1. Analyse how the rise and decline of the Delhi Sultanate reshaped India's political map.

Answer:

1. The Delhi Sultanate brought large territories under a succession of **Mamluk, Khilji, Tughlaq, Sayyid and Lodi** rulers.
2. Its rulers attempted to extend their authority through military campaigns into different parts of the subcontinent.
3. Regional powers such as the Eastern Gangas and the Musunuri Nayakas resisted these attempts and retained or regained political autonomy.
4. Political instability within the Sultanate weakened its ability to maintain control over distant regions.
5. Thus, the expansion, resistance and eventual weakening of the Sultanate contributed to the emergence of new regional powers and repeatedly altered political boundaries.

2. Evaluate the role of regional resistance in limiting the expansion of large empires.**Answer:**

1. Regional resistance prevented powerful empires from establishing uncontested authority over the entire subcontinent.
2. **Narasimhadeva I** of Kalinga successfully resisted incursions connected with the Delhi Sultanate.
3. The **Musunuri Nayakas** united more than 75 chieftains and expelled Muhammad bin Tughlaq's forces from Warangal.
4. Later, rulers such as **Maharana Pratap** continued resisting Mughal expansion using local support and guerrilla methods.
5. These examples demonstrate that leadership, regional unity and local knowledge could enable smaller powers to challenge much larger imperial forces.

3. Analyse why the Vijayanagara Empire became a major political, economic and cultural power.**Answer:**

1. Vijayanagara developed a strong political structure that enabled its rulers to control extensive territories in southern India.
2. Military strength helped the empire defend itself and compete with neighbouring powers.
3. Trade and commercial connections contributed to prosperity and provided access to strategically important commodities such as horses.
4. Under **Krishnadevaraya**, literature, learning, temples and effective governance received considerable encouragement.
5. Therefore, Vijayanagara's strength resulted from the combined development of **political authority, military power, economic prosperity and cultural patronage.**

4. Explain why the Battle of Talikota can be regarded as a major turning point in the history of Vijayanagara.**Answer:**

1. The Battle of Talikota in **1565** brought Vijayanagara into conflict with a coalition of Deccan Sultanates.
2. The combined forces of its opponents inflicted a major military defeat on Vijayanagara.
3. After the battle, the imperial capital was attacked and extensively devastated.
4. The destruction weakened the political and economic foundations of the empire and contributed to its fragmentation.
5. Therefore, Talikota was not merely a lost battle but an event that fundamentally changed the balance of power in southern India.

5. Analyse how military technology contributed to Babur's success and the establishment of Mughal rule.**Answer:**

1. Babur confronted Ibrahim Lodi at the **First Battle of Panipat in 1526.**
2. He effectively employed gunpowder weapons and **artillery**, which provided an important battlefield advantage.
3. Such technology, combined with military organisation and tactics, strengthened the effectiveness of Babur's forces.
4. Ibrahim Lodi's defeat ended Lodi control of Delhi and opened the way for a new ruling dynasty.
5. Thus, Babur's victory demonstrates how changes in military technology and strategy could produce major political transformations.

6. Assess how Akbar's policies helped him consolidate a large and diverse empire.**Answer:**

1. Akbar used military campaigns to expand Mughal territory and establish imperial authority over important regions.
2. He also formed political alliances with regional rulers instead of relying entirely on warfare.
3. His abolition of **jizya** and promotion of *sulh-i-kul* encouraged greater tolerance among different religious communities.
4. Interfaith discussions and translations of Sanskrit texts into Persian promoted intellectual and cultural interaction.
5. The combination of **military power, political alliances, administrative organisation and accommodation** helped Akbar consolidate Mughal rule.

7. Analyse the significance of Maharana Pratap's resistance to Mughal authority.

Answer:

1. Maharana Pratap refused to accept Mughal suzerainty and defended the political independence of Mewar.
2. His forces confronted the Mughal army at the **Battle of Haldighati in 1576**.
3. He continued resistance even after the battle instead of abandoning his struggle.
4. Support from the **Bhils** and knowledge of the local terrain helped him employ guerrilla warfare effectively.
5. His struggle demonstrates how determination, local support and geographical knowledge could sustain resistance against a more powerful empire.

8. Analyse why an effective revenue and administrative system was essential for maintaining a large empire.

Answer:

1. Large empires required regular revenue to maintain armies, officials and administrative institutions.
2. The Delhi Sultanate used the **iqta system** to administer territories and organise tax collection.
3. Under the Mughals, the empire was divided into provinces and responsibilities were distributed among specialised officials.
4. **Todar Mal's** surveys of land, crops and prices made revenue assessment more systematic.
5. Therefore, effective administration and reliable revenue collection were essential for maintaining central authority over extensive territories.

9. "Political instability did not completely destroy India's economic prosperity." Justify the statement.

Answer:

1. Political conflicts and dynastic changes created insecurity and hardship in many parts of the country.
2. Nevertheless, **agriculture** continued to provide a strong foundation for economic life.
3. Artisanal industries, guilds, jatis and community-based institutions continued to support production.
4. Extensive trade networks, credit systems and infrastructure such as roads and irrigation works supported economic exchange.
5. Hence, although political instability affected people severely in some regions, substantial economic activity continued across India.

10. Examine how invasions and political conflicts affected ordinary people and how society responded.

Answer:

1. Repeated invasions and wars caused destruction, displacement, insecurity and disruption in several regions.

2. Heavy taxation and, in some periods, religious intolerance and persecution added to the difficulties faced by ordinary people.
3. Despite these hardships, communities continued agricultural, artisanal and commercial activities wherever possible.
4. People rebuilt **towns, cities, temples and economic institutions** after periods of conflict.
5. This ability to recover while preserving and adapting traditions demonstrates the resilience of Indian society.

11. Compare military conquest and political alliance as methods of building an empire.

Answer:

1. Military conquest enabled rulers to defeat opponents and bring new territories under their authority.
2. However, repeated warfare could consume resources and provoke continued regional resistance.
3. Political alliances could secure the cooperation of regional rulers without requiring constant military conflict.
4. Akbar's rule illustrates the use of both warfare and alliances to expand and consolidate Mughal authority.
5. Therefore, a combination of **military strength and political diplomacy** could provide greater stability than conquest alone.

12. "The medieval period was an age of both conflict and cultural creativity." Analyse the statement.

Answer:

1. The period witnessed repeated invasions, dynastic struggles, wars and resistance among competing political powers.
2. Such conflicts often caused destruction and considerable hardship for ordinary communities.
3. At the same time, rulers and communities continued to support **architecture, literature, music and painting**.
4. Interaction between indigenous and incoming traditions also contributed to new forms of cultural expression.
5. Thus, political conflict existed alongside significant cultural development and social resilience.

2.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Five-Mark Descriptive Questions with Answers – Applied Type:

1. Imagine you are an adviser to a regional ruler facing invasion by a much larger empire. Based on the Musunuri Nayakas and Maharana Pratap, suggest five strategies you would recommend.

Answer:

1. I would build a **confederacy with neighbouring chiefs**, as the Musunuri Nayakas united many chieftains against Sultanate forces.
2. I would seek the support of local communities so that the ruler has a strong regional support base.
3. I would make effective use of **local geographical knowledge**, especially forests, hills and difficult terrain.
4. I would use **guerrilla warfare and surprise attacks**, as Maharana Pratap did with support from the Bhils.

5. I would continue resistance even after a military setback because sustained local resistance can prevent an empire from establishing complete control.

2. Suppose you are Akbar governing an empire with people belonging to different religions and cultural traditions. What five measures would you adopt to promote unity?

Answer:

1. I would follow a policy of **religious tolerance** so that people of different faiths feel respected.
2. I would promote the principle of **sulh-i-kul**, or “peace with all,” in governance.
3. I would encourage dialogue among scholars and representatives of different religious traditions.
4. I would form political alliances with regional rulers and involve different groups in administration.
5. I would encourage cultural exchange, including the **translation of important works from one language into another**.

3. A ruler wants to introduce a completely new currency system in his kingdom. What lessons should the ruler learn from Muhammad bin Tughlaq’s token-currency experiment?

Answer:

1. The ruler should carefully study whether the proposed currency can be securely produced and controlled.
2. He should prevent **counterfeiting**, which was a major problem with Muhammad bin Tughlaq’s token currency.
3. The new currency should gain the confidence and acceptance of merchants and ordinary people.
4. The government should test the system on a limited scale before introducing it throughout the kingdom.
5. Thus, the ruler should understand that an innovative idea requires **careful planning and effective implementation** to succeed.

4. Imagine you are responsible for improving the economy of a medieval kingdom. Based on the chapter, suggest five measures you would undertake.

Answer:

1. I would improve **agriculture and irrigation** because agriculture formed the foundation of economic life.
2. I would encourage artisans and their organisations so that production of different goods could expand.
3. I would develop **roads and bridges** to improve the movement of people and commodities.
4. I would encourage internal and external trade and provide suitable facilities for merchants and markets.
5. I would promote reliable currency and credit arrangements to make economic transactions easier.

5. Suppose you are appointed as the revenue administrator of a large agricultural province under Akbar. How would you apply Todar Mal’s approach?

Answer:

1. I would conduct a systematic **survey of agricultural land** before assessing revenue.
2. I would collect information about the different crops cultivated in the province.
3. I would study prevailing **prices and agricultural conditions** while determining revenue obligations.
4. I would maintain proper records so that revenue assessment and collection could be organised systematically.

5. In this way, I would use reliable information about land, crops and prices to strengthen revenue administration.

6. Imagine you are a military commander facing an enemy with a much larger army. How could the experiences of Babur and Maharana Pratap help you plan your strategy?

Answer:

1. From Babur, I would learn the importance of using available **military technology effectively** rather than depending only on numerical strength.
2. I would organise my forces carefully and select tactics suitable for the battlefield.
3. From Maharana Pratap, I would learn to make effective use of **local terrain and geographical knowledge**.
4. I would seek support from local communities and use guerrilla tactics where conventional warfare is unsuitable.
5. These examples show that **technology, strategy, terrain and local support** can sometimes compensate for disadvantages in military strength.

7. A kingdom has recently suffered a destructive war. As its administrator, how would you help restore normal life based on the experiences described in the chapter?

Answer:

1. I would first help communities rebuild **damaged towns, settlements and important institutions**.
2. I would restore agricultural activity so that people could resume food production and livelihoods.
3. I would repair roads, irrigation facilities and other infrastructure needed for economic recovery.
4. I would encourage artisans, merchants and trade networks to restart production and exchange.
5. I would also support cultural and community institutions because the chapter shows that society recovered by rebuilding both its **economic and cultural life**.

8. Suppose several small kingdoms are threatened by a powerful invading force. How could the Battle of Talikota provide them with a strategic lesson?

Answer:

1. The kingdoms could recognise that individually they might be weaker than a powerful opponent.
2. They could form a **military coalition** and combine their available forces and resources.
3. They should coordinate their strategies and identify a common political objective.
4. The coalition of Deccan Sultanates at Talikota demonstrates how combined action could alter the balance of military power.
5. Therefore, the situation illustrates that **alliances can significantly influence the outcome of conflicts between competing states**.

9. Imagine you are planning a new capital city for a powerful kingdom. What five factors would you consider using lessons from this chapter?

Answer:

1. I would choose a location that allows the government to administer its territories effectively.
2. I would consider the availability of **water, agricultural resources and suitable infrastructure**.
3. I would ensure that roads and communication routes connect the capital with important regions.
4. I would examine the difficulties people and administrators might face before ordering a large-scale transfer to the new capital.

5. Muhammad bin Tughlaq's capital-transfer experiment shows that even an ambitious administrative decision can cause hardship if its **practical consequences are not adequately considered**.

10. Your school is organising a model "Medieval Indian Kingdom." If you are chosen as its ruler, what five features from the chapter would you include to make your kingdom strong and prosperous?

Answer:

1. I would establish an organised **administrative system** with officials having clearly defined responsibilities.
2. I would introduce systematic land and revenue assessment based on accurate information.
3. I would strengthen agriculture, irrigation, roads, markets and trade to create a prosperous economy.
4. I would encourage cultural activities such as **literature, architecture, music and learning**.
5. I would promote cooperation among different communities because political stability, economic strength and cultural development together contribute to a successful kingdom.

2.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Type Multiple Choice Questions with Answers:

Below are **30 MCQs** designed to test **recall, conceptual understanding, chronology, cause-and-effect, comparison, inference, and analytical reasoning**.

1. Which sequence correctly represents the dynasties of the Delhi Sultanate?

- A. Khilji → Mamluk → Tughlaq → Lodi → Sayyid
- B. Mamluk → Khilji → Tughlaq → Sayyid → Lodi
- C. Mamluk → Tughlaq → Khilji → Sayyid → Lodi
- D. Lodi → Sayyid → Tughlaq → Khilji → Mamluk

Answer: B. Mamluk → Khilji → Tughlaq → Sayyid → Lodi

2. Which ruler is correctly associated with an attempt to transfer the capital from Delhi to Daulatabad?

- A. Ala-ud-din Khilji
- B. Ibrahim Lodi
- C. Muhammad bin Tughlaq
- D. Babur

Answer: C. Muhammad bin Tughlaq

3. Muhammad bin Tughlaq's token-currency experiment faced serious problems mainly because:

- A. copper was unavailable in India
- B. people refused to use coins
- C. counterfeit coins could be produced easily
- D. foreign traders accepted only gold

Answer: C. counterfeit coins could be produced easily

4. Which regional ruler is most closely associated with successful resistance to Sultanate incursions into Kalinga?

- A. Krishnadevaraya
- B. Narasimhadeva I
- C. Maharana Pratap

D. Ibrahim Lodi

Answer: B. Narasimhadeva I

5. The Sūrya Temple at Konark is associated in the chapter with:

- A. Babur
- B. Akbar
- C. Narasimhadeva I
- D. Todar Mal

Answer: C. Narasimhadeva I

6. What was the major strength of the Musunuri Nayakas in their resistance?

- A. Their use of naval forces
- B. Their alliance with the Mughals
- C. Their confederacy of more than 75 chieftains
- D. Their control of Delhi

Answer: C. Their confederacy of more than 75 chieftains

7. The Musunuri Nayakas succeeded in expelling Muhammad bin Tughlaq's forces from:

- A. Agra
- B. Warangal
- C. Panipat
- D. Chittor

Answer: B. Warangal

8. The Vijayanagara Empire was founded by:

- A. Babur and Humayun
- B. Harihara and Bukka Raya
- C. Akbar and Todar Mal
- D. Narasimhadeva and Krishnadevaraya

Answer: B. Harihara and Bukka Raya

9. Present-day Hampi is associated with the capital of which empire?

- A. Mughal Empire
- B. Delhi Sultanate
- C. Vijayanagara Empire
- D. Lodi Empire

Answer: C. Vijayanagara Empire

10. The Vijayanagara Empire reached a high point under:

- A. Muhammad bin Tughlaq
- B. Krishnadevaraya
- C. Ibrahim Lodi
- D. Humayun

Answer: B. Krishnadevaraya

11. Which literary work was composed by Krishnadevaraya?

- A. Baburnama
- B. Āmuktamālyada
- C. Akbarnama
- D. Arthashastra

Answer: B. Āmuktamālyada

12. Which event seriously weakened Vijayanagara in 1565?

- A. First Battle of Panipat
- B. Battle of Haldighati
- C. Battle of Talikota

D. Battle of Saraighat

Answer: C. Battle of Talikota

13. The Battle of Talikota illustrates which broader political principle most clearly?

- A. Trade always prevents warfare.
- B. A coalition of states can alter the balance of political power.
- C. Capitals cannot be attacked during wars.
- D. Regional kingdoms never formed alliances.

Answer: B. A coalition of states can alter the balance of political power.

14. Who defeated Ibrahim Lodi at the First Battle of Panipat?

- A. Akbar
- B. Sher Shah Suri
- C. Babur
- D. Maharana Pratap

Answer: C. Babur

15. Babur's victory at Panipat in 1526 is historically important because it:

- A. established the Vijayanagara Empire
- B. laid the foundation of Mughal rule in India
- C. ended Mughal rule
- D. established the Sikh Empire

Answer: B. laid the foundation of Mughal rule in India

16. Which military factor contributed significantly to Babur's success?

- A. Exclusive dependence on elephants
- B. Gunpowder and artillery
- C. Naval warfare
- D. Fortification of Hampi

Answer: B. Gunpowder and artillery

17. Which of the following best explains Akbar's policy of *sulh-i-kul*?

- A. Permanent warfare with all kingdoms
- B. Peace with all and tolerance of different faiths
- C. Collection of taxes only from merchants
- D. Replacement of Persian with Sanskrit

Answer: B. Peace with all and tolerance of different faiths

18. Akbar's support for translating Sanskrit works into Persian primarily encouraged:

- A. military expansion
- B. cultural and intellectual interaction
- C. agricultural taxation
- D. construction of fortifications

Answer: B. cultural and intellectual interaction

19. Which pair is correctly matched?

- A. Maharana Pratap — Mewar
- B. Krishnadevaraya — Delhi Sultanate
- C. Babur — Vijayanagara
- D. Todar Mal — Eastern Ganga kingdom

Answer: A. Maharana Pratap — Mewar

20. Maharana Pratap fought Mughal forces at Haldighati in:

- A. 1206
- B. 1526
- C. 1565
- D. 1576

Answer: D. 1576

21. Why were the Bhils particularly valuable to Maharana Pratap?

- A. They controlled Mughal artillery.
- B. They had excellent knowledge of the local terrain.
- C. They collected Mughal revenue.
- D. They controlled the port trade.

Answer: B. They had excellent knowledge of the local terrain.

22. Which strategy would be most suitable for a smaller force familiar with mountainous terrain when confronting a larger army?

- A. Guerrilla warfare
- B. Token currency
- C. Revenue surveying
- D. Maritime blockade

Answer: A. Guerrilla warfare

23. Under the Delhi Sultanate, an *iqta* was primarily:

- A. a religious text
- B. an assigned territory connected with administration and revenue collection
- C. a silver coin
- D. a military weapon

Answer: B. an assigned territory connected with administration and revenue collection

24. Which Mughal official was especially associated with systematic land-revenue surveys under Akbar?

- A. Malik Kafur
- B. Todar Mal
- C. Harihara
- D. Ibrahim Lodi

Answer: B. Todar Mal

25. Which set contains factors that supported India's economic activity during this period?

- A. Agriculture, artisanal industries and trade networks
- B. Warfare, invasions and destruction only
- C. Forts, armies and succession disputes only
- D. Religious debates and military campaigns only

Answer: A. Agriculture, artisanal industries and trade networks

26. Consider the following statements:

- I. Roads and bridges supported movement and trade.
- II. Canals and irrigation works supported agriculture.
- III. Infrastructure had no connection with economic activity.

Which option is correct?

- A. I only
- B. II only
- C. I and II only
- D. I, II and III

Answer: C. I and II only

27. The Mughal *rupaya* and *dam* were respectively:

- A. gold and silver coins
- B. silver and copper coins
- C. copper and gold coins
- D. two kinds of taxes

Answer: B. silver and copper coins

28. Which conclusion can best be drawn from Jat and tribal resistance to Mughal authority?

- A. Mughal authority was never challenged.
- B. Only kings could resist imperial power.
- C. Peasant and tribal communities could also challenge imperial authority.
- D. All resistance was caused by foreign invasion.

Answer: C. Peasant and tribal communities could also challenge imperial authority.

29. Arrange the following events in chronological order:

- 1. Battle of Haldighati
- 2. First Battle of Panipat
- 3. Battle of Talikota

- A. 1 → 2 → 3
- B. 2 → 3 → 1
- C. 3 → 2 → 1
- D. 2 → 1 → 3

Answer: B. First Battle of Panipat (1526) → Battle of Talikota (1565) → Battle of Haldighati (1576)

30. Which statement best captures the central theme of the chapter “Reshaping India’s Political Map”?

- A. Political boundaries remained unchanged throughout the period.
- B. Only foreign invasions influenced political developments.
- C. Conquests, resistance, new dynasties and regional powers repeatedly changed political boundaries.
- D. Economic activities completely disappeared because of warfare.

Answer: C. Conquests, resistance, new dynasties and regional powers repeatedly changed political boundaries.

2.15 Best Practices Opportunity List from the Chapter: (12 Ideas)

“Best Practices” Opportunities for Teaching:

1. **Timeline-Based Teaching**
Develop a classroom timeline covering important events such as the **First Battle of Panipat (1526), Battle of Talikota (1565), Battle of Haldighati (1576), Battle of Saraighat (1671), formation of the Khalsa (1699), Maratha control of Delhi (1754), and establishment of the Sikh Empire (1799)**. Ask students to place event cards in chronological order and explain their significance.
2. **Historical Map-Mapping Activity**
Use outline maps of India to locate **Delhi, Warangal, Kalinga, Vijayanagara/Hampi, Mewar, Panipat and other places discussed in the chapter**. Students can use arrows to represent invasions, expansion, resistance and changing political boundaries, directly reinforcing the chapter’s theme of a political map being “reshaped.”
3. **Cause–Event–Consequence Charts**
For major developments, ask students to prepare three-column charts: **Cause → Historical Event → Consequence**. For example, students can analyse the First Battle of Panipat, Battle of Talikota, regional resistance and the rise of new political powers rather than simply memorising dates.
4. **Compare-and-Contrast Learning**
Have students compare the **Delhi Sultanate and Mughal administrative systems** using a graphic organiser. They can examine the Sultanate’s *iqta* arrangements

alongside Mughal provincial administration and Todar Mal's systematic revenue measures.

5. **Role-Play and Historical Simulation:**
Assign students roles such as **Krishnadevaraya, Babur, Akbar, Maharana Pratap, Narasimhadeva I, a Musunuri Nayaka chieftain, an administrator, trader or artisan**. Students can explain decisions and challenges from the perspective of their assigned historical role while remaining within the evidence presented in the chapter.
6. **Resistance Strategy Case Studies**
Compare different examples of resistance, especially the **Eastern Gangas, Musunuri Nayakas, Maharana Pratap, Jats and tribal communities**. Students can identify factors such as leadership, alliances, terrain, local support and guerrilla methods that influenced resistance.
7. **Think–Pair–Share with HOTS Questions**
Present questions such as, “Why could a smaller regional power successfully resist a larger empire?” or “Can political instability coexist with economic prosperity?”
Students first think individually, then discuss with a partner and finally share evidence-based answers with the class. The chapter notes continuing agriculture, artisanal production and trade despite political instability.
8. **Primary-Source and Visual Interpretation**
Use the chapter's maps, illustrations, monuments, coins and other visual material as learning evidence rather than decoration. Ask students to observe, infer, question and then verify their interpretations against the chapter text.
9. **Concept-Mapping at the End of the Lesson**
Students can create a concept map beginning with “**Reshaping India's Political Map**” and branching into *Delhi Sultanate* → *Regional Resistance* → *Vijayanagara* → *Mughals* → *Administration* → *Economy* → *Society & Culture*. This provides an effective visual revision tool.
10. **Connect Political History with People's Lives**
Avoid teaching the chapter only as a sequence of rulers and battles; regularly connect political changes to **agriculture, artisans, trade, taxation, infrastructure and ordinary communities**. This reflects the chapter's emphasis on both political developments and their effects on society and the economy.
11. **Evidence-Based Classroom Debate**
Conduct short debates such as “**Military strength alone is enough to build a stable empire**” or “**Regional alliances were more effective than individual resistance.**”
Require students to support every argument with examples from the chapter.
12. **Exit Ticket and Retrieval Practice**
End each lesson with three quick prompts: **one important person/event, one cause-and-effect relationship, and one HOTS inference**. This provides continuous formative assessment and helps the teacher identify misconceptions before moving to the next section.

2.16 Innovations Opportunity List from the Chapter: (12 Ideas)

“Innovations” Opportunities in Teaching–Learning for Grade 8:

(1) Interactive Digital Political Map – “Watch India's Map Change”:

Students can create a layered digital or classroom map showing the changing territories of the **Delhi Sultanate, regional kingdoms, Vijayanagara and the Mughal Empire**. Different layers can represent conquest, resistance and the emergence of new political

powers, helping students visually understand why the chapter is called *Reshaping India's Political Map*.

(2) Augmented Timeline / QR-Code History Trail:

Create a timeline around the classroom and attach QR codes to important events such as the **First Battle of Panipat (1526), Talikota (1565), Haldighati (1576), Saraighat (1671) and formation of the Khalsa (1699)**. Scanning each code can reveal a student-created explanation, map, image, quiz or audio narration.

(3) “Historical Newsroom” Activity:

Convert the classroom into a medieval news studio where groups report events as if they were contemporary journalists. Students could prepare short reports such as **“Babur Wins at Panipat,” “Vijayanagara Faces Defeat at Talikota,” or “Maharana Pratap Continues Resistance,”** while separating historical evidence from imaginative presentation.

(4) Strategy Lab – “Defend Your Kingdom”:

Give students a hypothetical situation in which a smaller regional kingdom faces a larger imperial army. They must select strategies involving **alliances, terrain, local support and guerrilla tactics**, and then compare their decisions with the Musunuri Nayakas and Maharana Pratap.

(5) Gamified Empire-Building Simulation:

Divide students into teams representing different kingdoms and provide limited tokens for **army, administration, agriculture, trade, infrastructure and cultural patronage**. Teams must decide how to allocate their resources, helping students understand that political power depended on more than military conquest alone.

(6) AI-Assisted Historical Question Lab:

Under teacher supervision, students can use an AI tool to generate questions about a selected section of the chapter, then **verify every generated answer against the textbook**. Students classify the verified questions into LOTS, HOTS and applied categories, turning AI use into an exercise in source verification and critical thinking.

(7) Virtual Heritage Gallery:

Students can create a digital gallery featuring chapter-related heritage such as **Hampi, Konark and forts associated with regional kingdoms**. Each exhibit can include a short caption explaining what the monument reveals about political authority, economy, religion, architecture or cultural achievement.

(8) Decision-Making Simulation – “You Are the Ruler”:

Present students with historical decision scenarios: *Would you shift your capital? How would you introduce a new currency? Would you conquer or form an alliance? How would you govern people of different faiths?* After choosing, students compare their decisions with policies discussed in the chapter, including those of **Muhammad bin Tughlaq and Akbar**.

(9) Medieval Economy Classroom Marketplace:

Create a simulated marketplace where students become **farmers, artisans, traders, guild members, revenue officials and administrators**. Using mock *rupaya* and *dam* coins, they can model production, exchange and taxation to understand how economic life continued despite political changes.

(10) History Podcast / 60-Second Audio Story:

Students can produce one-minute audio episodes on topics such as **“Why Panipat Mattered,” “Krishnadevaraya’s Vijayanagara,” “Maharana Pratap and the Bhils,” or “How Ordinary People Responded to Political Change.”** The short format encourages students to identify the most significant information and communicate it clearly.

(11) Cause–Effect Digital Puzzle:

Prepare movable cards containing **causes, events and consequences** and ask students to connect the correct three. For example: *Babur's military campaign* → *First Battle of Panipat* → *foundation of Mughal rule*, encouraging logical historical sequencing rather than rote memorisation.

(12) Student-Created Digital Museum: “India in Transition”:

As a culminating project, groups can build a digital or physical museum with sections on **Political Change, Regional Resistance, Administration, Economy, People's Lives and Cultural Development**. This integrates maps, timelines, student narration, models, quizzes and artwork while reinforcing the chapter's broader message of political change alongside economic and social resilience.

2.17: Practicing Questions/Question Bank :**A. Fill-in-the-Blank Questions:**

- The five dynasties of the Delhi Sultanate included the Mamluks, Khiljis, Tughlaqs, Sayyids and _____.
Answer: Lodis
- Muhammad bin Tughlaq attempted to transfer his capital from Delhi to _____.
Answer: Daulatabad
- Narasimhadeva I belonged to the _____ **Ganga** dynasty.
Answer: Eastern
- The Musunuri Nayakas expelled Sultanate forces from _____.
Answer: Warangal
- The Vijayanagara Empire was founded by _____ and _____.
Answer: Harihara and Bukka Raya
- Vijayanagara reached a high point under _____.
Answer: Krishnadevaraya
- Babur defeated _____ in the First Battle of Panipat in 1526.
Answer: Ibrahim Lodi
- Akbar promoted the principle of _____, meaning “peace with all.”
Answer: *sulh-i-kul*
- Maharana Pratap fought Mughal forces at the Battle of _____ in 1576.
Answer: Haldighati
- Akbar's revenue administration is closely associated with _____.
Answer: Todar Mal
- The territories assigned under the Sultanate's administrative system were known as _____.
Answer: iqtas
- The Mughal silver coin was known as the _____.
Answer: rupaya

B. One-Mark Descriptive Questions:

1. **Who were the five dynasties of the Delhi Sultanate?**

Answer: They were the Mamluks, Khiljis, Tughlaqs, Sayyids and Lodis.

2. **Who was Narasimhadeva I?**

Answer: Narasimhadeva I was a powerful Eastern Ganga ruler of Kalinga who resisted Sultanate incursions.

3. **Who were the Musunuri Nayakas?**

Answer: They were Telugu chieftains who organised regional resistance against the Delhi Sultanate.

4. **Who founded the Vijayanagara Empire?**

Answer: Harihara and Bukka Raya founded the Vijayanagara Empire.

5. **Who was Krishnadevaraya?**

Answer: Krishnadevaraya was a celebrated Vijayanagara ruler under whom the empire reached a high point.

6. **Why is the year 1526 important in Indian history?**

Answer: In 1526, Babur defeated Ibrahim Lodi at the First Battle of Panipat, laying the foundation of Mughal rule.

7. **What does *sulh-i-kul* mean?**

Answer: *Sulh-i-kul* means “peace with all.”

8. **Who was Maharana Pratap?**

Answer: Maharana Pratap was the ruler of Mewar who strongly resisted Mughal authority.

9. **What was an iqta?**

Answer: An iqta was an assigned territory connected with administration and revenue collection under the Delhi Sultanate.

10. **Name the two important Mughal coins mentioned in the chapter.**

Answer: The silver *rupaya* and copper *dam* were important Mughal coins.

C. Two-Mark Descriptive Questions:

1. **Mention two features of the Delhi Sultanate.**

Answer:

- It was ruled successively by five major dynasties.
- Its rulers expanded their territories through military campaigns but also faced political instability.

2. **How did the Musunuri Nayakas resist the Delhi Sultanate?**

Answer:

- They organised a confederacy of more than 75 chieftains.
- They succeeded in expelling Muhammad bin Tughlaq’s forces from Warangal.

3. **Mention two achievements of Krishnadevaraya.**

Answer:

- He strengthened Vijayanagara through military success and effective governance.
- He encouraged literature, learning and temple construction.

4. Why was the First Battle of Panipat significant?**Answer:**

- Babur defeated Ibrahim Lodi in the battle in 1526.
- The victory laid the foundation of Mughal rule in India.

5. Mention two features of Akbar's policy towards different communities.**Answer:**

- He promoted *sulh-i-kul*, or "peace with all."
- He encouraged dialogue and interaction among different religious and intellectual traditions.

6. How did the Bhils assist Maharana Pratap?**Answer:**

- They provided fighting support to Maharana Pratap.
- Their knowledge of the local terrain was useful for guerrilla warfare.

7. How did Todar Mal contribute to revenue administration?**Answer:**

- Systematic surveys of land and crops were undertaken.
- Information about crops and prices helped make revenue assessment more organised.

8. Mention two foundations of economic life during this period.**Answer:**

- Agriculture and artisanal production were important foundations.
- Trade networks, guilds and credit systems supported economic activity.

D. Three-Mark Descriptive Questions:**1. Explain three ways in which regional powers resisted the Delhi Sultanate.****Answer:**

- Eastern Ganga rulers such as Narasimhadeva I resisted Sultanate incursions.
- The Musunuri Nayakas united numerous chieftains against Sultanate authority.
- Such regional resistance prevented the Sultanate from permanently controlling every conquered area.

2. Describe three important features of the Vijayanagara Empire.**Answer:**

- It was founded by Harihara and Bukka Raya.
- Its capital at present-day Hampi became an important political and economic centre.
- Under Krishnadevaraya, military strength, governance, literature and cultural activities flourished.

3. How did Babur establish Mughal rule in India?**Answer:**

- Babur invaded northern India and challenged Ibrahim Lodi.
- He effectively used gunpowder weapons and artillery in his military campaigns.
- His victory at Panipat in 1526 laid the foundation of the Mughal Empire.

4. Explain three ways in which Akbar strengthened Mughal rule.

Answer:

- He expanded Mughal territory through military campaigns.
- He formed political alliances with regional rulers.
- He promoted policies such as *sulh-i-kul* to govern a diverse empire.

5. Explain Maharana Pratap's resistance to Mughal authority.

Answer:

- Maharana Pratap refused to accept Mughal suzerainty.
- He fought Mughal forces at Haldighati in 1576.
- He continued resistance through guerrilla warfare with support from the Bhils.

6. Explain three features of economic life during this period.

Answer:

- Agriculture remained a major economic foundation.
- Artisans, guilds and community-based institutions contributed to production.
- Extensive trade and credit networks supported economic prosperity.

E. Five-Mark Descriptive Questions:

1. Explain how the Delhi Sultanate contributed to reshaping India's political map.

Answer:

- The Sultanate brought extensive territories under rulers based in Delhi.
- Five dynasties ruled it successively.
- Military campaigns extended Sultanate influence into different regions.
- Regional kingdoms repeatedly resisted its expansion.
- Its expansion, resistance and decline encouraged the emergence of new regional political powers.

2. Describe the rise, achievements and decline of the Vijayanagara Empire.

Answer:

- Harihara and Bukka Raya founded the Vijayanagara Empire.
- Its capital at present-day Hampi developed into a major centre.
- Krishnadevaraya strengthened the empire through military and administrative achievements.
- Literature, temples, learning and trade flourished under Vijayanagara rulers.

- The Battle of Talikota in 1565 seriously weakened the empire and contributed to its fragmentation.

3. **Analyse the major methods used by Akbar to consolidate the Mughal Empire.**

Answer:

- Akbar used military campaigns to expand Mughal territory.
- He established political alliances with regional rulers.
- He developed an organised administrative structure across the empire.
- He promoted *sulh-i-kul* and greater religious accommodation.
- His combination of conquest, diplomacy, administration and accommodation strengthened Mughal authority.

4. **Explain the importance of regional resistance with suitable examples from the chapter.**

Answer:

- Regional resistance limited the ability of large empires to control every territory.
- Narasimhadeva I resisted Sultanate incursions into Kalinga.
- The Musunuri Nayakas united local chiefs and expelled Sultanate forces from Warangal.
- Maharana Pratap resisted Mughal authority with the support of the Bhils.
- These examples demonstrate the importance of leadership, alliances, local support and geographical knowledge.

5. **“India remained economically active despite political instability.” Explain.**

Answer:

- Agriculture continued to support a large section of the population.
- Artisans and local industries remained important centres of production.
- Guilds, jatis and community institutions supported economic organisation.
- Trade networks and systems of credit continued to connect different regions.
- Roads, irrigation works, cities and coinage further supported economic activity.

6. **Explain how political conflicts affected ordinary people and how society responded.**

Answer:

- Wars and invasions caused destruction and insecurity in many regions.
- Heavy taxation created additional hardship for ordinary people.
- Religious intolerance and persecution occurred during some periods.
- Communities nevertheless rebuilt towns, cities, temples and economic activities.
- The revival of social, economic and cultural life demonstrates the resilience of Indian society.

8th Standard Social Science Book Part 1 Chapter 3

Chapter 3: The Rise of the Marathas

3.1 Summary of the Chapter:

Summary:

- (1) **Background of the Marathas:** The Marathas were native to the **Deccan plateau**, especially present-day **Maharashtra**, and were united by Marathi language and a strong cultural tradition. The **Bhakti movement**, represented by saints such as Dnyaneshwar, Namdev, Tukaram and Ramdas, helped create a strong cultural and social foundation.
- (2) **Rise of Chhatrapati Shivaji Maharaj:** Born in **1630** to Shahji and Jijabai, Chhatrapati Shivaji began military campaigns at the age of 16. He captured and strengthened forts around Pune and gradually developed his vision of an independent and self-governing kingdom called **Swarājya**.
- (3) **Innovative Military Strategy:** Chhatrapati Shivaji effectively used **guerrilla warfare**, relying on speed, surprise, small forces and knowledge of the terrain to defeat larger armies. His encounter with **Afzal Khan** and his daring attack on **Shaista Khan** demonstrate his strategic ability.
- (4) **Coronation and Expansion:** After escaping from Mughal captivity at Agra, Chhatrapati Shivaji consolidated his power and was formally **coronated at Raigad in 1674**. He later undertook the **Dakṣiṇa-digvijaya**, extending Maratha influence into parts of present-day Karnataka and Tamil Nadu.
- (5) **Maratha Resistance and Pan-Indian Expansion:** After Shivaji's death, leaders including **Sambhaji, Rajaram and Tarabai** continued the struggle against the Mughals. Aurangzeb failed to subdue the Marathas, who subsequently expanded across large parts of India.
- (6) **Role of the Peshwas:** Over time, Maratha administration became more decentralised and the **Peshwas** gained considerable power. Under leaders such as **Bajirao I, Nansahab Peshwa, Madhavrao I and Mahadji Shinde**, Maratha influence spread across northern and central India, including Delhi.
- (7) **Efficient Administration:** Chhatrapati Shivaji established a relatively **centralised civilian administration**, paid officials from the state treasury and periodically transferred them to prevent excessive concentration of power. He was assisted by the **Aṣṭa Pradhāna Maṇḍala**, a council of eight ministers.
- (8) **Strong Military, Forts and Navy:** The Maratha forces consisted of **infantry, cavalry and navy**. Forts were considered the **core of Maratha power**, while the navy founded by Shivaji and later strengthened under **Kanhoji Angre** challenged European naval dominance along India's western coast.
- (9) **Trade and Cultural Revival:** The Marathas encouraged **maritime trade**, developed roads, bridges and transport networks, and promoted **Marathi, Sanskrit, literature, religious institutions and traditional arts**. Shivaji's concept of **Swarājya** combined political independence with cultural confidence and concern for people's welfare.
- (10) **Legacy of the Marathas:** Maratha rule challenged Mughal dominance and created the **largest Indian empire before British supremacy**, controlling much of central and northern India. Their resistance to foreign domination, administrative achievements, military organisation and ideal of **Swarājya** left a lasting influence on Indian history and later ideas of self-rule.

3.2 Important Formulas:

This is primarily a **History/Social Science chapter**, so it does **not contain mathematical formulas** in the usual sense. However, the following quantitative relationships from the chapter are useful for numerical, timeline, percentage, map-scale, and age-based questions.

1. Chauth

$$\text{Chauth} = \frac{25}{100} \times \text{Revenue/Assessed Amount}$$

Chauth was levied at **25%** on certain provinces not directly governed by the Marathas.

2. Sardeshmukhi

$$\text{Sardeshmukhi} = \frac{10}{100} \times \text{Revenue/Assessed Amount}$$

The chapter describes sardeshmukhi as an **additional 10%** levy.

3. Combined Chauth and Sardeshmukhi

$$25\% + 10\% = 35\%$$

For school-level quantitative exercises based on the stated percentages:

$$\text{Total Levy} = \frac{35}{100} \times \text{Assessed Amount}$$

4. Finding a Percentage Amount

$$\text{Amount} = \frac{\text{Percentage}}{100} \times \text{Total Amount}$$

This can be applied to numerical questions involving **chauth and sardeshmukhi**.

5. Finding the Original Amount

$$\text{Original Amount} = \frac{\text{Given Amount} \times 100}{\text{Percentage}}$$

Useful when the amount collected as chauth or sardeshmukhi is given and the total assessed amount has to be calculated.

6. Time Interval between Historical Events

$$\text{Time Interval} = \text{Later Year} - \text{Earlier Year}$$

Example: Shivaji's coronation was in **1674** and his death in **1680**.

$$1680 - 1674 = 6 \text{ years}$$

7. Age at an Event

$$\text{Approximate Age} = \text{Year of Event} - \text{Year of Birth}$$

Shivaji was born in **1630** and was coronated in **1674**:

$$1674 - 1630 = 44 \text{ years}$$

8. Duration of a War/Period

$$\text{Duration} = \text{Ending Year} - \text{Starting Year}$$

For example, the First Anglo-Maratha War is shown as **1775–1782**:

$$1782 - 1775 = 7 \text{ years}$$

9. Map Scale Calculation

$$\text{Actual Distance} = \text{Map Distance} \times \text{Scale Factor}$$

This relationship can be used for map-based exercises involving the chapter's map of Shivaji's kingdom and important forts, ports and territories.

10. Percentage Formula for Comparative Questions

$$\text{Percentage} = \frac{\text{Part}}{\text{Whole}} \times 100$$

This general formula is useful for constructing competency-based numerical questions from historical revenue or taxation data.

Key Quantitative Facts to Remember:

Chauth = 25%; Sardeshmukhi = additional 10%; Shivaji's birth = 1630; coronation = 1674; death = 1680; Battle of Panipat = 1761; First Anglo-Maratha War = 1775–1782; and end of Maratha power = 1818.

3.3 Fill-Up the Blank LOTS type questions with Answers: (40 Questions)

Fill-in-the-Blank Questions with Answers – LOTS Type:

- The Marathas were native to the _____ plateau.
Answer: Deccan
- The language mainly associated with the Marathas is _____.
Answer: Marathi
- During the 13th century, much of Maharashtra was ruled by the _____ dynasty.
Answer: Yadava
- The capital of the Yadava dynasty was _____.
Answer: Devagiri
- Saints such as Dnyaneshwar, Namdev, Tukaram and Ramdas were associated with the _____ tradition.
Answer: Bhakti
- Chhatrapati Shivaji Maharaj was born in the year _____.
Answer: 1630
- Chhatrapati Shivaji was born to _____ and Jijabai.
Answer: Shahji
- Chhatrapati Shivaji grew up in his father's jāgīr at _____.
Answer: Pune
- Chhatrapati Shivaji began his military campaigns when he was just _____ years old.
Answer: 16
- Chhatrapati Shivaji's vision of a sovereign kingdom was known as _____.
Answer: Swarājya
- Chhatrapati Shivaji used _____ warfare to fight against larger armies.
Answer: guerrilla
- The Bijapur Sultanate sent the veteran general _____ to confront Chhatrapati Shivaji.
Answer: Afzal Khan
- Chhatrapati Shivaji defeated Afzal Khan near _____ Fort.
Answer: Pratapgad
- The Mughal nobleman _____ invaded Chhatrapati Shivaji's territories with a large army.
Answer: Shaista Khan
- Chhatrapati Shivaji sacked the wealthy Mughal port city of _____.
Answer: Surat
- Chhatrapati Shivaji was placed under house arrest at _____ by Aurangzeb.
Answer: Agra
- Chhatrapati Shivaji was coronated at _____ in 1674.
Answer: Raigad
- Chhatrapati Shivaji's conquest of the South was known as _____.
Answer: Dakṣiṇa-digvijaya
- Chhatrapati Shivaji had two sons, Sambhaji and _____.
Answer: Rajaram
- After Sambhaji, _____ became the Chhatrapati and moved to Gingee.
Answer: Rajaram

Additional LOTS Fill-ups for the Question Bank

21. The Maratha prime minister was known as the _____.
Answer: Peshwa
22. _____ I and his son Nansahab Peshwa played important roles in the pan-Indian expansion of the Marathas.
Answer: Bajirao
23. The Marathas suffered a major defeat at the Battle of _____ in 1761.
Answer: Panipat
24. The Marathas recaptured Delhi in 1771 under the leadership of _____.
Answer: Mahadji Shinde
25. Three _____ wars were fought between the Marathas and the British from 1775 to 1818.
Answer: Anglo-Maratha
26. Chhatrapati Shivaji's council of eight ministers was called the _____.
Answer: Aṣṭa Pradhāna Maṇḍala
27. The tax called **chauth** was levied at _____ per cent.
Answer: 25
28. **Sardeshmukhi** was an additional _____ per cent levy.
Answer: 10
29. The Maratha armed forces consisted of infantry, cavalry and _____.
Answer: navy
30. The cavalrymen whose horses and equipment were paid for by the state were called _____.
Answer: bārgīrs
31. The cavalrymen who paid for their own horses and equipment were called _____.
Answer: shiledārs
32. _____ were considered the core of the Maratha state.
Answer: Forts
33. The famous Maratha naval leader of the 18th century was _____.
Answer: Kanhoji Angre
34. The local body that delivered justice under the Marathas was called the _____.
Answer: panchāyat
35. The _____ was responsible for maintaining law and order in important towns.
Answer: kotwāl
36. Chhatrapati Shivaji commissioned the **Rājya-Vyavahāra-Koṣha** to promote the _____ language.
Answer: Marathi
37. The main script used by the Marathas for correspondence was the _____ script.
Answer: Moḍī
38. The fearless Maratha warrior queen who led resistance against the Mughals was _____.
Answer: Tarabai
39. _____ Holkar ruled wisely for about thirty years and built or restored temples, ghats, wells and roads.
Answer: Ahilyabai
40. The Maratha power finally came to an end in _____ after the Third Anglo-Maratha War.
Answer: 1818

3.4 Fill-Up the Blank HOTS type questions with Answers: (30 Questions)

Fill-in-the-Blank Questions with Answers – HOTS Type:

These questions require students to **analyse, infer, connect causes and consequences, and apply ideas** from the chapter rather than merely recall facts.

1. Chhatrapati Shivaji's use of small groups, speed, surprise and knowledge of local terrain shows that _____ warfare was particularly suitable for fighting larger armies.

Answer: guerrilla

2. The capture and strengthening of strategically located forts helped Shivaji establish and protect his vision of _____.

Answer: Swarājya

3. If an army is smaller than its enemy but has excellent knowledge of mountains and forests, the Maratha strategy most suitable for it would be _____ warfare.

Answer: guerrilla

4. Shivaji's decision to establish a navy after expanding towards India's western coast demonstrates his understanding of the importance of _____ security.

Answer: maritime/coastal

5. The construction and control of numerous forts enabled the Marathas to control important routes and provide _____ to their forces during guerrilla warfare.

Answer: shelter

6. Shivaji's instruction that officials should not forcibly take resources from ordinary people demonstrates his concern for the _____ of his subjects.

Answer: welfare

7. The payment of government officials directly from the state treasury reduced their dependence on hereditary land assignments and strengthened _____ administration.

Answer: centralised

8. Periodically transferring government officials prevented them from accumulating excessive _____ that could challenge the king.

Answer: power

9. The Aṣṭa Pradhāna Maṇḍala indicates that Shivaji believed in obtaining administrative assistance from a council of _____ ministers.

Answer: eight

10. The expansion of Maratha power after Shivaji gradually transformed the state from a centralised system into a more _____ political structure.

Answer: decentralised

11. The increasing influence of the Peshwas shows that political authority gradually shifted from the Chhatrapati towards the _____.

Answer: Peshwa

12. The Marathas' recovery after their defeat at Panipat in 1761 demonstrates their political and military _____.

Answer: resilience

13. The recapture of Delhi by Mahadji Shinde in 1771 indicates that the defeat at _____ did not permanently end Maratha power.

Answer: Panipat

14. The prolonged Mughal-Maratha struggle in the Deccan prevented Aurangzeb from completely _____ the Marathas.

Answer: subduing

15. Tarabai's decision to send Maratha armies north while the Mughal forces were occupied in the Deccan demonstrates her strong sense of military _____.
Answer: strategy
16. The collection of **chauth and sardeshmukhi** from territories outside direct Maratha rule shows the extension of Maratha political _____ beyond their directly administered territories.
Answer: influence
17. By challenging the European system of compulsory naval trade passes, the Maratha navy attempted to resist European _____ supremacy along the coast.
Answer: naval
18. Kanhoji Angre's victories despite having less technologically advanced ships demonstrate the importance of geography and effective battle _____.
Answer: tactics
19. Shivaji's encouragement of ships travelling to Mocha, Muscat and Malacca demonstrates the importance he attached to _____ trade.
Answer: maritime/foreign
20. Shivaji's promotion of Sanskrit and Marathi while respecting other religions reflects a combination of cultural revival and religious _____.
Answer: tolerance/respect
21. The use of a Sanskrit inscription on Shivaji's royal seal instead of the prevalent Persian style can be interpreted as an assertion of cultural _____.
Answer: identity
22. The commissioning of the **Rājya-Vyavahāra-Koṣha** helped reduce dependence on Persian terminology and promoted the _____ language.
Answer: Marathi
23. Ahilyabai Holkar's construction and restoration of temples, ghats, wells and roads across different parts of India demonstrates her concern for both cultural heritage and public _____.
Answer: welfare
24. The interaction of Tamil, Telugu and Marathi traditions under the Thanjavur Marathas resulted in a _____ cultural environment.
Answer: syncretic/multilingual
25. Serfoji II's support for musicians and artists contributed to the development of modern Carnatic music and the early stages of _____.
Answer: Bharatanatyam
26. Serfoji II's Dhanwantari Mahal combined Indian and Western approaches to _____.
Answer: medicine
27. The Marathas' ability to resist larger Mughal forces for decades illustrates the strategic importance of their network of _____.
Answer: forts
28. Increasing internal disunity among the Marathas, combined with superior British organisation and technology, eventually contributed to the decline of Maratha _____.
Answer: power
29. The three Anglo-Maratha Wars demonstrate that the Marathas were among the principal Indian _____ of British expansion in the late 18th and early 19th centuries.
Answer: rivals

30. The Maratha ideal of **Swarājya** later encouraged Indians to believe in their ability to _____ themselves.

Answer: govern

3.5 One-mark questions with Answers of LOTS Type: (40 Questions)

One-Mark Descriptive Questions with Answers – LOTS Type:

- Who were the Marathas?**
Answer: The Marathas were a group of people native to the Deccan plateau, particularly present-day Maharashtra.
- Which language was mainly spoken by the Marathas?**
Answer: The Marathas mainly spoke the **Marathi language**.
- Which dynasty ruled most of Maharashtra during the 13th century?**
Answer: The **Yadava dynasty** ruled most of Maharashtra during the 13th century.
- Name any two Bhakti saints of Maharashtra mentioned in the chapter.**
Answer: Dnyaneshwar and Tukaram were two important Bhakti saints of Maharashtra.
- When was Chhatrapati Shivaji Maharaj born?**
Answer: Chhatrapati Shivaji Maharaj was born in **1630**.
- Who were the parents of Chhatrapati Shivaji?**
Answer: Chhatrapati Shivaji was born to **Shahji and Jijabai**.
- What was a jāgīr?**
Answer: A **jāgīr** was a piece of land granted by a ruler, usually as a reward for service.
- What was Shivaji's vision of an independent kingdom called?**
Answer: Shivaji's vision of a sovereign kingdom was called **Swarājya**.
- What is guerrilla warfare?**
Answer: Guerrilla warfare is a method in which small groups use **speed, surprise and knowledge of terrain** to fight larger armies.
- Who was Afzal Khan?**
Answer: Afzal Khan was a veteran general sent by the **Bijapur Sultanate** to confront Chhatrapati Shivaji.
- At which fort did Shivaji meet Afzal Khan?**
Answer: Shivaji met Afzal Khan at the foot of **Pratapgad Fort**.
- What was the wāgh nakh?**
Answer: The **wāgh nakh** was a small weapon shaped like a tiger's claw.
- Who was Shaista Khan?**
Answer: Shaista Khan was a **Mughal nobleman** who invaded Shivaji's territories with a large army.
- Which wealthy Mughal port city was sacked by Shivaji?**
Answer: Shivaji sacked the wealthy Mughal port city of **Surat**.
- Where was Shivaji placed under house arrest by Aurangzeb?**
Answer: Shivaji was placed under house arrest at **Agra**.
- How did Shivaji escape from house arrest at Agra?**
Answer: Shivaji and his son Sambhaji escaped by **hiding in baskets used for carrying gifts**.
- When and where was Chhatrapati Shivaji coronated?**
Answer: Chhatrapati Shivaji was coronated at **Raigad in 1674**.
- What was Dakṣiṇa-digvijaya?**
Answer: **Dakṣiṇa-digvijaya** was Chhatrapati Shivaji's conquest and expansion towards southern India.

19. **Name the two sons of Chhatrapati Shivaji.**

Answer: Chhatrapati Shivaji's two sons were **Sambhaji and Rajaram.**

20. **Who became Chhatrapati after Shivaji's death?**

Answer: **Sambhaji** became the Chhatrapati after Shivaji's death.

21. **Who was Tarabai?**

Answer: Tarabai was **Rajaram's queen and a fearless Maratha warrior ruler** who led resistance against the Mughals.

22. **Who was a Peshwa?**

Answer: The **Peshwa** was the prime minister in the Maratha political system.

23. **Name the Peshwa who played an important role in the pan-Indian expansion of the Marathas.**

Answer: **Peshwa Bajirao I** played an important role in the pan-Indian expansion of the Marathas.

24. **In which year did the Marathas suffer defeat at the Battle of Panipat?**

Answer: The Marathas suffered defeat at the Battle of Panipat in **1761.**

25. **Who helped the Marathas recapture Delhi in 1771?**

Answer: **Mahadji Shinde (Mahadji Scindia)** helped the Marathas recapture Delhi in 1771.

26. **What was the Aṣṭa Pradhāna Maṇḍala?**

Answer: The **Aṣṭa Pradhāna Maṇḍala** was Shivaji's council of eight ministers who assisted him in administration.

27. **What was chauth?**

Answer: **Chauth** was a tax of **25 per cent** levied by the Marathas on certain provinces not directly under their rule.

28. **What was sardeshmukhi?**

Answer: **Sardeshmukhi** was an additional **10 per cent** levy imposed by the Marathas.

29. **What were the three main divisions of the Maratha armed forces?**

Answer: The Maratha armed forces consisted of **infantry, cavalry and navy.**

30. **Who were the bārgīrs?**

Answer: **Bārgīrs** were cavalry soldiers whose horses and equipment were provided by the state.

31. **Who were the shiledārs?**

Answer: **Shiledārs** were cavalry soldiers who paid for their own horses and equipment.

32. **Why were forts important to the Marathas?**

Answer: Forts helped the Marathas **control important routes and shelter their armies** during warfare.

33. **Who was Kanhoji Angre?**

Answer: **Kanhoji Angre** was an important Maratha naval leader who led the Marathas to victory in many naval battles.

34. **What was the panchāyat in the Maratha judicial system?**

Answer: The **panchāyat** was a local gathering of officials and prominent men that delivered justice.

35. **What was the role of the kotwāl?**

Answer: The **kotwāl** was responsible for maintaining law and order in important towns.

36. **Name any two foreign ports visited by Maratha trading ships.**

Answer: Maratha trading ships visited ports such as **Muscat and Mocha.**

37. Why was the Rājya-Vyavahāra-Koṣha commissioned?

Answer: The Rājya-Vyavahāra-Koṣha was commissioned to promote Marathi by providing Sanskrit equivalents for commonly used Persian words.

38. Who was Ahilyabai Holkar?

Answer: Ahilyabai Holkar was a Maratha ruler who governed wisely and supported public welfare, religious institutions and traditional crafts.

39. Which script was mainly used by the Marathas for correspondence?

Answer: The Marathas mainly used the **Modī script** for correspondence.

40. When did Maratha power finally come to an end?

Answer: Maratha power came to an end in **1818 after the Third Anglo-Maratha War**.

3.6 One-mark questions with Answers of HOTS Type: (30 Questions)
One-Mark Descriptive Questions with Answers – HOTS Type:
1. Why was the Bhakti movement important for the rise of Maratha power?

Answer: The Bhakti movement created a strong cultural and social foundation that helped the Marathas organise themselves politically.

2. Why did Chhatrapati Shivaji initially focus on capturing and strengthening forts?

Answer: He used forts to consolidate control over strategic areas and strengthen the foundation of Swarājya.

3. Why was guerrilla warfare suitable for the Marathas?

Answer: Guerrilla warfare allowed the Marathas to use speed, surprise and knowledge of local terrain against larger armies.

4. Why did Shivaji establish a navy after expanding towards the west coast?

Answer: He established a navy to secure the coast and protect access to the valuable resources of coastal regions.

5. What does Shivaji's victory over Afzal Khan reveal about his military strategy?

Answer: It reveals his ability to combine careful planning, knowledge of terrain and surprise attacks against stronger enemies.

6. Why can Shivaji's raid on Shaista Khan be compared to a surgical strike?

Answer: It was a focused surprise attack on a specific enemy target using only a small number of soldiers.

7. What does Shivaji's conduct during the sack of Surat indicate about him?

Answer: His decision to spare religious places and the house of a charitable man indicates that his attack was selective rather than indiscriminate.

8. What quality of Shivaji is demonstrated by his escape from Agra?

Answer: His carefully planned escape from house arrest demonstrates his intelligence, patience and strategic thinking.

9. Why was Shivaji's coronation at Raigad politically significant?

Answer: His coronation formally asserted his status as a sovereign ruler of the Maratha kingdom.

10. How did Shivaji's southern conquests later benefit the Marathas?

Answer: The southern territories provided strategic depth that helped the Marathas resist Mughal invasions.

11. Why did Aurangzeb fail to completely subdue the Marathas?

Answer: The Marathas continuously defended their fortresses and effectively resisted Mughal forces through battles and skirmishes.

12. How did Tarabai contribute to the expansion of Maratha power?

Answer: Tarabai exploited Mughal weakness in the north by sending large Maratha armies into Mughal territories.

13. What does the increasing power of the Peshwas indicate about Maratha administration?

Answer: It indicates that Maratha administration gradually changed from a centralised system to a more decentralised political structure.

14. What does the Maratha recovery after the Battle of Panipat show?

Answer: Their recovery demonstrates the resilience of Maratha political and military power despite a major defeat.

15. Why did Shivaji abolish hereditary government posts?

Answer: He abolished hereditary posts to prevent officials from accumulating excessive independent power and to strengthen central authority.

16. What does Shivaji's policy towards the families of fallen soldiers reveal about his administration?

Answer: Providing pensions to widows and opportunities to soldiers' sons shows his concern for the welfare of military families.

17. What administrative principle is reflected in Shivaji's instructions not to forcibly cut people's trees?

Answer: His instructions reflect responsible governance based on respect for people's property, welfare and natural resources.

18. Why was the Aṣṭa Pradhāna Maṇḍala important for governance?

Answer: It enabled specialised ministers to assist the Chhatrapati in different areas of administration.

19. How did chauth and sardeshmukhi help extend Maratha influence?

Answer: These levies allowed the Marathas to exercise protection and political influence over provinces not directly under their administration.

20. Why were forts considered the core of the Maratha state?

Answer: Forts controlled strategic routes, sheltered armies and enabled the Maratha state to survive prolonged enemy invasions.

21. How did Kanhoji Angre overcome the technological limitations of Maratha ships?

Answer: Kanhoji Angre compensated for weaker naval technology through clever use of geography and effective battle tactics.

22. Why was the Maratha challenge to European naval passes significant?

Answer: It challenged European naval supremacy and asserted Maratha authority over maritime trade along the coast.

23. How did overseas trade strengthen the Maratha state?

Answer: Maritime connections with ports such as Mocha, Muscat and Malacca expanded the Marathas' commercial networks and access to foreign trade.

24. What does Shivaji's Sanskrit royal seal suggest about his idea of Swarājya?

Answer: The Sanskrit seal suggests that Swarājya included cultural self-confidence along with political sovereignty and people's welfare.

25. Why was the Rājya-Vyavahāra-Koṣha culturally significant?

Answer: It promoted Marathi and Sanskrit terminology and reduced dependence on Persian words in Maratha diplomatic administration.

26. How did Shivaji combine religious devotion with tolerance?

Answer: He upheld Hindu traditions while respecting other religions and avoiding religious discrimination.

27. Why is Ahilyabai Holkar remembered as a welfare-oriented ruler?

Answer: She combined effective governance with the construction and restoration of temples, ghats, wells, roads and other public works.

28. Why is Tarabai described as an architect of northward Maratha expansion?

Answer: She recognised Mughal vulnerability in northern India and strategically sent Maratha armies there while Aurangzeb was occupied in the Deccan.

29. How did Maratha rule contribute to the development of a syncretic culture in Thanjavur?

Answer: Maratha rule encouraged the interaction of Tamil, Telugu and Marathi cultural traditions, creating a rich multilingual environment.

30. Why is Swarājya an important part of the Maratha legacy?

Answer: The ideal of Swarājya encouraged confidence in self-government and later inspired Indians in their struggle against foreign rule.

3.7 Two-mark questions with Answers of LOTS Type: (30 Questions)**Two-Mark Descriptive Questions with Answers – LOTS Type:****1. Who were the Marathas?**

Answer:

1. The Marathas were a group of people native to the **Deccan plateau**, especially present-day Maharashtra.
2. They were identified with the **Marathi language**, which had a rich literary tradition.

2. How did the Bhakti saints contribute to the cultural foundation of Maharashtra?

Answer:

1. Saints such as **Dnyaneshwar, Namdev, Tukaram and Ramdas** spread devotional ideas among the people.
2. Their activities helped create a strong cultural foundation that later supported the political organisation of the Marathas.

3. Write two points about the early life of Chhatrapati Shivaji Maharaj.

Answer:

1. Chhatrapati Shivaji was born in **1630** in the Bhonsle clan to **Shahji and Jijabai**.
2. He grew up in the Pune region under the guidance of Jijabai and trusted officials.

4. How did Chhatrapati Shivaji begin establishing his power?

Answer:

1. At the age of **16**, Shivaji began military campaigns to consolidate his control over the Pune region.
2. He captured neglected and unoccupied forts and strengthened their defences.

5. What was Swarājya according to Chhatrapati Shivaji?

Answer:

1. **Swarājya** was Shivaji's vision of establishing a sovereign kingdom.
2. His vision gradually extended to the **political, economic and cultural** aspects of the kingdom.

6. What is guerrilla warfare? How did it help the Marathas?

Answer:

1. Guerrilla warfare uses small groups, speed, surprise and knowledge of terrain to attack larger armies.
2. Shivaji effectively used this strategy to protect his people and defeat powerful enemies.

7. Why did Chhatrapati Shivaji establish a navy?

Answer:

1. Shivaji's kingdom expanded towards India's west coast, making coastal security increasingly important.
2. He established a navy to secure the coast and maintain access to the resources of coastal regions.

8. What happened during Chhatrapati Shivaji's encounter with Afzal Khan?

Answer:

1. Afzal Khan met Shivaji near **Pratapgad Fort**, where Shivaji killed him in close combat.
2. The Maratha forces then attacked and routed Afzal Khan's army using guerrilla tactics.

9. Describe Chhatrapati Shivaji's attack on Shaista Khan.

Answer:

1. Shivaji raided **Shaista Khan's camp at night** with only a few soldiers.
2. Shaista Khan barely escaped, lost a few fingers and soon left Maharashtra.

10. Mention two important features of Chhatrapati Shivaji's sack of Surat.

Answer:

1. Shivaji obtained enormous treasure from Surat, a wealthy port city of the Mughal Empire.
2. He avoided attacking religious places and even spared the house of the charitable Mohandas Parekh.

11. How did Chhatrapati Shivaji escape from house arrest at Agra?

Answer:

1. Shivaji began sending fruits and sweets in large baskets as gifts until the guards stopped checking them carefully.
2. Shivaji and his son **Sambhaji hid themselves in the baskets and escaped.**

12. Write two points about Chhatrapati Shivaji's coronation.

Answer:

1. Shivaji was formally coronated with Vedic rites at **Raigad in 1674.**
2. After his coronation, his formal title was '**Shri Raja Shiva Chhatrapati**'.

13. What was the Dakṣiṇa-digvijaya?

Answer:

1. **Dakṣiṇa-digvijaya** refers to Shivaji's conquest and expansion towards southern India.
2. It included parts of present-day **northern Tamil Nadu and Karnataka.**

14. What happened to the Marathas after the death of Chhatrapati Shivaji?

Answer:

1. Shivaji's son **Sambhaji** became Chhatrapati and continued resistance against the Mughals.
2. After Sambhaji's execution, **Rajaram** became Chhatrapati and moved to Gingee.

15. Who were the Peshwas? Name two important Peshwas.

Answer:

1. The **Peshwa** was the prime minister who gradually became highly influential in Maratha administration.
2. **Bajirao I and Nansahab Peshwa** played important roles in the pan-Indian expansion of Maratha power.

16. What happened to Maratha power after the Battle of Panipat?

Answer:

1. The Marathas suffered a disastrous defeat at the **Battle of Panipat in 1761.**
2. They soon recovered under **Peshwa Madhavrao I**, and Mahadji Shinde later recaptured Delhi in 1771.

17. Mention two features of Chhatrapati Shivaji's civilian administration.

Answer:

1. Shivaji abolished hereditary posts and land assignments and paid government officials from the state treasury.
2. Officials were periodically transferred so that they could not accumulate excessive power.

18. What was the Aṣṭa Pradhāna Maṇḍala?

Answer:

1. The **Aṣṭa Pradhāna Maṇḍala** was a council of eight ministers who assisted Chhatrapati Shivaji in administration.
2. It included officials responsible for areas such as finance, intelligence, revenue, justice, military and foreign affairs.

19. What were chauth and sardeshmukhi?

Answer:

1. **Chauth** was a levy of **25 per cent** collected by the Marathas from certain provinces not directly under their control.
2. **Sardeshmukhi** was an additional **10 per cent** levy.

20. Describe the main divisions of the Maratha armed forces.

Answer:

1. The Maratha armed forces were divided into **infantry, cavalry and navy**.
2. The cavalry consisted of **bārgīrs**, equipped by the state, and **shiledārs**, who provided their own horses and equipment.

21. Why were forts important to the Marathas?

Answer:

1. Forts enabled the Marathas to strategically control important routes.
2. They also provided shelter to Maratha armies during guerrilla warfare and enemy invasions.

22. Write two points about Kanhoji Angre.

Answer:

1. **Kanhoji Angre** was an important Maratha naval leader of the 18th century.
2. He won several naval battles through clever use of geography and battle tactics despite European technological superiority.

23. Describe the Maratha judicial system.

Answer:

1. The **panchāyat**, consisting of officials and prominent men, was the main local body that delivered justice.
2. Appeals could be made to a Maratha chief, while the **kotwāl** maintained law and order in important towns.

24. Mention two features of Maratha trade networks.

Answer:

1. Shivaji encouraged maritime trade, and Maratha ships travelled to ports such as **Mocha, Muscat and Malacca**.
2. Roads, bridges, ferries and other transport facilities were constructed and maintained to support movement and trade.

25. How did Chhatrapati Shivaji promote cultural revival?

Answer:

1. Shivaji promoted **Sanskrit and Marathi literature, religious institutions and traditional arts**.
2. He commissioned the **Rājya-Vyavahāra-Koṣha** to promote Marathi and reduce the use of Persian terminology.

26. Write two contributions of Ahilyabai Holkar.

Answer:

1. Ahilyabai Holkar built and restored numerous **temples, ghats, wells and roads** across India.
2. She also promoted the **Maheshwar weaving industry**, helping traditional handloom crafts flourish.

27. Write two points about Tarabai's contribution to Maratha power.

Answer:

1. Tarabai organised large Maratha armies and sent them into Mughal territories in northern India.
2. Her military leadership helped preserve Maratha independence during a critical period.

28. Mention two contributions of Serfoji II.

Answer:

1. Serfoji II patronised musicians and contributed to the development of **modern Carnatic music and the early stages of Bharatanatyam**.
2. He established the **Dhanwantari Mahal** for medical treatment and also started a printing press.

29. What was special about the culture of Maratha-ruled Thanjavur?

Answer:

1. Thanjavur developed a rich and innovative culture under Maratha patronage.
2. **Tamil, Telugu and Marathi** cultural traditions interacted freely and created a multilingual environment.

30. Mention two important aspects of the Maratha legacy.

Answer:

1. The Marathas challenged Mughal dominance and established the **largest Indian empire before British supremacy**.
2. Their ideal of **Swarājya** promoted cultural confidence and later inspired belief in Indian self-government.

3.8. Two-mark questions with Answers of HOTS Type: (15 Questions)

Two-Mark Descriptive Questions with Answers – HOTS Type:

1. Why was the Bhakti movement important in the emergence of Maratha political power?

Answer:

1. Bhakti saints spread their teachings in the language of ordinary people and strengthened Maharashtra's cultural traditions.
2. This strong cultural foundation later helped the Marathas organise themselves into a political power.

2. How did the geography of Maharashtra favour Chhatrapati Shivaji's military strategy?

Answer:

1. Mountains, forests and difficult terrain enabled the Marathas to use speed, surprise and local knowledge effectively.
2. These geographical advantages made **guerrilla warfare** particularly useful against larger enemy armies.

3. Why can the establishment of the Maratha navy be considered a revolutionary step?

Answer:

1. Shivaji recognised that expansion to the west coast required a permanent naval force to protect coastal resources and territories.
2. This was remarkable because even major contemporary powers such as the Bijapur Sultanate and Mughal Empire had limited naval capability.

4. What does Shivaji's encounter with Afzal Khan reveal about his military leadership?**Answer:**

1. Shivaji carefully selected terrain near Pratapgad that favoured his forces and reduced the advantage of the larger enemy army.
2. His victory demonstrates his ability to combine **planning, surprise and guerrilla tactics** effectively.

5. Why can Shivaji's attack on Shaista Khan be described as a highly focused military operation?**Answer:**

1. Shivaji entered Shaista Khan's camp at night with only a small group of soldiers and attacked a specific target.
2. Its speed, surprise and limited objective make it comparable to what the chapter describes as a modern-day **surgical strike**.

6. What can be inferred about Shivaji's values from his conduct during the sack of Surat?**Answer:**

1. Although Surat was attacked for its wealth, Shivaji ensured that religious places were not attacked.
2. His decision to spare Mohandas Parekh's house also shows that he distinguished between military-economic targets and people he considered deserving of protection.

7. How did Shivaji's escape from Agra demonstrate strategic thinking?**Answer:**

1. He deliberately established a routine of sending gift baskets until the Mughal guards stopped checking them carefully.
2. He then exploited this weakness by hiding with Sambhaji in the baskets and escaping captivity.

8. Why was the coronation of Shivaji at Raigad important for Swarājya?**Answer:**

1. The coronation formally established Shivaji's position as a sovereign ruler rather than merely a regional military chief.
2. His adoption of the title 'Shri Raja Shiva Chhatrapati' and a new era further asserted independent kingship.

9. How did the Dakṣiṇa-digvijaya strengthen the Marathas strategically?**Answer:**

1. Shivaji's southern campaign extended Maratha territory into parts of present-day Karnataka and northern Tamil Nadu.
2. These southern territories later provided the Marathas with **strategic depth against Mughal invasion**.

10. Why was Aurangzeb unable to completely defeat the Marathas?**Answer:**

1. The Marathas strongly defended their fortresses and repeatedly challenged Mughal forces in battles and skirmishes.
2. Their sustained resistance kept Aurangzeb occupied in the Deccan until his death without successfully subduing them.

11. How did Tarabai take advantage of the Mughal military situation?**Answer:**

1. Tarabai realised that northern India was relatively unprotected because Aurangzeb and much of the Mughal army were occupied in the Deccan.
2. She therefore sent large Maratha armies northward, contributing significantly to Maratha expansion.

12. How did the growing power of the Peshwas change the structure of the Maratha state?

Answer:

1. The centralised state created under Shivaji gradually developed into a more **decentralised political structure**.
2. The Peshwas and regional chiefs acquired greater authority, although the Chhatrapati remained the nominal centre.

13. What does the Maratha recovery after the Battle of Panipat reveal about their strength?

Answer:

1. The defeat at Panipat in 1761 was disastrous, but it did not permanently destroy Maratha political power.
2. Their recovery under Madhavrao I and recapture of Delhi under Mahadji Shinde demonstrate considerable **political and military resilience**.

14. Why did Shivaji abolish hereditary government posts and transfer officials periodically?

Answer:

1. Salaried and transferable officials were less likely to develop independent hereditary centres of authority.
2. This policy helped Shivaji maintain a relatively **centralised administration** and prevent officials from dictating terms to the king.

15. What do Shivaji's instructions regarding mango and jackfruit trees reveal about his governance?

Answer:

1. He instructed officials not to harm trees carefully raised by the people or obtain resources through force.
2. This reflects concern for **his subjects, their property and the long-term value of natural resources**.

16. How did the Aṣṭa Pradhāna Maṇḍala contribute to efficient administration?

Answer:

1. The council divided major administrative responsibilities among eight ministers dealing with areas such as finance, justice, military affairs and foreign relations.
2. This allowed specialised officials to assist the Chhatrapati in managing different functions of government.

17. How did chaauth and sardeshmukhi increase Maratha influence beyond directly ruled territories?

Answer:

1. The Marathas collected these levies from provinces that were not directly under their administration in return for protection and non-interference.
2. Such arrangements extended Maratha influence, and some of these provinces eventually became part of the Maratha Empire.

18. Why were forts called the “core of the state” in Maratha strategy?

Answer:

1. Forts allowed the Marathas to control strategically important routes and provided shelter during guerrilla operations.
2. Their network of forts enabled the Maratha state to survive even prolonged attacks by powerful enemies such as Aurangzeb.

19. How could Kanhoji Angre defeat European naval forces despite technological disadvantages?

Answer:

1. Maratha ships were not as technologically advanced as European ships, but Angre used geography intelligently.

2. His effective battle tactics enabled the Marathas to achieve several naval victories despite this disadvantage.

20. How did the Maratha navy challenge European control over maritime trade?

Answer:

1. European powers required Indian ships to purchase naval trade passes and confiscated vessels sailing without them.
2. The Marathas challenged this dominance by demanding passes from the Europeans themselves, asserting their own maritime authority.

21. How did Shivaji's trade policies contribute to the strength of the Maratha state?

Answer:

1. He encouraged maritime trade, with Maratha ships travelling to distant ports such as Mocha, Muscat and Malacca.
2. Roads, bridges and other transport facilities further supported the movement of goods and strengthened trade networks.

22. How did Shivaji combine cultural revival with religious tolerance?

Answer:

1. He promoted Sanskrit, Marathi literature, temples, religious institutions and traditional arts as part of cultural revival.
2. At the same time, the chapter states that he **respected other religions while upholding his own.**

23. Why was the Rājya-Vyavahāra-Koṣha significant for Maratha cultural identity?

Answer:

1. It provided Sanskrit equivalents for Persian words commonly used in diplomatic communication.
2. This reduced foreign loanwords in Maratha diplomacy and strengthened the use of indigenous linguistic traditions.

24. How did Ahilyabai Holkar combine cultural preservation with public welfare?

Answer:

1. She built and restored temples while also constructing **ghats, wells and roads** across different parts of India.
2. She additionally promoted the Maheshwar weaving industry, combining cultural patronage with support for traditional livelihoods.

25. How did Maratha rule contribute to cultural innovation in Thanjavur?

Answer:

1. The interaction of **Tamil, Telugu and Marathi traditions** created a multilingual and syncretic cultural environment.
2. Maratha patronage encouraged developments in painting, literature, music and dance, including Carnatic music and Bharatanatyam.

26. Why did internal disunity weaken the Marathas against the British?

Answer:

1. Increasing autonomy among regional chiefs weakened the unity and coordination of Maratha power.
2. This internal disunity, together with superior British organisation and technology, contributed to the end of Maratha power.

27. Why can Swarājya be regarded as an important long-term Maratha legacy?

Answer:

1. Swarājya demonstrated that Indians could establish, expand and administer a powerful state of their own.
2. According to the chapter, this ideal later encouraged belief in self-government and helped plant early seeds of India's freedom movement.

3.9. Three-mark questions with Answers of LOTS Type: (24 Questions)**Three-Mark Descriptive Questions with Answers – LOTS Type:****1. Explain the cultural background that contributed to the rise of the Marathas.****Answer:**

1. Maharashtra had a strong **Bhakti tradition**, represented by saints such as Dnyaneshwar, Namdev, Tukaram and Ramdas.
2. These saints helped make important philosophical ideas accessible to ordinary people through Marathi.
3. This cultural foundation later helped the Marathas organise themselves into a strong political power.

2. Describe the early life of Chhatrapati Shivaji Maharaj.**Answer:**

1. Chhatrapati Shivaji was born in **1630** in the Bhonsle clan to Shahji and Jijabai.
2. He grew up in his father's jāgīr at **Pune** under the guidance of Jijabai and trusted officials.
3. At the age of 16, he began military campaigns by capturing and strengthening forts around Pune.

3. Explain Chhatrapati Shivaji's use of guerrilla warfare.**Answer:**

1. Guerrilla warfare involved using small groups of soldiers to attack larger enemy armies.
2. It depended on **speed, surprise and knowledge of the local terrain**.
3. Shivaji used this method effectively to protect his people and defeat powerful enemies.

4. Describe Chhatrapati Shivaji's encounter with Afzal Khan.**Answer:**

1. The Bijapur Sultanate sent its veteran general **Afzal Khan** to confront Shivaji.
2. Shivaji and Afzal Khan met near **Pratapgad Fort**, where Shivaji killed Afzal Khan in close combat.
3. The Maratha forces then used guerrilla attacks to rout Afzal Khan's army.

5. Describe Chhatrapati Shivaji's conflict with Shaista Khan.**Answer:**

1. Mughal nobleman **Shaista Khan** invaded Shivaji's territories with a large army and remained there for three years.
2. Shivaji raided Shaista Khan's camp at night with only a few soldiers.
3. Shaista Khan barely escaped, lost a few fingers and soon left Maharashtra.

6. Explain Chhatrapati Shivaji's attack on Surat.**Answer:**

1. Shivaji attacked **Surat**, a wealthy port city of the Mughal Empire, after prolonged Mughal attacks on his territories.
2. He obtained enormous treasure from the city but avoided attacking religious places.
3. He also spared the house of **Mohandas Parekh**, who was known as a charitable man.

7. Describe Chhatrapati Shivaji's escape from Agra.**Answer:**

1. Aurangzeb placed Shivaji under house arrest after his visit to the Mughal court at Agra.
2. Shivaji began sending fruits and sweets as gifts in large baskets until the guards stopped checking them carefully.
3. Shivaji and his son **Sambhaji** hid in the baskets and successfully escaped.

8. Write three points about Chhatrapati Shivaji's coronation and southern campaign.**Answer:**

1. Shivaji was formally coronated with Vedic rites at **Raigad in 1674**.
2. After the coronation, he assumed the formal title '**Shri Raja Shiva Chhatrapati**' and started the Rājyābhiṣheka shaka.
3. He later undertook the **Dakṣiṇa-digvijaya**, extending his kingdom into parts of present-day Karnataka and northern Tamil Nadu.

9. Describe the Maratha resistance after the death of Chhatrapati Shivaji.

Answer:

1. After Shivaji's death, his son **Sambhaji** became Chhatrapati and continued resisting Mughal expansion.
2. After Sambhaji's execution, **Rajaram** became Chhatrapati and shifted to Gingee, extending the Mughal-Maratha conflict into southern India.
3. The Marathas continued defending their forts so effectively that Aurangzeb died without succeeding in subduing them.

10. Explain the role of the Peshwas in Maratha expansion.

Answer:

1. The **Peshwa**, meaning prime minister, gradually became a highly influential figure in the Maratha state.
2. **Peshwa Bajirao I and Nanasaheb Peshwa** played major roles in expanding Maratha power across India.
3. During this period, the Maratha state became more decentralised, with regional chiefs acquiring greater power.

11. Describe the Maratha expansion in northern India.

Answer:

1. The Marathas extended their influence as far as **Lahore, Attock and Peshawar**.
2. Although they suffered a major defeat at Panipat in 1761, they recovered under **Peshwa Madhavrao I**.
3. Under **Mahadji Shinde**, the Marathas recaptured Delhi in 1771 and retained control until the British captured it.

12. Explain three features of Chhatrapati Shivaji's civilian administration.

Answer:

1. Shivaji established a relatively **centralised administration** and abolished hereditary government posts and land assignments.
2. Government officials were paid salaries from the state treasury and were periodically transferred.
3. He also provided pensions to widows of soldiers who died in battle and offered military posts to their sons.

13. Explain the Aṣṭa Pradhāna Maṇḍala.

Answer:

1. The **Aṣṭa Pradhāna Maṇḍala** was a council of eight ministers who assisted Chhatrapati Shivaji in administration.
2. Its members handled areas such as finance, intelligence, land revenue, justice and religious affairs.
3. Other responsibilities included military command, foreign affairs and the functions of the prime minister.

14. Describe the military organisation of the Marathas.

Answer:

1. The Maratha armed forces consisted of **infantry, cavalry and navy**.
2. The cavalry included **bārgīrs**, whose horses and equipment were provided by the state, and **shiledārs**, who provided their own.
3. The Marathas used swords, lances, guns and even rockets in their military campaigns.

15. Explain the importance of forts in the Maratha state.**Answer:**

1. Forts were essential for controlling **strategically important routes and territories**.
2. They provided shelter to Maratha forces while conducting guerrilla warfare against stronger enemies.
3. The network of forts helped the Maratha state survive decades of Mughal attacks under Aurangzeb.

16. Describe the achievements of the Maratha navy.**Answer:**

1. Shivaji created a navy to protect the western coast and safeguard Maratha interests at sea.
2. In the 18th century, **Kanhoji Angre** led the Marathas to several naval victories through clever use of geography and tactics.
3. The Marathas challenged European naval supremacy and even demanded maritime passes from European ships.

17. Explain the judicial system of the Marathas.**Answer:**

1. The Maratha judicial system was noted for its moderation in using **capital punishment**.
2. The **panchāyat**, consisting of officials and prominent men, served as the main local body for delivering justice.
3. Appeals could be made to a Maratha chief, while the **kotwāl** maintained law and order in important towns.

18. Describe the trade networks developed by the Marathas.**Answer:**

1. Shivaji encouraged maritime foreign trade, and Maratha ships travelled to ports such as **Mocha, Muscat and Malacca**.
2. These ships carried cargo such as **gold and textiles**.
3. Roads, bridges and ferry networks were also constructed and maintained to facilitate transport and trade.

19. Explain Chhatrapati Shivaji's contribution to cultural revival.**Answer:**

1. Shivaji promoted **Sanskrit and Marathi literature, religious institutions and traditional arts**.
2. He commissioned the **Rājya-Vyavahāra-Koṣha** to provide Sanskrit equivalents for Persian terms used in diplomatic exchanges.
3. He was a devout Hindu who upheld his traditions while respecting other religions.

20. Describe the contributions of Ahilyabai Holkar.**Answer:**

1. **Ahilyabai Holkar** governed her state wisely for about thirty years while caring for ordinary people.
2. She built and restored hundreds of **temples, ghats, wells and roads** across India.
3. She also promoted the **Maheshwar weaving industry**, helping traditional handloom crafts flourish.

21. Explain Tarabai's role in preserving and expanding Maratha power.**Answer:**

1. Tarabai became an important Maratha leader after the death of her husband, **Rajaram**.
2. She organised large Maratha armies and sent them into Mughal territories in northern India.
3. Her military strategy helped preserve Maratha independence and made her an architect of northward Maratha expansion.

22. Describe three important contributions of Serfoji II.**Answer:**

1. Serfoji II patronised musicians, and his period contributed to the development of **modern Carnatic music and early Bharatanatyam**.
2. He established the **Dhanwantari Mahal**, which provided free treatment using Indian and Western medicine.
3. He also started a printing press and had the history of the Bhonsle family inscribed on the Brihadishwara temple walls.

23. Explain the cultural importance of Maratha rule in Thanjavur.**Answer:**

1. The Thanjavur Marathas were important patrons of **art, literature, music and drama**.
2. Tamil, Telugu and Marathi traditions interacted freely, producing a rich multilingual and syncretic culture.
3. Their patronage contributed to developments in **Thanjavur painting, Carnatic music and Bharatanatyam**.

24. State three important features of the Maratha legacy.**Answer:**

1. The Marathas challenged Mughal dominance and established the **largest Indian empire before British supremacy**.
2. They developed efficient administration while promoting local cultural traditions without religious discrimination.
3. Their ideal of **Swarājya** encouraged confidence in self-government and later contributed to ideas associated with India's freedom movement.

3.10. Three-mark questions with Answers of HOTS Type: (20 Questions)**Three-Mark Descriptive Questions with Answers – HOTS Type:****1. Analyse how the geography of Maharashtra helped the Marathas fight stronger enemies.****Answer:**

1. Maharashtra's mountains, forests and difficult terrain gave the Marathas excellent knowledge of routes and hiding places.
2. They used this geographical advantage to conduct **guerrilla warfare** based on speed and surprise.
3. This enabled smaller Maratha forces to challenge and defeat much larger enemy armies.

2. Why can Chhatrapati Shivaji's decision to establish a navy be considered visionary?**Answer:**

1. Shivaji understood that expansion towards the western coast required protection of coastal territories and resources.
2. He established a permanent navy at a time when even major powers such as Bijapur and the Mughals had limited naval forces.
3. The navy later enabled the Marathas to challenge European maritime dominance along India's western coast.

3. Analyse how Shivaji's encounter with Afzal Khan demonstrates strategic planning.**Answer:**

1. Shivaji arranged the meeting near **Pratapgad**, where the mountainous and forested terrain favoured the Marathas.
2. After Afzal Khan was killed, hidden Maratha forces launched guerrilla attacks on his army.

- Thus, careful selection of terrain, preparation and surprise helped Shivaji overcome a powerful opponent.

4. What leadership qualities can be inferred from Shivaji's escape from Agra?

Answer:

- Shivaji showed **patience** by establishing a routine of sending gift baskets until the guards became less suspicious.
- He displayed **intelligence and planning** by identifying and exploiting this weakness in Mughal security.
- His successful escape with Sambhaji demonstrates his ability to remain resourceful even under difficult circumstances.

5. Analyse the political significance of Chhatrapati Shivaji's coronation in 1674.

Answer:

- The coronation formally established Shivaji as a **sovereign ruler** rather than merely a powerful regional chief.
- His title, '**Shri Raja Shiva Chhatrapati**', asserted the independent authority of the Maratha kingdom.
- His introduction of the **Rājyābhiṣheka shaka** further symbolised the establishment of independent kingship.

6. Explain how Shivaji's southern campaign strengthened the Marathas in their later struggle against the Mughals.

Answer:

- The **Dakṣiṇa-digvijaya** extended Maratha territory into parts of present-day Karnataka and northern Tamil Nadu.
- These southern possessions gave the Marathas additional territory beyond their original western strongholds.
- The chapter states that this expansion provided **strategic depth against the Mughal invasion**.

7. Why was Aurangzeb unable to completely subdue the Marathas despite his military strength?

Answer:

- The Marathas continuously and strongly defended their network of fortresses against Mughal attacks.
- They repeatedly challenged Mughal armies through battles and smaller skirmishes across the Deccan and southern India.
- Their prolonged resistance kept Aurangzeb in the Deccan until his death without achieving his objective of defeating them completely.

8. Analyse Tarabai's role in transforming Maratha resistance into expansion.

Answer:

- Tarabai realised that northern India was vulnerable because Aurangzeb and the Mughal army were occupied in the Deccan.
- She organised large Maratha armies and strategically sent them to invade Mughal territories in the north.
- Her leadership therefore helped preserve Maratha independence while laying the foundation for **northward Maratha expansion**.

9. What does the Maratha recovery after the Battle of Panipat reveal about their political strength?

Answer:

- The Marathas suffered a disastrous defeat at **Panipat in 1761**, but their power was not permanently destroyed.

2. They recovered during the rule of **Peshwa Madhavrao I** and rebuilt their political influence.
3. Mahadji Shinde's recapture of Delhi in 1771 demonstrates the remarkable **resilience of Maratha power**.

10. Analyse how Shivaji prevented government officials from becoming too powerful.

Answer:

1. Shivaji abolished hereditary government posts and land assignments and instead paid officials salaries from the state treasury.
2. He also transferred many officials periodically so that they could not establish permanent local centres of influence.
3. These measures helped preserve a **relatively centralised administration** under the authority of the Chhatrapati.

11. What can you infer about Shivaji's values from his instructions regarding mango and jackfruit trees?

Answer:

1. Shivaji recognised that people cared for fruit-bearing trees for many years and therefore ordered officials not to cut them forcibly.
2. His instructions demonstrate concern for **people's property, livelihood and welfare**, rather than merely state requirements.
3. His warning against oppression also reflects a broader principle of responsible and humane governance.

12. Analyse how the Aṣṭa Pradhāna Maṇḍala could improve administrative efficiency.

Answer:

1. The council consisted of eight ministers with responsibilities for specialised areas such as finance, revenue, justice and military affairs.
2. Such division of responsibilities allowed important government functions to be handled by designated officials.
3. The arrangement therefore enabled the Chhatrapati to receive specialised assistance while administering the kingdom.

13. Explain how forts compensated for the Marathas' disadvantage against larger enemy armies.

Answer:

1. Forts allowed the Marathas to control strategically important routes and difficult geographical areas.
2. They provided secure shelters from which smaller forces could conduct guerrilla operations against stronger armies.
3. Their importance is demonstrated by the fact that the Maratha state survived decades of Mughal attacks largely through its network of forts.

14. How did Kanhoji Angre challenge technologically superior European naval forces?

Answer:

1. Maratha ships were not as technologically advanced as those of the Europeans.
2. Kanhoji Angre compensated for this disadvantage through **clever use of geography and effective battle tactics**.
3. His victories demonstrate that strategic knowledge and tactics can sometimes overcome technological disadvantages.

15. Analyse how Maratha maritime policies challenged European dominance.

Answer:

1. European powers forced Indian ships to purchase naval trade passes and confiscated ships travelling without them.

2. The Marathas resisted this practice and began demanding passes from European vessels themselves.
3. This reversal represented an assertion of **Maratha maritime authority** against European naval supremacy.

16. How did Shivaji combine cultural assertion with religious tolerance?

Answer:

1. Shivaji promoted Sanskrit, Marathi literature, temples, religious institutions and traditional arts.
2. He also used cultural symbols such as a Sanskrit royal seal and encouraged indigenous terminology in administration.
3. At the same time, the chapter states that he **respected other religions while upholding his own**, showing that cultural revival did not necessarily mean religious discrimination.

17. Evaluate Ahilyabai Holkar's contribution to both cultural heritage and public welfare.

Answer:

1. Ahilyabai built and restored hundreds of **temples and ghats**, contributing to the preservation of cultural heritage.
2. She constructed **wells and roads**, showing concern for the practical needs of ordinary people.
3. Her promotion of the Maheshwar weaving industry also helped preserve traditional craftsmanship and livelihoods.

18. Explain why Thanjavur under the Marathas can be described as an example of cultural synthesis.

Answer:

1. Thanjavur brought together the **Tamil culture of the region, Telugu traditions of earlier rulers and Marathi culture of the Marathas**.
2. These traditions interacted freely and produced a multilingual and innovative cultural environment.
3. Maratha patronage contributed to developments in painting, literature, Carnatic music and the early stages of Bharatanatyam.

19. Analyse the major reasons for the eventual decline of Maratha power against the British.

Answer:

1. Increasing power and autonomy of regional Maratha chiefs contributed to **internal disunity** within the Maratha political system.
2. The British possessed superior organisational and technological capabilities.
3. The combination of Maratha disunity and British advantages eventually enabled the British to end Maratha power by 1818.

20. Why can Swarājya be considered the most enduring idea of the Maratha legacy?

Answer:

1. Swarājya represented the possibility of establishing and administering an independent political power based on self-rule.
2. The Maratha experience demonstrated that powerful empires and foreign forces could be successfully challenged.
3. According to the chapter, this ideal later inspired Indians to believe that they could govern themselves and contributed to the early foundations of India's freedom movement.

3.11 Five-mark questions with Answers of LOTS Type: (15 Questions)

Five-Mark Descriptive Questions with Answers – LOTS Type:**1. Describe the rise and early achievements of Chhatrapati Shivaji Maharaj.****Answer:**

1. Chhatrapati Shivaji was born in **1630** in the Bhonsle clan to Shahji and Jijabai and grew up in the Pune region.
2. At the age of sixteen, he began military campaigns and captured neglected and unoccupied forts around Pune.
3. He developed the idea of **Swarājya**, a sovereign kingdom extending to political, economic and cultural spheres.
4. He expanded towards the western coast, established a navy and successfully used guerrilla warfare against stronger enemies.
5. His victories and territorial expansion laid the foundation for the powerful **Maratha state**.

2. Explain Chhatrapati Shivaji's conflicts with Afzal Khan, Shaista Khan and the Mughals.**Answer:**

1. The Bijapur Sultanate sent **Afzal Khan** against Shivaji, but Shivaji killed him near Pratapgad and defeated his army using guerrilla tactics.
2. Mughal nobleman **Shaista Khan** later invaded Shivaji's territories with a large army.
3. Shivaji conducted a daring night raid on Shaista Khan's camp, forcing him eventually to leave Maharashtra.
4. Shivaji later attacked the wealthy Mughal port of **Surat**, obtaining enormous treasure while avoiding attacks on religious places.
5. Following further Mughal pressure, Shivaji entered into a treaty after facing Jai Singh's forces and surrendered some territory while Sambhaji entered Mughal service.

3. Describe Chhatrapati Shivaji's imprisonment, escape, coronation and southern campaign.**Answer:**

1. Shivaji visited the Mughal court at **Agra**, where Aurangzeb placed him under house arrest.
2. Shivaji and Sambhaji escaped by hiding in large baskets used for sending fruits and sweets as gifts.
3. In **1674**, Shivaji was formally coronated with Vedic rites at Raigad.
4. He assumed the formal title '**Shri Raja Shiva Chhatrapati**' and introduced the Rājyābhiṣheka shaka.
5. He later undertook the **Dakṣiṇa-digvijaya**, extending his kingdom into parts of present-day northern Tamil Nadu and Karnataka.

4. Explain the Maratha resistance against the Mughals after the death of Chhatrapati Shivaji.**Answer:**

1. After Shivaji's death, his son **Sambhaji** became Chhatrapati and continued the struggle against the Mughals.
2. Aurangzeb conquered Bijapur and Golconda and later captured and executed Sambhaji.
3. After Sambhaji's death, **Rajaram** became Chhatrapati and escaped to Gingee in southern India.
4. The Marathas continued to defend their fortresses and repeatedly challenged Mughal forces through battles and skirmishes.
5. Aurangzeb eventually died without being able to completely subdue the Marathas, while **Tarabai** continued strengthening Maratha resistance.

5. Describe the expansion of Maratha power under the Peshwas.

Answer:

1. After Shivaji's period, the Maratha state became increasingly decentralised and the **Peshwa or prime minister** became highly influential.
2. **Bajirao I and Nanasahb Peshwa** played important roles in the pan-Indian expansion of Maratha power.
3. Maratha influence eventually extended northwards as far as **Lahore, Attock and Peshawar**.
4. Although the Marathas suffered a major defeat at Panipat in 1761, they recovered under **Peshwa Madhavrao I**.
5. Under **Mahadji Shinde**, they recaptured Delhi in 1771 and maintained control there until the British captured it.

6. Explain five important features of Chhatrapati Shivaji's civilian administration.**Answer:**

1. Shivaji established a relatively **centralised administrative system** under the authority of the Chhatrapati.
2. He abolished hereditary government posts and land assignments to officials.
3. Government officials were instead paid **salaries from the state treasury**.
4. Officials were periodically transferred so that they could not accumulate excessive local power.
5. He provided pensions to the widows of soldiers killed in battle and offered military posts to their sons.

7. Describe the Aṣṭa Pradhāna Maṇḍala and its functions.**Answer:**

1. The **Aṣṭa Pradhāna Maṇḍala** was a council of eight ministers who assisted Chhatrapati Shivaji in administering the kingdom.
2. The **Amatya** looked after finance, while the **Mantri** handled intelligence and the **Sachiv** dealt with land revenue.
3. The **Nyayadhish** served as Chief Justice, while the **Panditrao** handled religious affairs.
4. The **Senapati** was Commander-in-Chief, and the **Sumant** was responsible for foreign affairs.
5. The **Pradhan** served as Prime Minister, while the Chhatrapati remained the sovereign authority.

8. Describe the military organisation of the Marathas.**Answer:**

1. The Maratha armed forces consisted mainly of **infantry, cavalry and navy**.
2. The cavalry included **bārgīrs**, whose horses and equipment were provided by the state.
3. It also included **shiledārs**, who provided and maintained their own horses and equipment.
4. Maratha armies later included disciplined European-style troops and artillery, particularly under leaders such as Mahadji Shinde.
5. Their soldiers used weapons such as **swords, lances, guns and rockets** in warfare.

9. Explain the importance of forts and the navy in Maratha military power.**Answer:**

1. Forts formed the **core and mainstay of the Maratha state** and enabled control over strategically important routes.
2. They provided secure shelter for Maratha forces conducting guerrilla warfare against stronger enemies.
3. The network of forts helped the Maratha state survive prolonged Mughal attacks under Aurangzeb.

4. The Maratha navy protected the western coast and challenged European naval dominance in the region.
5. Under **Kanhoji Angre**, the Marathas won several naval battles through effective use of geography and battle tactics.

10. Explain the development of trade and commerce under the Marathas.

Answer:

1. Shivaji encouraged **maritime foreign trade** and strengthened commercial connections with overseas regions.
2. Maratha trading ships travelled to ports such as **Mocha, Muscat and Malacca**.
3. These ships carried valuable goods, including **gold and textiles**.
4. Roads and other transport facilities were developed to support the movement of people and merchandise.
5. Ferries and bridges were also constructed and maintained to strengthen internal transport and trade networks.

11. Describe Chhatrapati Shivaji's contribution to cultural revival.

Answer:

1. Shivaji used a **Sanskrit royal seal** that expressed the welfare of his subjects and the growth of his kingdom.
2. He commissioned the **Rājya-Vyavahāra-Koṣha** to provide Sanskrit equivalents for Persian terms used in diplomatic communication.
3. He promoted **Sanskrit and Marathi literature** and supported traditional arts and institutions.
4. He rebuilt temples and upheld Hindu religious and cultural traditions.
5. At the same time, he respected other religions, contributing to cultural confidence without religious discrimination.

12. Describe the contributions of Ahilyabai Holkar.

Answer:

1. **Ahilyabai Holkar** ruled for about thirty years and was known for her concern for ordinary people.
2. She constructed and restored numerous **temples and ghats** across India.
3. She also built **wells and roads**, contributing to public welfare and infrastructure.
4. Her works included support for important religious centres such as **Kashi Vishwanath and Somnath**.
5. She promoted the **Maheshwar weaving industry**, which helped traditional handloom crafts flourish.

13. Explain the contributions of the Maratha rulers of Thanjavur to culture.

Answer:

1. The Maratha rulers of Thanjavur patronised **literature, painting, music, drama and other arts**.
2. Their rule encouraged interaction among **Tamil, Telugu and Marathi** cultural traditions.
3. Thanjavur developed a rich syncretic culture, including the distinctive tradition of **Thanjavur painting**.
4. Under Serfoji II, musicians received patronage that contributed to the development of **modern Carnatic music and early Bharatanatyam**.
5. Serfoji II also supported medicine and printing by establishing the **Dhanwantari Mahal** and a printing press.

14. Describe the major causes and events leading to the end of Maratha power.

Answer:

1. As the Maratha state expanded, regional chiefs became increasingly powerful and the political structure became decentralised.
2. Internal disunity weakened the ability of the Marathas to act together against the British.
3. The British also possessed advantages in **organisation and technology**.
4. The Marathas and British fought three Anglo-Maratha Wars between **1775 and 1818**.
5. Maratha political power finally ended in **1818 after the Third Anglo-Maratha War**.

15. Explain the important features of the Maratha legacy.

Answer:

1. The Marathas successfully challenged **Mughal dominance** and became a major political power in India.
2. They established what the chapter describes as the **largest Indian empire before British supremacy**.
3. They developed efficient systems of administration, military organisation, forts and naval power.
4. They revived local Hindu traditions and cultural confidence while avoiding religious discrimination.
5. Their ideal of **Swarājya** later inspired the belief that Indians could govern themselves and contributed to the development of India's freedom movement.

3.12 Five-mark questions with Answers of HOTS Type: (15 Questions)

Five-Mark Descriptive Questions with Answers – HOTS Type:

1. Analyse how Chhatrapati Shivaji used geography, forts and guerrilla warfare to overcome stronger enemies.

Answer:

1. Shivaji understood the geographical advantages of the mountainous and forested regions of Maharashtra and used them effectively in warfare.
2. His forces practised **guerrilla warfare**, relying on speed, surprise and detailed knowledge of local terrain against larger armies.
3. Forts located at strategic points helped the Marathas control important routes and provided secure bases for their soldiers.
4. The encounter with Afzal Khan at Pratapgad demonstrates how terrain and carefully planned surprise attacks could neutralise an enemy's numerical strength.
5. Thus, the combination of **geography, forts and guerrilla tactics** enabled the Marathas to resist much more powerful opponents.

2. Evaluate why Chhatrapati Shivaji's establishment of a navy was strategically important for the Maratha state.

Answer:

1. Shivaji recognised that expansion towards the western coast made protection of coastal territories and resources essential.
2. He therefore established a navy at a time when major land powers such as the Mughals and Bijapur had limited naval capability.
3. The navy protected Maratha interests along the coast and supported their growing maritime activities.
4. Later, under **Kanhoji Angre**, the Marathas successfully challenged European naval forces through clever use of geography and battle tactics.
5. Therefore, Shivaji's naval policy strengthened the Maratha state economically and militarily while challenging foreign dominance at sea.

3. Analyse the qualities of leadership displayed by Chhatrapati Shivaji during his imprisonment and escape from Agra.

Answer:

1. Shivaji remained calm and observant even after Aurangzeb placed him under house arrest at Agra.
2. He patiently developed a routine of sending fruits and sweets in large baskets until the guards became less careful in checking them.
3. He recognised this weakness in Mughal security and devised a plan to escape with his son Sambhaji.
4. Their successful escape in the baskets demonstrates **intelligence, patience, courage and careful planning**.
5. The incident shows that Shivaji relied not only on military strength but also on strategic thinking to overcome difficult situations.

4. Analyse how the Marathas were able to continue resisting the Mughals even after the deaths of Shivaji and Sambhaji.**Answer:**

1. After Shivaji's death, **Sambhaji** continued the resistance against Mughal expansion until he was captured and executed.
2. Rajaram then became Chhatrapati and moved to **Gingee**, extending the struggle into southern India.
3. Maratha forces continued defending their fortresses and repeatedly attacked Mughal forces through battles and skirmishes.
4. Their decentralised resistance made it difficult for Aurangzeb to destroy Maratha power by capturing any single leader or stronghold.
5. The continued struggle, later strengthened by **Tarabai's leadership**, ensured that Aurangzeb died without completely subduing the Marathas.

5. "Forts were the core of the Maratha state." Justify this statement.**Answer:**

1. Maratha forts were located at strategically important places and helped control major routes and surrounding territories.
2. They provided secure shelters for Maratha soldiers while conducting **guerrilla warfare** against larger enemy forces.
3. A strong network of forts prevented enemies from easily establishing permanent control over Maratha territory.
4. During Aurangzeb's prolonged campaigns, these forts helped the Maratha state survive despite repeated Mughal attacks.
5. Therefore, forts were not merely defensive structures but were fundamental to the **survival, military strategy and political strength** of the Maratha state.

6. Evaluate how Chhatrapati Shivaji's administrative policies strengthened central authority.**Answer:**

1. Shivaji abolished hereditary government posts and land assignments that could allow officials to develop independent centres of power.
2. He paid government officials directly from the **state treasury**, making them dependent on the central administration.
3. Officials were periodically transferred so that they could not establish permanent influence in one region.
4. At the same time, he provided pensions to widows of fallen soldiers and employment opportunities to their sons, strengthening loyalty towards the state.
5. These measures helped create a **centralised, disciplined and welfare-conscious administration** under the authority of the Chhatrapati.

7. Analyse what Shivaji's instructions regarding the treatment of his subjects reveal about his concept of good governance.

Answer:

1. Shivaji instructed his officials not to obtain resources from the people through force or oppression.
2. He specifically warned them against cutting mango and jackfruit trees that people had carefully raised over many years.
3. These instructions demonstrate respect for the **property, livelihood and interests of ordinary subjects**.
4. They also show that the requirements of the state were expected to be balanced with the welfare of the population.
5. Thus, Shivaji's instructions reflect a concept of governance based on **responsibility, restraint and concern for people's welfare**.

8. Examine how the Aṣṭa Pradhāna Maṇḍala contributed to effective Maratha administration.

Answer:

1. The Aṣṭa Pradhāna Maṇḍala divided major administrative functions among **eight specialised ministers**.
2. Finance, intelligence and land revenue were handled respectively by the Amatya, Mantri and Sachiv.
3. Justice, religious affairs, military command and foreign affairs were also assigned to separate officials.
4. Such division of responsibilities enabled different areas of government to receive specialised administrative attention.
5. At the same time, the **Chhatrapati remained sovereign**, allowing specialised administration to operate under central authority.

9. Analyse the factors that enabled the Marathas to recover after their defeat at the Battle of Panipat.

Answer:

1. The defeat at the **Battle of Panipat in 1761** was a serious setback but did not permanently destroy Maratha political power.
2. Under **Peshwa Madhavrao I**, the Marathas were able to recover and rebuild their influence.
3. Their wide political network and strong regional leadership helped them regain territories and military strength.
4. **Mahadji Shinde** demonstrated this recovery by recapturing Delhi in 1771.
5. The Maratha return to Delhi shows their remarkable **political resilience and capacity to recover from a major military defeat**.

10. Analyse how the Marathas challenged European maritime supremacy despite technological disadvantages.

Answer:

1. European powers possessed ships that were technologically more advanced than those of the Marathas.
2. Nevertheless, naval leaders such as **Kanhoji Angre** used coastal geography and effective battle tactics to win several naval engagements.
3. European powers attempted to control Indian maritime trade by requiring ships to purchase naval passes.
4. The Marathas challenged this system and even demanded passes from European ships, asserting their own authority at sea.

5. Their experience demonstrates how **strategy, local geographical knowledge and organised naval power** could challenge technological superiority.

11. Evaluate how Chhatrapati Shivaji combined cultural revival with religious tolerance.

Answer:

1. Shivaji promoted **Sanskrit and Marathi literature**, traditional arts and religious institutions as part of a wider cultural revival.
2. His Sanskrit royal seal symbolised cultural confidence and expressed concern for the welfare of his subjects.
3. The Rājya-Vyavahāra-Koṣha encouraged indigenous terminology by providing Sanskrit equivalents for Persian words used in administration.
4. Although Shivaji upheld Hindu traditions and rebuilt temples, the chapter states that he respected other religions.
5. His policies therefore show that **cultural self-confidence and respect for religious diversity could exist together**.

12. Assess the contribution of Ahilyabai Holkar to welfare-oriented governance and cultural preservation.

Answer:

1. Ahilyabai Holkar ruled for about thirty years and paid close attention to the needs of ordinary people.
2. Her construction of **roads and wells** improved infrastructure and directly benefited the public.
3. She built and restored numerous temples and ghats, including works connected with important centres such as Kashi Vishwanath and Somnath.
4. Her encouragement of the **Maheshwar weaving industry** supported traditional crafts and livelihoods.
5. Thus, her rule combined **public welfare, cultural preservation, infrastructure development and economic support**.

13. Analyse how Maratha rule transformed Thanjavur into a centre of cultural synthesis.

Answer:

1. Maratha rule brought Marathi cultural traditions into a region already influenced by **Tamil and Telugu cultures**.
2. The interaction among these traditions produced a rich multilingual and syncretic cultural environment.
3. Maratha rulers patronised literature, drama, music and distinctive forms such as **Thanjavur painting**.
4. Under Serfoji II, patronage of musicians contributed to modern Carnatic music and the early development of Bharatanatyam.
5. Thus, Thanjavur demonstrates how interaction among different linguistic and cultural traditions can produce **new forms of artistic creativity**.

14. Analyse why the Marathas eventually lost their political power to the British.

Answer:

1. As Maratha power expanded, regional chiefs gained greater autonomy and the political structure became increasingly decentralised.
2. This resulted in **internal disunity**, making coordinated resistance against the British more difficult.
3. The British possessed advantages in organisation and technology that strengthened their military position.
4. The three Anglo-Maratha Wars gradually weakened Maratha political and military power.

- Consequently, the combination of **internal divisions and British organisational and technological superiority** resulted in the end of Maratha power in 1818.

15. “The Maratha legacy went beyond military conquest.” Justify the statement.

Answer:

- The Marathas challenged Mughal dominance and created the largest Indian empire before British supremacy, but their contribution was not limited to warfare.
- They developed systems of **administration, justice, taxation, military organisation, forts, naval defence and trade**.
- Maratha rulers also encouraged Sanskrit and Marathi literature, temples, traditional arts and regional cultural traditions.
- Their rule in regions such as Thanjavur promoted interaction among different linguistic and cultural communities.
- Most importantly, the ideal of **Swarājya** strengthened confidence in self-government and later contributed to ideas associated with India's freedom movement.

3.13 Five-mark questions with Answers of Applied Type: (15 Questions)

Five-Mark Descriptive Questions with Answers – Applied Type:

1. Imagine you are a military commander with a small army facing a much larger enemy force in a mountainous region. How would you apply Chhatrapati Shivaji's military strategies?

Answer:

- I would use **guerrilla warfare** instead of fighting the larger army in a direct open battle.
- I would use my knowledge of mountains, forests and narrow routes to gain an advantage over the enemy.
- I would establish secure bases in strategically located **forts** to protect soldiers and supplies.
- I would conduct quick surprise attacks and withdraw before the larger enemy force could reorganise.
- Thus, I would apply Shivaji's principles of **speed, surprise, local knowledge and strategic use of forts** to overcome numerical weakness.

2. Suppose you are asked to design an efficient council of ministers for a newly formed kingdom. How would you apply the Aṣṭa Pradhāna Maṇḍala model?

Answer:

- I would divide important government responsibilities among specialised ministers rather than allowing one person to handle everything.
- Separate ministers would be appointed for **finance, intelligence, revenue and justice**.
- Other ministers would manage **religious affairs, defence and foreign relations**.
- A prime minister would coordinate important administrative activities while assisting the sovereign ruler.
- Such division of responsibilities, similar to the **Aṣṭa Pradhāna Maṇḍala**, would make administration more organised and efficient.

3. If you were responsible for protecting a coastal kingdom, what lessons would you apply from Chhatrapati Shivaji's naval policy?

Answer:

- I would establish a strong **naval force** because land forces alone cannot effectively protect a long coastline.
- I would identify strategically important coastal areas and protect ports and maritime resources.

3. I would train naval forces to make effective use of **local coastal geography**, as Kanhoji Angre later did.
4. I would strengthen maritime trade while ensuring that foreign naval powers could not dominate local waters.
5. Thus, I would combine **coastal defence, naval strength, geographical knowledge and maritime trade** as important parts of national security.

4. Suppose you are an administrator and government officials are becoming too powerful in their respective regions. How could you apply Shivaji's administrative methods?

Answer:

1. I would avoid allowing important government posts to become **hereditary**.
2. Officials would receive salaries directly from the government instead of permanent land assignments.
3. I would periodically **transfer officials** so that they could not develop excessive influence in one region.
4. Their performance would remain accountable to the central administration rather than to their own local interests.
5. These measures, based on Shivaji's administrative practices, would help maintain **central authority and administrative discipline**.

5. Imagine that you are governing a region where government requirements are creating difficulties for farmers and ordinary people. How would you apply Shivaji's approach to governance?

Answer:

1. I would instruct officials not to obtain resources from the people through **force or oppression**.
2. I would protect valuable resources such as fruit-bearing trees that families have carefully maintained for many years.
3. Government requirements would be fulfilled without unnecessarily damaging people's property and livelihoods.
4. Officials would be expected to consider the long-term welfare of the population while carrying out their duties.
5. This would apply Shivaji's principle that effective administration should combine **state interests with concern for the welfare of subjects**.

6. If you were responsible for defending a kingdom from repeated invasions, how would you apply the Maratha system of forts?

Answer:

1. I would construct or strengthen forts at **strategically important routes and locations**.
2. The forts would serve as secure bases for soldiers, weapons and essential supplies during enemy attacks.
3. Smaller forces could operate from these forts and conduct guerrilla attacks instead of confronting larger armies directly.
4. A network of forts would make it difficult for an invading army to gain complete control over the kingdom.
5. This strategy follows the Maratha experience in which forts became the **core of the state** and helped it survive prolonged Mughal attacks.

7. Suppose your country has less advanced military technology than its opponent. What lessons can be applied from Kanhoji Angre's naval successes?

Answer:

1. I would avoid assuming that technological superiority alone determines the outcome of a conflict.

2. Like **Kanhoji Angre**, I would make careful use of local geography and knowledge of the operating environment.
3. I would develop tactics suited to the strengths of my own forces rather than simply copying the stronger opponent.
4. Training, planning and appropriate battle tactics would be used to compensate for technological disadvantages.
5. Angre's example shows that **strategy, geographical knowledge and effective tactics** can help a weaker force challenge a technologically stronger opponent.

8. Imagine that you are planning the economic development of a coastal state. How could you apply the Maratha approach to trade?

Answer:

1. I would promote **maritime trade** with important overseas commercial centres.
2. Ports and ships would be supported so that locally produced goods could reach distant markets.
3. I would improve internal roads to connect production centres with ports and major towns.
4. Bridges and ferry networks would also be maintained to ensure the smooth movement of people and merchandise.
5. This approach follows the Maratha model of combining **foreign maritime trade with strong internal transport infrastructure**.

9. Suppose you are the ruler of a culturally diverse kingdom. How would you apply Shivaji's approach to cultural identity and religious diversity?

Answer:

1. I would promote local **languages, literature, arts and cultural institutions** to strengthen cultural confidence.
2. Indigenous languages could be encouraged in administration, similar to Shivaji's promotion of Marathi and Sanskrit terminology.
3. Historical and religious institutions would be protected as part of the kingdom's cultural heritage.
4. At the same time, people belonging to other religious traditions would be treated with respect.
5. Thus, I would combine **cultural revival with religious respect**, reflecting the approach described in Shivaji's rule.

10. If you were a ruler planning public welfare projects, what lessons would you adopt from Ahilyabai Holkar?

Answer:

1. I would construct **roads and wells** that directly improve the everyday lives of ordinary people.
2. I would preserve important cultural and religious structures by restoring historically significant buildings.
3. Public infrastructure and cultural preservation would be developed together rather than treated as separate goals.
4. I would also encourage traditional industries and crafts to create livelihoods, following Ahilyabai's support for **Maheshwar weaving**.
5. Her example shows that good governance can combine **public welfare, infrastructure, cultural preservation and economic development**.

11. Imagine a region where people speak different languages and follow different cultural traditions. How can the example of Maratha Thanjavur be applied to promote cultural harmony?

Answer:

1. Different linguistic groups should be encouraged to preserve and share their own cultural traditions.
2. Artists, writers and musicians from different communities should be given opportunities to work and learn together.
3. Multilingual literature and artistic activities could encourage interaction among different cultural groups.
4. The Maratha experience in Thanjavur shows that interaction among **Tamil, Telugu and Marathi traditions** produced new forms of cultural creativity.
5. Therefore, cultural diversity can be treated as a source of **innovation and enrichment rather than division**.

12. Suppose a powerful organisation is becoming weak because its regional leaders are divided. What lesson can be applied from the decline of Maratha power?

Answer:

1. The organisation should recognise that **internal disunity** can weaken even a powerful system.
2. Regional leaders should cooperate on common goals instead of allowing individual interests to dominate.
3. Effective coordination and communication should be maintained across different units of the organisation.
4. The organisation should also continuously improve its methods and technology to respond to stronger competitors.
5. The Maratha experience shows that **internal unity, coordination and adaptability** are essential for maintaining long-term strength.

13. If a country suffers a major military or political setback, what lessons can it learn from the Maratha recovery after Panipat?

Answer:

1. A major defeat should not automatically be treated as the permanent end of political strength.
2. Strong and capable leadership can help reorganise institutions and restore confidence after a crisis.
3. The Marathas recovered under **Peshwa Madhavrao I** despite their disastrous defeat at Panipat in 1761.
4. Their recovery was demonstrated when **Mahadji Shinde recaptured Delhi in 1771**.
5. The example teaches that **resilience, reorganisation and effective leadership** can enable recovery after a severe setback.

14. Imagine you are designing a school leadership system based on lessons from Maratha administration. What features would you include?

Answer:

1. I would clearly divide responsibilities such as academics, finance, discipline, activities and external relations among different leaders.
2. Each person would have a defined responsibility, similar to the specialised functions of the **Aṣṭa Pradhāna Maṇḍala**.
3. Regular review and rotation of suitable responsibilities could prevent excessive dependence on one individual.
4. The leadership system would also emphasise the welfare of students and staff, reflecting Shivaji's concern for his subjects and soldiers' families.
5. Such a system would apply Maratha principles of **division of responsibility, accountability, welfare and coordinated leadership**.

15. How can the Maratha idea of Swarājya be applied to responsible citizenship today?

Answer:

1. Swarājya can encourage citizens to value **self-governance and responsibility** rather than depending entirely on external authority.
2. Citizens can participate actively in their communities and contribute to decisions concerning collective welfare.
3. Respect for local culture and institutions can strengthen confidence and social responsibility.
4. Self-rule should also be accompanied by efficient administration, justice and respect for diversity, as reflected in the chapter's discussion of Maratha governance.
5. Thus, the historical idea of **Swarājya** can be connected with responsible participation, self-reliance and commitment to the common good.

3.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Type Multiple Choice Questions with Answers:

The following questions include **knowledge, chronology, interpretation, cause-and-effect, assertion-based and analytical MCQs** based on the uploaded chapter.

1. Which combination best explains the cultural background that helped the Marathas emerge as a political power?

- A) Persian literature and Mughal administration
- B) Bhakti traditions and growth of Marathi literature
- C) European trade and naval technology
- D) British education and industrialisation

Answer: B) Bhakti traditions and growth of Marathi literature

2. Chhatrapati Shivaji began his military campaigns at approximately what age?

- A) 12 years
- B) 16 years
- C) 21 years
- D) 25 years

Answer: B) 16 years

3. Which of the following best describes Shivaji's idea of Swarājya?

- A) Dependence on Mughal authority
- B) Establishment of a sovereign kingdom
- C) Expansion of European trading settlements
- D) Creation of a purely naval state

Answer: B) Establishment of a sovereign kingdom

4. Which combination was most important to the success of Maratha guerrilla warfare?

- A) Large armies, heavy artillery and open battles
- B) Speed, surprise and knowledge of terrain
- C) Naval ships, foreign soldiers and elephants
- D) Fort destruction, cavalry and European weapons

Answer: B) Speed, surprise and knowledge of terrain

5. Why was Pratapgad advantageous to Shivaji in his confrontation with Afzal Khan?

- A) It was controlled by the Mughals.
- B) Its terrain suited Maratha strategy.
- C) It contained a large European army.
- D) It was an important foreign trading port.

Answer: B) Its terrain suited Maratha strategy.

6. The wāgh nakh mentioned in the chapter was:

- A) a naval vessel
- B) a type of fort

- C) a tiger-claw-shaped weapon
- D) a system of taxation

Answer: C) a tiger-claw-shaped weapon

7. Which event is described in the chapter as comparable to a modern-day “surgical strike”?

- A) Capture of Delhi
- B) Attack on Shaista Khan's camp
- C) Battle of Panipat
- D) Southern conquest

Answer: B) Attack on Shaista Khan's camp

8. What can be inferred from Shivaji sparing religious places and Mohandas Parekh's house during the sack of Surat?

- A) His army was unable to enter these places.
- B) His attack was selective rather than indiscriminate.
- C) Surat was already under Maratha control.
- D) He had abandoned military expansion.

Answer: B) His attack was selective rather than indiscriminate.

9. Which sequence is chronologically correct?

- A) Coronation → Agra escape → establishment of navy → birth
- B) Birth → establishment of navy → Agra escape → coronation
- C) Establishment of navy → birth → coronation → Agra escape
- D) Birth → coronation → Agra escape → establishment of navy

Answer: B) Birth → establishment of navy → Agra escape → coronation

10. Shivaji and Sambhaji escaped from house arrest at Agra by:

- A) disguising themselves as Mughal soldiers
- B) travelling through an underground passage
- C) hiding in large baskets used for carrying gifts
- D) bribing the Mughal governor

Answer: C) hiding in large baskets used for carrying gifts

11. Which event most clearly symbolised Shivaji's formal assertion of sovereignty?

- A) His attack on Surat
- B) His coronation at Raigad
- C) His meeting with Afzal Khan
- D) His escape from Agra

Answer: B) His coronation at Raigad

12. The Dakṣiṇa-digvijaya extended Shivaji's territories mainly into parts of:

- A) Bengal and Assam
- B) Punjab and Kashmir
- C) Karnataka and northern Tamil Nadu
- D) Gujarat and Rajasthan

Answer: C) Karnataka and northern Tamil Nadu

13. Who became Chhatrapati immediately after the death of Shivaji?

- A) Rajaram
- B) Sambhaji
- C) Bajirao I
- D) Mahadji Shinde

Answer: B) Sambhaji

14. Which development made it more difficult for Aurangzeb to completely suppress the Marathas?

- A) The Marathas abandoned their forts.

- B) The Marathas continued resistance from different regions and fortresses.
- C) The British immediately supported the Marathas.
- D) The Mughal Empire gave the Marathas its entire navy.

Answer: B) The Marathas continued resistance from different regions and fortresses.

15. Which office became increasingly powerful as the Maratha state became decentralised?

- A) Kotwāl
- B) Panditrao
- C) Peshwa
- D) Sachiv

Answer: C) Peshwa

16. Which pair of Peshwas is particularly associated with the pan-Indian expansion of Maratha power?

- A) Bajirao I and Nanasaheb Peshwa
- B) Sambhaji and Rajaram
- C) Mahadji Shinde and Kanhoji Angre
- D) Ekoji and Serfoji II

Answer: A) Bajirao I and Nanasaheb Peshwa

17. Which event demonstrates that the Marathas recovered after their defeat at Panipat in 1761?

- A) Capture of Pratapgad
- B) Establishment of the navy
- C) Recapture of Delhi in 1771
- D) Shivaji's coronation

Answer: C) Recapture of Delhi in 1771

18. Who played a major role in the Maratha recapture of Delhi in 1771?

- A) Afzal Khan
- B) Shaista Khan
- C) Mahadji Shinde
- D) Serfoji II

Answer: C) Mahadji Shinde

19. Which administrative policy of Shivaji was most directly intended to prevent officials from developing independent power?

- A) Making all offices hereditary
- B) Giving permanent land grants to officials
- C) Periodically transferring officials
- D) Allowing officials to maintain private kingdoms

Answer: C) Periodically transferring officials

20. Which of the following is correctly matched in the Aṣṭa Pradhāna Maṇḍala?

- A) Amatya — Finance
- B) Senapati — Religious Affairs
- C) Sumant — Land Revenue
- D) Nyayadhish — Intelligence

Answer: A) Amatya — Finance

21. Which pair is incorrectly matched?

- A) Mantri — Intelligence
- B) Sachiv — Land Revenue
- C) Panditrao — Religious Affairs
- D) Sumant — Commander-in-Chief

Answer: D) Sumant — Commander-in-Chief; the Sumant handled Foreign Affairs, while the Senapati was Commander-in-Chief.

22. Chauth was generally equal to:

- A) 10 per cent
- B) 15 per cent
- C) 25 per cent
- D) 50 per cent

Answer: C) 25 per cent

23. Which statement correctly distinguishes bārgīrs from shiledārs?

- A) Bārgīrs served in the navy while shiledārs served in the infantry.
- B) Bārgīrs received horses and equipment from the state, while shiledārs provided their own.
- C) Bārgīrs collected taxes while shiledārs administered justice.
- D) Bārgīrs were ministers while shiledārs were traders.

Answer: B) Bārgīrs received horses and equipment from the state, while shiledārs provided their own.

24. Why were forts regarded as the “core of the state” by the Marathas?

- A) They were used only as royal residences.
- B) They controlled strategic routes and sheltered armies during warfare.
- C) They were mainly centres of overseas trade.
- D) They were used only for religious ceremonies.

Answer: B) They controlled strategic routes and sheltered armies during warfare.

25. Kanhoji Angre's naval successes best demonstrate that:

- A) technology is the only factor determining victory
- B) geography and tactics can compensate for technological disadvantages
- C) land armies are always superior to naval forces
- D) European naval forces never reached India

Answer: B) geography and tactics can compensate for technological disadvantages

26. Which institution primarily delivered justice at the local level in the Maratha system?

- A) Peshwa
- B) Panchāyat
- C) Navy
- D) Senapati

Answer: B) Panchāyat

27. The kotwāl was mainly responsible for:

- A) foreign affairs
- B) naval warfare
- C) law and order in important towns
- D) collecting sardeshmukhi

Answer: C) law and order in important towns

28. Which group of ports provides evidence of the Marathas' overseas commercial links?

- A) Mocha, Muscat and Malacca
- B) Delhi, Agra and Pune
- C) Raigad, Pratapgad and Gingee
- D) Lahore, Attock and Peshawar

Answer: A) Mocha, Muscat and Malacca

29. The main purpose of the Rājya-Vyavahāra-Koṣha was to:

- A) record naval battles
- B) replace commonly used Persian terms with Sanskrit equivalents

- C) collect chauth from foreign traders
- D) record the construction of forts

Answer: B) replace commonly used Persian terms with Sanskrit equivalents

30. Which action best illustrates Ahilyabai Holkar's combination of public welfare and cultural patronage?

- A) Building roads, wells, temples and ghats
- B) Establishing only military forts
- C) Abolishing maritime trade
- D) Introducing European naval passes

Answer: A) Building roads, wells, temples and ghats

31. Which leader recognised Mughal vulnerability in the north and sent Maratha armies into Mughal territories?

- A) Jijabai
- B) Tarabai
- C) Ahilyabai Holkar
- D) Serfoji II

Answer: B) Tarabai

32. Which script was mainly used by the Marathas for correspondence?

- A) Roman
- B) Modī
- C) Arabic
- D) Brahmi

Answer: B) Modī

33. The cultural development of Maratha-ruled Thanjavur is best described as:

- A) exclusively Marathi
- B) exclusively Tamil
- C) a synthesis of Tamil, Telugu and Marathi traditions
- D) entirely European

Answer: C) a synthesis of Tamil, Telugu and Marathi traditions

34. Which ruler is associated with Dhanwantari Mahal, patronage of musicians and a printing press?

- A) Bajirao I
- B) Serfoji II
- C) Rajaram
- D) Madhavrao I

Answer: B) Serfoji II

35. Which combination best explains the eventual decline of Maratha political power?

- A) Lack of forts + decline of agriculture
- B) Internal disunity + British organisational and technological advantages
- C) End of maritime trade + disappearance of Marathi
- D) Bhakti movement + decentralised village administration

Answer: B) Internal disunity + British organisational and technological advantages

Assertion–Reason MCQs

For Questions 36–40, use the following code:

- A) Both Assertion and Reason are true, and Reason correctly explains Assertion.
- B) Both Assertion and Reason are true, but Reason does not correctly explain Assertion.
- C) Assertion is true, but Reason is false.
- D) Assertion is false, but Reason is true.

36. Assertion: Forts played a crucial role in the survival of the Maratha state.

Reason: They controlled strategic routes and provided shelter for forces conducting guerrilla

warfare.

Answer: A) Both are true, and the Reason correctly explains the Assertion.

37. Assertion: The Marathas were permanently destroyed as a major political power immediately after Panipat in 1761.

Reason: They later recovered under Madhavrao I, and Mahadji Shinde recaptured Delhi in 1771.

Answer: D) The Assertion is false, but the Reason is true.

38. Assertion: Shivaji's administration attempted to restrict the excessive accumulation of power by government officials.

Reason: Officials were periodically transferred and hereditary government posts were abolished.

Answer: A) Both are true, and the Reason correctly explains the Assertion.

39. Assertion: Kanhoji Angre could achieve naval victories despite European technological superiority.

Reason: He made clever use of geography and effective battle tactics.

Answer: A) Both are true, and the Reason correctly explains the Assertion.

40. Assertion: The Maratha legacy was limited only to military expansion.

Reason: The Marathas also contributed to administration, trade, naval development, cultural revival and the idea of Swarājya.

Answer: D) The Assertion is false, but the Reason is true.

3.15 Best Practices Opportunity List from the Chapter: (12 Ideas)

“Best Practices” Opportunities for Teaching:

- (1) **Timeline-Based Learning:** Create a classroom timeline covering major events such as Shivaji's birth (1630), establishment of the navy (1657), escape from Agra (1666), coronation at Raigad (1674), Panipat (1761), and the end of Maratha power (1818). This helps students understand **chronology, sequence and cause-and-effect relationships**.
- (2) **Map-Based Historical Learning:** Ask students to locate **Pune, Raigad, Pratapgad, Surat, Agra, Gingee, Delhi, Lahore, Attock and Peshawar** on maps and trace Maratha expansion. Students can then connect geography with military strategy and state formation.
- (3) **Fort and Guerrilla-Warfare Case Study:** Use Maratha forts as a case study and ask students to explain why their location, terrain and defensive advantages were important. Connect this with Shivaji's use of **speed, surprise and knowledge of terrain** in guerrilla warfare.
- (4) **Role-Play the Aṣṭa Pradhāna Maṇḍala:** Assign eight students the roles of **Amatya, Mantri, Sachiv, Nyayadhish, Panditrao, Senapati, Sumant and Pradhan**, with another student as Chhatrapati. Give the class a simple administrative problem and let each minister explain how their department would respond.
- (5) **Source-Based Learning:** Present students with Shivaji's instructions against forcibly taking people's resources or cutting their carefully grown trees. Ask them to identify the principles of **people's welfare, responsible administration and respect for property** reflected in the source.
- (6) **Compare Military Strategies:** Create a comparison activity involving **infantry, cavalry, navy, forts and guerrilla warfare**. Students can identify the purpose of each and explain how they complemented one another in Maratha military organisation.
- (7) **Naval Strategy Activity:** Use **Kanhoji Angre** as a case study and ask students how geography and tactics can sometimes compensate for technological disadvantages. This

develops analytical thinking while remaining closely connected to the chapter's discussion of Maratha naval power.

- (8) **Women Leaders Case Study:** Organise a comparative classroom discussion on **Tarabai and Ahilyabai Holkar**. Students can examine Tarabai's military leadership alongside Ahilyabai's contributions to public welfare, infrastructure, cultural heritage and traditional crafts.
- (9) **Culture and Language Integration:** Ask students to prepare a small display on **Marathi literature, the Moḍī script, Rājya-Vyavahāra-Koṣha and the Sanskrit royal seal**. This helps students understand that the rise of the Marathas involved cultural development as well as political and military expansion.
- (10) **Thanjavur Cultural Synthesis Project:** Divide students into groups to explore the chapter's examples of **Tamil, Telugu and Marathi cultural interaction** in Maratha-ruled Thanjavur, including literature, painting, music and dance. This is useful for teaching the concept of cultural exchange and synthesis.
- (11) **Think–Pair–Share on Swarājya:** Give students the question, “**What did Swarājya mean in the Maratha context?**” Let them think individually, discuss with a partner and then share with the class, connecting political sovereignty with administration and cultural confidence.
- (12) **Exit-Ticket Assessment:** At the end of the lesson, ask every student to write **one important Maratha leader, one administrative feature, one military strategy, one cultural contribution and one long-term legacy**. This provides a quick formative assessment of whether students have understood the chapter's major dimensions.

3.16 Innovations Opportunity List from the Chapter: (15 Ideas)

“Innovations” Opportunities in Teaching–Learning for 8th Standard:

- (1) **Interactive Digital Maratha Empire Map:** Create an interactive map in which students click locations such as **Pune, Raigad, Pratapgad, Surat, Agra, Gingee and Delhi** to reveal the event connected with each place. Students can also trace the expansion of Maratha influence towards southern and northern India.
- (2) **“Build Your Swarājya” Simulation:** Divide students into teams and give each team limited resources to create a model Maratha state. They must decide how much attention to give to **forts, cavalry, infantry, navy, administration and trade**, and then justify their decisions using evidence from the chapter.
- (3) **Virtual Fort Strategy Challenge:** Using a digital presentation or simple 3D model, let students examine a hill fort and decide where they would place **watch points, entrances, soldiers and supply areas**. They can then relate their decisions to the chapter's explanation of why forts were the core of Maratha defence and guerrilla warfare.
- (4) **Gamified “Escape from Agra” Problem-Solving Activity:** Present Shivaji's house arrest at Agra as a sequence-based classroom challenge in which students identify the problem, constraints, strategy and outcome. After completing it, reveal how Shivaji and Sambhaji escaped using the routine of gift baskets described in the chapter.
- (5) **Ashta Pradhana Classroom Government:** Transform the classroom temporarily into a Maratha administrative council by assigning students roles such as **Amatya, Mantri, Sachiv, Nyayadhish, Panditrao, Senapati, Sumant and Pradhan**. Give them hypothetical state problems and ask each “minister” to respond according to the responsibility given in the chapter.
- (6) **Maratha Naval Strategy STEM Challenge:** Ask groups to design a simple model of a coastal defence system using paper, cardboard or digital drawing tools. Their design

should show how **naval forces, coastal geography and strategic planning** could be combined, drawing on Shivaji's navy and Kanhoji Angre's successes.

- (7) **QR-Code Historical Gallery:** Create classroom stations for **Shivaji, Sambhaji, Rajaram, Tarabai, Ahilyabai Holkar, Kanhoji Angre, the Peshwas and Serfoji II**. QR codes can lead to teacher-prepared chapter-based summaries, maps, timelines or student-recorded explanations, turning the classroom into a self-guided history gallery.
- (8) **AI-Assisted Historical Interview:** After students study a leader from the chapter, ask them to prepare questions for a simulated interview with that historical personality, while requiring every answer to be checked against the textbook. This develops **questioning, source verification and historical reasoning** rather than simply memorising facts.
- (9) **“Then and Now” Governance Lab:** Give students examples from Shivaji's administration, such as specialised ministers, salaried officials, transfers and concern for people's property. Students can then identify comparable administrative principles such as **division of responsibility, accountability and public welfare** in a modern school or organisation, while clearly distinguishing historical facts from present-day applications.
- (10) **Maratha Trade Route Challenge:** Students can create a visual trade network linking the Maratha region with **Mocha, Muscat and Malacca**, adding commodities and transport infrastructure mentioned in the chapter. This integrates **History with Geography and Economics** and helps students understand the relationship between roads, ports, maritime trade and state development.
- (11) **Multilingual Cultural Heritage Studio:** Students can explore the chapter's discussion of **Marathi, Moḍī script, Sanskrit terminology and the Tamil-Telugu-Marathi cultural interaction at Thanjavur**. Groups could create posters, calligraphy samples, mini exhibitions or digital presentations showing how political expansion also produced cultural interaction.
- (12) **Student Podcast – “Voices from the Maratha Era”:** Small groups can produce 3–5 minute audio episodes on themes such as **Swarājya, guerrilla warfare, forts, Maratha navy, Tarabai, Ahilyabai Holkar, administration or Thanjavur culture**. Each episode should include textbook-supported facts followed by a short student reflection.
- (13) **Historical Decision-Making Cards:** Give students scenario cards such as, “A much larger enemy army is approaching,” “Your coastline is threatened,” or “Officials are becoming too powerful.” Students select a chapter-based response—**guerrilla tactics, forts, navy, transfers or administrative division**—and explain why it is appropriate.
- (14) **Student-Created Digital Timeline:** Students can collaboratively build a digital timeline from **Shivaji's birth in 1630 to the end of Maratha power in 1818**, attaching short explanations to important events. This converts chronology from passive memorisation into an interactive learning activity.
- (15) **Swarājya Concept Map:** Instead of teaching Swarājya only as a definition, students can construct a concept map connecting it with **political sovereignty, administration, military strength, forts, navy, trade, cultural confidence and people's welfare**. The completed map can serve as a visual summary of the entire chapter and demonstrate how its different themes are interconnected.

3.17: Practicing Questions/Question Bank

A. Fill in the Blanks:

1. Chhatrapati Shivaji was born in the year _____.
Answer: 1630
2. Shivaji's vision of establishing a sovereign kingdom was known as _____.
Answer: Swarājya
3. Shivaji was formally coronated at _____ in 1674.
Answer: Raigad
4. The tiger-claw-shaped weapon used by Shivaji was called _____.
Answer: Wāgh nakh
5. Shivaji and Sambhaji escaped from house arrest at _____.
Answer: Agra
6. The Maratha prime minister was known as the _____.
Answer: Peshwa
7. The council of eight ministers was known as the _____.
Answer: Aṣṭa Pradhāna Maṇḍala
8. The Maratha levy of 25 per cent was called _____.
Answer: Chauth
9. The Maratha cavalrymen whose horses and equipment were provided by the state were called _____.
Answer: Bārgīrs
10. The famous Maratha naval leader was _____.
Answer: Kanhoji Angre
11. The main local institution for delivering justice was the _____.
Answer: Panchāyat
12. The officer responsible for law and order in important towns was called the _____.
Answer: Kotwāl
13. The script mainly used by the Marathas for correspondence was _____.
Answer: Modī
14. The Marathas suffered a major defeat at the Battle of _____ in 1761.
Answer: Panipat
15. Maratha political power finally ended in the year _____.
Answer: 1818

These terms and events are central to the chapter's account of Maratha political, military and administrative development.

B. One-Mark Descriptive Questions:

1. **What was Swarājya?**
Answer: Swarājya was Shivaji's vision of establishing a sovereign kingdom.
2. **What was guerrilla warfare?**
Answer: Guerrilla warfare was a strategy using small groups, speed, surprise and knowledge of terrain against larger armies.

3. **Where was Chhatrapati Shivaji coronated?**

Answer: Chhatrapati Shivaji was coronated at **Raigad**.

4. **Who succeeded Shivaji as Chhatrapati?**

Answer: **Sambhaji** succeeded Shivaji as Chhatrapati.

5. **Who was Tarabai?**

Answer: Tarabai was an important Maratha leader who organised resistance and contributed to northward Maratha expansion.

6. **Who was a Peshwa?**

Answer: A Peshwa was the **prime minister** in the Maratha political system.

7. **What was chauth?**

Answer: Chauth was a **25 per cent levy** collected from certain provinces not directly administered by the Marathas.

8. **Who were shiledārs?**

Answer: Shiledārs were cavalrymen who provided their own horses and equipment.

9. **Who was Kanhoji Angre?**

Answer: Kanhoji Angre was a prominent Maratha naval leader known for his naval victories.

10. **What was the Rājya-Vyavahāra-Koṣha?**

Answer: It was a work commissioned to provide Sanskrit equivalents for Persian terms commonly used in diplomatic administration.

C. Two-Mark Descriptive Questions:

1. **How did the Bhakti movement contribute to the rise of the Marathas?**

Answer:

- Bhakti saints such as Dnyaneshwar, Namdev, Tukaram and Ramdas strengthened cultural awareness among the people.
- This cultural foundation later supported the political organisation of the Marathas.

2. **Why was guerrilla warfare effective for the Marathas?**

Answer:

- It allowed smaller Maratha forces to use speed and surprise against larger armies.
- Their knowledge of the local terrain gave them an additional advantage.

3. **Why was Shivaji's coronation politically important?**

Answer:

- It formally established Shivaji as a sovereign ruler.
- His title and new coronation era symbolised the independent authority of the Maratha kingdom.

4. **Why were forts important to the Marathas?**

Answer:

- Forts helped control strategically important routes.
- They also provided shelter and secure bases for Maratha forces during warfare.

5. Distinguish between bārgīrs and shiledārs.**Answer:**

- Bārgīrs received their horses and equipment from the state.
- Shiledārs provided their own horses and equipment.

6. How did Shivaji protect the interests of government officials and soldiers' families?**Answer:**

- Officials were paid salaries from the state treasury instead of receiving hereditary land assignments.
- Widows of fallen soldiers received pensions, while their sons could be offered military posts.

7. Mention two contributions of Ahilyabai Holkar.**Answer:**

- She constructed and restored temples, ghats, wells and roads.
- She also promoted the Maheshwar weaving industry.

8. Why did Maratha power eventually decline against the British?**Answer:**

- Internal disunity weakened Maratha political strength.
- British advantages in organisation and technology contributed to the final defeat of the Marathas.

D. Three-Mark Descriptive Questions:**1. Explain the role of forts in Maratha military strategy.****Answer:**

- Forts enabled the Marathas to control important strategic routes.
- They provided secure shelters for armies engaged in guerrilla warfare.
- Their network helped the Maratha state survive prolonged Mughal attacks.

2. Describe Shivaji's escape from Agra.**Answer:**

- Shivaji was placed under house arrest by Aurangzeb at Agra.
- He established a routine of sending fruits and sweets in large baskets until the guards became less watchful.
- Shivaji and Sambhaji then hid in the baskets and escaped.

3. Explain the military organisation of the Marathas.**Answer:**

- The Maratha military consisted mainly of infantry, cavalry and navy.
- The cavalry included bārgīrs and shiledārs.
- Maratha soldiers used weapons such as swords, lances, guns and rockets.

4. **Explain the importance of the Aṣṭa Pradhāna Maṇḍala.**

Answer:

- It was a council of eight ministers assisting the Chhatrapati.
- Different ministers handled specialised functions such as finance, justice, defence and foreign affairs.
- This division of responsibility helped in the systematic administration of the kingdom.

5. **How did Tarabai contribute to Maratha power?**

Answer:

- Tarabai recognised that northern Mughal territories were vulnerable while Aurangzeb was occupied in the Deccan.
- She organised and sent Maratha armies into Mughal territories.
- Her leadership contributed to the preservation and northward expansion of Maratha power.

6. **How did the Marathas recover after the Battle of Panipat?**

Answer:

- The Marathas suffered a disastrous defeat at Panipat in 1761.
- They recovered under the leadership of Peshwa Madhavrao I.
- Mahadji Shinde recaptured Delhi in 1771, demonstrating the revival of Maratha power.

7. **Explain Shivaji's contribution to cultural revival.**

Answer:

- He promoted Sanskrit and Marathi literature and traditional institutions.
- He commissioned the Rājya-Vyavahāra-Koṣha to encourage indigenous terminology.
- He upheld Hindu cultural traditions while respecting other religions.

8. **Explain the cultural importance of Maratha rule in Thanjavur.**

Answer:

- Tamil, Telugu and Marathi cultural traditions interacted under Maratha rule.
- Maratha rulers patronised literature, painting, music and drama.
- Their patronage contributed to developments in Carnatic music, Bharatanatyam and other artistic traditions.

E. Five-Mark Descriptive Questions:

1. **Explain how Chhatrapati Shivaji laid the foundation of a strong Maratha state.**

Answer:

- Shivaji began his campaigns at a young age by capturing and strengthening forts around Pune.
- He developed the ideal of **Swarājya** and gradually expanded his territories.

- He used guerrilla warfare effectively against stronger opponents.
- He established a navy to protect the western coast and coastal resources.
- His military, administrative and political measures laid the foundation for the later expansion of Maratha power.

2. **“The Maratha military system was well adapted to its geographical and political circumstances.” Explain.**

Answer:

- Guerrilla warfare enabled small forces to use speed and surprise against larger armies.
- Knowledge of local terrain provided the Marathas with a strategic advantage.
- Forts controlled important routes and served as secure military bases.
- The cavalry provided mobility, while the navy protected coastal interests.
- Together, these elements created a flexible military system suited to Maratha needs.

3. **Evaluate Chhatrapati Shivaji's administration as a system of responsible governance.**

Answer:

- Shivaji reduced hereditary control over government offices and paid officials from the treasury.
- Periodic transfers helped prevent officials from becoming excessively powerful.
- The Aṣṭa Pradhāna Maṇḍala divided important administrative responsibilities among specialised ministers.
- Pensions for soldiers' widows and opportunities for their sons reflected concern for military families.
- His instructions against forcibly taking people's resources further demonstrate concern for the welfare of his subjects.

4. **Explain the importance of naval power and maritime trade to the Marathas.**

Answer:

- Shivaji established a navy to secure the western coastline and coastal resources.
- Maratha naval power later challenged European attempts to dominate coastal waters.
- Kanhoji Angre achieved victories through effective tactics and knowledge of geography.
- Maratha trading ships travelled to overseas ports such as Mocha, Muscat and Malacca.
- Thus, naval strength supported both **security and maritime commerce**.

5. **Discuss the contribution of women leaders to Maratha history with reference to Tarabai and Ahilyabai Holkar.**

Answer:

- Tarabai displayed military and political leadership during a critical period of Maratha resistance.

- She organised armies and contributed to Maratha expansion into Mughal territories.
- Ahilyabai Holkar became known for welfare-oriented and effective governance.
- She constructed and restored temples, ghats, roads and wells and promoted traditional weaving.
- Together, their achievements demonstrate important **military, administrative, social and cultural contributions by women leaders.**

6. **Analyse the reasons for the decline of Maratha political power.**

Answer:

- As the Maratha state expanded, regional chiefs acquired increasing autonomy.
- This decentralisation contributed to internal political disunity.
- The Marathas faced the British in three Anglo-Maratha Wars between 1775 and 1818.
- British advantages in organisation and technology strengthened their position against divided Maratha forces.
- These factors eventually resulted in the end of Maratha political power in **1818.**

7. **“The legacy of the Marathas extended beyond warfare and territorial expansion.”**

Justify.

Answer:

- The Marathas developed effective administrative and military institutions.
- They encouraged trade, transport networks and maritime activity.
- They promoted Sanskrit and Marathi literature, religious institutions and traditional arts.
- Maratha rule in Thanjavur encouraged cultural interaction among Tamil, Telugu and Marathi traditions.
- Their ideal of **Swarājya** also strengthened confidence in self-government and became an important part of their long-term legacy.

8th Standard Social Science Book Part 1 Chapter 4

Chapter 4: The Colonial Era in India

4.1 Summary of the Chapter:

Chapter 4 – The Colonial Era in India: Summary

- (1) **Meaning and rise of colonialism:** Colonialism is the practice of one country taking control of another region and imposing its political, economic, and cultural systems. From the 15th century onward, European powers expanded across the world in search of **resources, markets, trade routes, political influence, and religious expansion**.
- (2) **India attracted European powers because of its wealth:** Before European domination, India was a major centre of **agriculture, manufacturing and international trade**. Spices, cotton textiles, ivory, gems, sandalwood, teakwood and wootz steel were highly valued abroad, making India an attractive target for European colonial ambitions.
- (3) **Portuguese, Dutch and French presence:** The Portuguese established themselves after **Vasco da Gama reached India in 1498**, followed by the Dutch and French. These European powers competed for control over Indian trade and territory, but eventually the **British gained the upper hand**.
- (4) **British transformation from traders to rulers:** The **English East India Company** initially established trading centres but gradually interfered in Indian politics. Through military power, alliances, political manipulation and the policy of “**divide and rule**,” it expanded its control; the **Battle of Plassey in 1757** became an important turning point.
- (5) **Expansion through political strategies:** The British strengthened their empire through measures such as the **Doctrine of Lapse** and **Subsidiary Alliance**. These policies reduced the independence of Indian rulers and enabled the British to control large territories directly or indirectly.
- (6) **Economic exploitation and drain of wealth:** British rule imposed heavy taxation and redirected India's resources to serve British interests. Colonial policies contributed to devastating famines and the **decline of indigenous industries**, particularly textiles, while enormous amounts of Indian wealth were transferred abroad.
- (7) **Changes in administration, society and education:** Traditional village self-government and customary systems were gradually replaced by a **centralised colonial bureaucracy and British legal system**. Education was also reshaped to produce Indians who could serve the colonial administration, weakening many indigenous educational traditions.
- (8) **Infrastructure served colonial interests:** Railways and telegraphs did connect different parts of India, but they were primarily designed to **transport raw materials, distribute British manufactured goods and move troops quickly**. Much of this infrastructure and the colonial administration itself was financed through Indian taxation.
- (9) **Resistance to colonial rule:** Colonial exploitation produced numerous **tribal, peasant and regional uprisings**, including the Sannyasi-Fakir resistance, Kol Uprising, Santhal Rebellion and Indigo Revolt. These movements challenged British taxation, land policies, exploitation and interference with traditional ways of life.
- (10) **The Great Rebellion of 1857 and its significance:** The widespread uprising of **1857** involved sepoys, rulers and sections of the population, with leaders such as **Rani Lakshmibai, Nana Saheb, Tatia Tope, Begum Hazrat Mahal and Bahadur Shah Zafar**. Although the rebellion was suppressed, it became an important turning point; in

1858 the British Crown ended East India Company rule and began the British Raj, while the rebellion helped sow the seeds of the later struggle for freedom.

4.2 Important Formulas:

Important Formulas / Quantitative Relationships – Chapter 4: The Colonial Era in India:

This chapter is mainly **historical and descriptive**, so it does **not contain standard mathematical formulas** like those found in Mathematics or Science chapters. However, a few **percentage, ratio, population, GDP, tax, and change-based calculations** can be useful for solving quantitative questions based on the data given in the chapter.

1. Percentage of a Quantity

$$\text{Percentage Value} = \frac{\text{Percentage}}{100} \times \text{Total Quantity}$$

Useful for questions involving population loss, GDP share, territory, taxation, etc.

2. Percentage Calculation

$$\text{Percentage} = \frac{\text{Part}}{\text{Whole}} \times 100$$

Example applications include finding the percentage of population affected by famine or the proportion of princely-state territory.

3. Percentage Increase

$$\text{Percentage Increase} = \frac{\text{New Value} - \text{Original Value}}{\text{Original Value}} \times 100$$

Useful when comparing increases in taxes, imports, exports, revenue, or expenditure.

4. Percentage Decrease

$$\text{Percentage Decrease} = \frac{\text{Original Value} - \text{New Value}}{\text{Original Value}} \times 100$$

This can be applied to the decline of India's share in world GDP or reduction in exports and industries.

5. Ratio

$$\text{Ratio} = \frac{\text{Quantity 1}}{\text{Quantity 2}}$$

Useful for comparing economic values, population figures, deaths, exports, or GDP shares.

6. Average

$$\text{Average} = \frac{\text{Sum of all Values}}{\text{Number of Values}}$$

Useful in problems involving average annual exports, annual tax collections, famine deaths, or similar historical data.

7. Annual Rate

$$\text{Annual Rate} = \frac{\text{Total Quantity}}{\text{Number of Years}}$$

For example, if a certain quantity of grain was exported over several years, the average annual export can be calculated using this formula.

8. Population Remaining after Loss

$$\text{Remaining Population} = \text{Original Population} - \text{Population Lost}$$

If the population loss is given as a percentage:

$$\text{Remaining Population} = \text{Original Population} \times \left(1 - \frac{\text{Loss \%}}{100}\right)$$

The chapter mentions that the Bengal famine of 1770–72 killed nearly **one-third of the population**, making such calculations relevant.

9. Fraction to Percentage

$$\text{Percentage} = \text{Fraction} \times 100$$

For example:

$$\frac{1}{3} \times 100 \approx 33.33\%$$

Thus, loss of one-third of a population is approximately **33.33%**.

10. GDP Share

$$\text{GDP Share \%} = \frac{\text{Country's GDP}}{\text{World GDP}} \times 100$$

The chapter notes that India once contributed about **one-fourth of world GDP**, while its share later fell to about **5% around Independence**.

11. Change in GDP Share

$$\text{Change in GDP Share} = \text{Initial Share} - \text{Final Share}$$

For example:

$$25\% - 5\% = 20 \text{ percentage points}$$

12. Number after Multiplication Factor

$$\text{Final Value} = \text{Base Value} \times \text{Multiplication Factor}$$

This is useful for data such as the chapter's comparison of the estimated colonial drain with Britain's GDP.

13. Total for Several Years

$$\text{Total Quantity} = \text{Quantity per Year} \times \text{Number of Years}$$

For example, if grain exports were about **1 million tonnes per year for three years**:

$$1 \times 3 = 3 \text{ million tonnes}$$

The chapter gives such an annual export figure during the famine period.

14. Time Interval

$$\text{Duration} = \text{Ending Year} - \text{Starting Year}$$

Useful for calculating the duration between historical events, periods of rule, wars, famines, or resistance movements.

15. Approximate Number from a Fraction

$$\text{Part of Population} = \text{Total Population} \times \text{Fraction}$$

For example, if one-third of a population of 30 million died:

$$30 \times \frac{1}{3} = 10 \text{ million}$$

This corresponds to the type of numerical reasoning associated with the Bengal famine figures described in the chapter.

Key Point for Students:

There are **no compulsory chapter-specific mathematical formulas** in Chapter 4. Quantitative questions are most likely to involve **percentages, fractions, ratios, averages, GDP shares, population changes, annual rates, and time intervals** using historical data given in the text.

4.3 Fill-Up the Blank LOTS type questions with Answers: (40 Questions)

Fill in the Blanks – LOTS Type:

- The practice in which one country takes control of another region is called _____.

Answer: Colonialism

- The Portuguese explorer _____ arrived at Calicut in 1498.

Answer: Vasco da Gama

- Vasco da Gama arrived at Kappad near _____ in Kerala.

Answer: Kozhikode

- The Portuguese captured _____ in 1510, which became the capital of their colony in India.

Answer: Goa

5. The Portuguese navigation permit system was known as _____.
Answer: Cartaz
6. The Portuguese established the _____ in Goa in 1560.
Answer: Inquisition
7. _____ resisted Portuguese attempts to capture the port town of Ullal.
Answer: Rani Abbakka I
8. The Dutch were decisively defeated by King Marthanda Varma at the Battle of _____ in 1741.
Answer: Colachel
9. The French established a trading post at _____ in 1674.
Answer: Pondicherry (Puducherry)
10. The French Governor-General _____ developed strategies of training Indian sepoys and indirect rule.
Answer: Dupleix
11. The series of conflicts between the British and French from 1746 to 1763 were called the _____ **Wars**.
Answer: Carnatic
12. The English East India Company received its royal charter from Queen _____.
I.
Answer: Elizabeth
13. The British policy of exploiting rivalries among Indian rulers and communities was known as _____ **and rule**.
Answer: Divide
14. The Battle of Plassey was fought in the year _____.
Answer: 1757
15. The Nawab of Bengal at the time of the Battle of Plassey was _____.
Answer: Siraj-ud-daulah
16. _____ conspired with Mir Jafar before the Battle of Plassey.
Answer: Robert Clive
17. Under the _____ **of Lapse**, a princely state could be annexed if its ruler died without a natural male heir.
Answer: Doctrine
18. Under the Subsidiary Alliance, a British _____ was installed at the courts of Indian rulers.
Answer: Resident
19. The ruler of _____ was among the first to enter into a Subsidiary Alliance in 1798.
Answer: Hyderabad
20. The catastrophic Bengal famine occurred during _____.
Answer: 1770–1772
21. ** _____ Naoroji wrote *Poverty and Un-British Rule in India*.
Answer: Dadabhai
22. British economic exploitation resulted in what came to be known as the _____ **of India's wealth**.
Answer: Drain
23. Before colonial rule, India was particularly renowned for its _____ **industry**.
Answer: Textile
24. Thomas B. Macaulay wrote the famous *Minute on Indian Education* in _____.
Answer: 1835

25. The British transformed India into a supplier of _____ **materials** for British industries.
Answer: Raw
26. The Santhal Rebellion of 1855–56 was led by the brothers _____ **and Kanhu Murmu**.
Answer: Sidhu
27. The _____ **Uprising** of 1831–32 occurred in Chota Nagpur.
Answer: Kol
28. European planters forced many Bengal peasants to cultivate _____ instead of food crops.
Answer: Indigo
29. The uprising of 1857 was called the _____ **Mutiny** by the British.
Answer: Sepoy
30. The Indian soldier whose actions at Barrackpore became an important event preceding the 1857 uprising was _____.
Answer: Mangal Pandey
31. The rebels of 1857 proclaimed Mughal emperor _____ as their leader.
Answer: Bahadur Shah Zafar
32. ** _____ of Jhansi became one of the most celebrated leaders of the Great Rebellion of 1857.
Answer: Rani Lakshmibai
33. Rani Lakshmibai was assisted by the Maratha military leader _____ **Tope**.
Answer: Tatia (Tantia)
34. _____ **Hazrat Mahal** led resistance against the British in Lucknow.
Answer: Begum
35. In _____, the British Crown took direct control of India from the East India Company.
Answer: 1858
36. Direct rule by the British Crown in India became known as the British _____.
Answer: Raj
37. The song _____ appeared in Bankim Chandra Chattopadhyay's novel *Anandamath*.
Answer: Vande Mātaram
38. British railways were used, among other purposes, to transport raw materials to _____ for export.
Answer: Ports
39. Traditional Indian village communities were described as “little _____” by Charles Metcalfe.
Answer: Republics
40. The Great Rebellion of 1857 helped sow the seeds of India's later struggle for _____.
Answer: Freedom (or Independence)

These questions are **LOTS (Lower Order Thinking Skills)** because they primarily test **remembering, identifying and recalling** important names, dates, places, events, policies and concepts directly from the uploaded chapter.

4.4 Fill-Up the Blank HOTS type questions with Answers: (35 Questions)

Fill in the Blanks with Answers – HOTS Type:

- The transformation of the East India Company from a trading organisation into a political power demonstrates how _____ **interests** could gradually lead to

territorial control.

Answer: commercial

2. India's prosperity and strong international trade before European domination made it an attractive target for _____ **ambitions**.

Answer: colonial

3. By controlling the _____ **system**, the Portuguese were able to regulate navigation and strengthen their monopoly over the spice trade.

Answer: cartaz

4. The defeat of the Dutch at the Battle of Colachel demonstrates that European colonial forces were not always _____.

Answer: invincible

5. Dupleix's use of puppet rulers shows how the French attempted to exercise _____ **rule** rather than always governing territories directly.

Answer: indirect

6. By taking advantage of rivalries among Indian rulers, the British successfully applied the strategy of _____ **and rule**.

Answer: divide

7. The British victory at Plassey despite having smaller forces was made possible largely by the ** _____ of Mir Jafar.

Answer: betrayal

8. The Doctrine of Lapse increased resentment because it disregarded the Indian tradition of _____ as a legitimate means of royal succession.

Answer: adoption

9. Although the Subsidiary Alliance appeared to protect Indian rulers, it actually reduced their political _____.

Answer: sovereignty

10. The Company's insistence on collecting high taxes even during crop failures contributed to the severity of _____.

Answer: famines

11. The export of grain while people were suffering from hunger indicates that colonial _____ **interests** were often given priority over Indian welfare.

Answer: economic

12. Dadabhai Naoroji's analysis of the transfer of India's resources to Britain became known as the _____ **of wealth**.

Answer: drain

13. Heavy duties on Indian textiles and low tariffs on British manufactured goods contributed to the ** _____ of India's indigenous textile industry.

Answer: decline

14. The decline of traditional industries forced many skilled artisans to return to _____ **agriculture** for survival.

Answer: subsistence

15. Replacing traditional village institutions with a centralised bureaucracy weakened local _____ **-governance**.

Answer: self

16. Macaulay's educational policy aimed to create a group of Indians who would assist the colonial _____.

Answer: administration

17. The growing prestige of English education contributed to social divisions between English-educated _____ and the wider population.

Answer: elites

18. Although railways connected different parts of India, their routes were designed largely to transport _____ **materials** to ports and distribute British manufactured goods.
Answer: raw
19. Since railway and telegraph projects serving colonial interests were largely financed through Indian taxation, the chapter states that Indians effectively funded their own _____.
Answer: subjugation
20. Restrictions on forests, land alienation and interference with traditional institutions contributed to _____ **uprisings** against British authority.
Answer: tribal
21. The Santhal Rebellion illustrates how exploitation by moneylenders and landlords could transform economic grievances into organised _____ against colonial authority.
Answer: resistance
22. The Indigo Revolt occurred because peasants were forced to grow a profitable commercial crop while receiving inadequate _____ for their produce.
Answer: payment
23. The participation of peasants, rulers and others alongside sepoys explains why many historians prefer the term **Great Rebellion** rather than merely "Sepoy _____."
Answer: Mutiny
24. The cartridge controversy of 1857 became explosive because it offended the religious beliefs of both _____ **and Muslim** sepoys.
Answer: Hindu
25. By proclaiming Bahadur Shah Zafar as their leader, the rebels attempted to give the uprising a broader symbol of political _____.
Answer: unity
26. The lack of unified command and a consistent strategy was an important reason for the ** _____ of the Great Rebellion of 1857.
Answer: failure
27. Although the rebellion of 1857 failed militarily, it strengthened the idea that foreign _____ was unacceptable.
Answer: domination
28. The transfer of power from the East India Company to the British Crown in 1858 shows that the rebellion caused a major change in colonial _____.
Answer: administration
29. The British reorganisation of the Indian Army after 1857 was intended to prevent _____ **resistance** among Indian soldiers in the future.
Answer: unified
30. The chapter's evidence on taxation, deindustrialisation and famines challenges the British claim that colonialism was primarily a _____ **mission**.
Answer: civilising
31. The decline of India's traditional industries while British manufactured imports increased shows that colonial economic policies mainly served _____ **interests**.
Answer: British
32. The replacement of customary laws by British legal codes made the judicial system less accessible to many _____ **Indians**.
Answer: ordinary

33. The Santhal and Kol uprisings demonstrate that interference with traditional land rights could lead to organised _____ **resistance**.

Answer: tribal

34. The resistance of Rani Lakshmibai and Begum Hazrat Mahal demonstrates that _____ **leaders** also played significant roles in opposing British rule.

Answer: women

35. The numerous uprisings from the late 18th century onward indicate that British colonial domination faced continuing Indian _____.

Answer: resistance

HOTS focus: These questions require students to use **cause-and-effect reasoning, interpretation, comparison, inference and historical analysis**, rather than simply recalling isolated facts.

4.5 One-mark questions with Answers of LOTS Type: (40 Questions)

One-Mark Descriptive Questions with Answers – LOTS Type:

- What is colonialism?**
Answer: Colonialism is the practice in which one country takes control of another region and imposes its political, economic and cultural systems.
- Name the European explorer who reached Kappad near Kozhikode in 1498.**
Answer: Vasco da Gama reached Kappad near Kozhikode in 1498.
- Which place became the capital of the Portuguese colony in India?**
Answer: Goa became the capital of the Portuguese colony in India.
- What was the cartaz system?**
Answer: The cartaz was a Portuguese permit that ships had to purchase to navigate in the Arabian Sea.
- What was the Goa Inquisition?**
Answer: The Goa Inquisition was a tribunal established by the Portuguese in 1560 to judge people suspected of beliefs contrary to Church doctrine.
- Who resisted Portuguese attempts to capture Ullal?**
Answer: Rani Abbakka I resisted Portuguese attempts to capture Ullal.
- Which battle weakened Dutch power in India in 1741?**
Answer: The Battle of Colachel in 1741 significantly weakened Dutch power in India.
- Who defeated the Dutch at the Battle of Colachel?**
Answer: King Marthanda Varma of Travancore defeated the Dutch at the Battle of Colachel.
- Where did the French establish an important trading settlement in 1674?**
Answer: The French established an important trading settlement at Pondicherry in 1674.
- Who was Dupleix?**
Answer: Dupleix was the Governor-General of French India from 1742 to 1754.
- Who were sepoys?**
Answer: Sepoys were Indian soldiers trained and employed in European-style armies.
- What were the Carnatic Wars?**
Answer: The Carnatic Wars were a series of conflicts between the British and French in India from 1746 to 1763.
- What was the English East India Company originally established for?**
Answer: The English East India Company was originally established as a trading company.

14. What is meant by the British policy of ‘divide and rule’?

Answer: ‘Divide and rule’ was the policy of exploiting rivalries and divisions among Indian rulers and communities to strengthen British control.

15. When was the Battle of Plassey fought?

Answer: The Battle of Plassey was fought in 1757.

16. Who was the Nawab of Bengal during the Battle of Plassey?

Answer: Siraj-ud-daulah was the Nawab of Bengal during the Battle of Plassey.

17. Who betrayed Siraj-ud-daulah at the Battle of Plassey?

Answer: Mir Jafar betrayed Siraj-ud-daulah at the Battle of Plassey.

18. What was the Doctrine of Lapse?

Answer: The Doctrine of Lapse allowed the British to annex a princely state if its ruler died without a natural male heir.

19. What was the Subsidiary Alliance?

Answer: The Subsidiary Alliance was an arrangement under which Indian rulers accepted British troops and political control in return for British protection.

20. Which Indian ruler was among the first to accept the Subsidiary Alliance in 1798?

Answer: The ruler of Hyderabad was among the first to accept the Subsidiary Alliance in 1798.

21. What is meant by the ‘drain of India’s wealth’?

Answer: The drain of wealth refers to the large-scale transfer of India's wealth and resources to Britain during colonial rule.

22. Who wrote *Poverty and Un-British Rule in India*?

Answer: Dadabhai Naoroji wrote *Poverty and Un-British Rule in India*.

23. Which Indian industry was especially damaged by British economic policies?

Answer: India's indigenous textile industry was especially damaged by British economic policies.

24. Who wrote the ‘Minute on Indian Education’ in 1835?

Answer: Thomas B. Macaulay wrote the ‘Minute on Indian Education’ in 1835.

25. What was one major economic purpose of the railways under British rule?

Answer: One major purpose of the railways was to transport raw materials from the interior of India to ports for export.

26. Name the leaders of the Santhal Rebellion of 1855–56.

Answer: Sidhu and Kanhu Murmu led the Santhal Rebellion of 1855–56.

27. What was the Indigo Revolt?

Answer: The Indigo Revolt was an uprising of peasants against European planters who forced them to cultivate indigo under exploitative conditions.

28. What did the British call the Great Rebellion of 1857?

Answer: The British called the Great Rebellion of 1857 the ‘Sepoy Mutiny’.

29. Who was Mangal Pandey?

Answer: Mangal Pandey was a sepoy at Barrackpore who attacked British officers before the Great Rebellion of 1857.

30. Who was proclaimed leader by the rebels of 1857?

Answer: Mughal emperor Bahadur Shah Zafar was proclaimed leader by the rebels of 1857.

31. Name the queen of Jhansi who fought against the British in 1857–58.

Answer: Rani Lakshmibai of Jhansi fought bravely against the British in 1857–58.

32. Who assisted Rani Lakshmibai in her resistance against the British?

Answer: Tatia (Tantia) Tope assisted Rani Lakshmibai in her resistance against the British.

33. Who led the resistance against the British in Lucknow during the uprising of 1857?

Answer: Begum Hazrat Mahal led the resistance against the British in Lucknow.

34. Why did the rifle cartridges become an immediate cause of discontent in 1857?

Answer: The cartridges were rumoured to be greased with cow and pig fat, offending the religious beliefs of Hindu and Muslim sepoys.

35. When did the British Crown take direct control of India?

Answer: The British Crown took direct control of India in 1858.

36. What was the British Raj?

Answer: The British Raj was the period of direct rule of India by the British Crown beginning in 1858.

37. Which novel contained the song 'Vande Mātaram'?

Answer: Bankim Chandra Chattopadhyay's *Anandamath* contained the song 'Vande Mātaram'.

38. What happened to traditional village governance under British rule?

Answer: Traditional village governance was gradually replaced by a centralised British bureaucracy.

39. What was one major result of the Great Rebellion of 1857?

Answer: One major result was the end of East India Company rule and the beginning of direct British Crown rule in 1858.

40. What idea did the Great Rebellion of 1857 help strengthen?

Answer: The rebellion helped strengthen the idea that foreign domination was unacceptable and contributed to the later struggle for freedom.

4.6 One-mark questions with Answers of HOTS Type: (35 Questions)

One-Mark Descriptive Questions with Answers – HOTS Type:

1. Why did India's economic prosperity attract European colonial powers?

Answer: India's rich resources, valuable products and extensive trading networks offered European powers major commercial opportunities.

2. Why could the Portuguese cartaz system be considered a tool of economic control?

Answer: It forced ships to obtain Portuguese permits and thereby helped Portugal dominate maritime trade.

3. What does the Dutch defeat at Colachel demonstrate about European colonial power?

Answer: It demonstrates that determined Indian kingdoms could successfully defeat European colonial forces.

4. Why was Dupleix's use of puppet rulers an effective colonial strategy?

Answer: It enabled the French to influence Indian states indirectly without assuming complete direct administration.

5. Why was the East India Company's transformation from trader to ruler significant?

Answer: It showed how commercial influence could gradually be converted into political and territorial power.

6. How did the British benefit from the policy of 'divide and rule'?

Answer: They exploited rivalries among Indian rulers and communities to weaken opposition and strengthen their own control.

7. Why was Mir Jafar's role crucial in the Battle of Plassey?

Answer: His forces remained inactive during the battle, helping the smaller British force defeat Siraj-ud-daulah.

8. Why did the Doctrine of Lapse create resentment among Indian rulers?

Answer: It allowed the British to annex states while disregarding the Indian tradition of adoption as a legitimate means of succession.

9. How did the Subsidiary Alliance weaken Indian rulers?

Answer: It restricted their foreign relations and made them bear the cost of British troops while transferring real power to the British.

10. Why did harsh British revenue policies worsen the Bengal famine?

Answer: Farmers were required to pay high cash taxes despite crop failures, increasing their economic hardship.

11. Why can grain exports during severe famines be viewed as evidence of colonial exploitation?

Answer: Grain continued to be exported even when large numbers of Indians were suffering from hunger.

12. Why was Dadabhai Naoroji's 'drain of wealth' argument important?

Answer: It highlighted how India's wealth was systematically transferred to Britain under colonial rule.

13. How did British tariff policies contribute to the decline of Indian textiles?

Answer: Heavy duties on Indian textiles and favourable conditions for British goods made Indian products less competitive.

14. Why did the decline of indigenous industries increase pressure on agriculture?

Answer: Impoverished artisans were forced to return to subsistence agriculture for their livelihood.

15. How did centralised British administration affect traditional village communities?

Answer: It weakened their long-established systems of local self-governance and community decision-making.

16. Why did Macaulay promote English education in India?

Answer: He wanted to create an English-educated class of Indians who could serve the colonial administration.

17. Why can colonial railways be viewed as serving British economic interests?

Answer: They were designed largely to carry raw materials to ports and distribute British manufactured goods across India.

18. Why does the chapter state that Indians "funded their own subjugation"?

Answer: Indian taxes financed colonial administration and infrastructure that largely served British commercial and strategic interests.

19. Why did British forest and land policies provoke tribal resistance?

Answer: They restricted tribal access to forests and land and disrupted traditional livelihoods and institutions.

20. Why did the Santhals rebel against colonial authority?

Answer: They resisted the loss of ancestral lands to moneylenders and landlords who operated with British support.

21. Why did the Indigo Revolt receive support from educated Bengalis and the press?

Answer: They recognised the severe exploitation of peasants who were forced to grow indigo under oppressive conditions.

22. Why was the term 'Sepoy Mutiny' considered inadequate for describing the uprising of 1857?

Answer: The uprising developed beyond a simple military mutiny and involved wider resistance against British authority.

23. Why did the greased-cartridge issue provoke both Hindu and Muslim sepoys?

Answer: The cartridges were rumoured to contain cow and pig fat, offending the religious beliefs of both communities.

24. Why did the rebels proclaim Bahadur Shah Zafar as their leader in 1857?

Answer: His position as the Mughal emperor provided the rebellion with a symbolic figure around whom resistance could unite.

25. Why did the Great Rebellion of 1857 ultimately fail?

Answer: One important reason was the rebels' lack of unified command and a consistent military strategy.

26. How did Rani Lakshmibai become a symbol of resistance to colonial rule?

Answer: She fought courageously to defend Jhansi from British annexation and continued resisting until her death in battle.

27. What does Begum Hazrat Mahal's resistance reveal about the uprising of 1857?

Answer: Her leadership shows that women and regional rulers played significant roles in challenging British authority.

28. Why was 1858 a turning point in India's colonial history?

Answer: The British Crown assumed direct control of India from the East India Company after the rebellion.

29. Why did the British reorganise the Indian Army after 1857?

Answer: They reorganised it to reduce the possibility of unified resistance by Indian soldiers in the future.

30. How did the Great Rebellion of 1857 contribute to India's later freedom struggle?

Answer: It strengthened the idea that foreign domination was unacceptable and helped sow the seeds of a broader struggle for freedom.

31. Why can British education policy be considered an instrument of colonial control?

Answer: It aimed to create Indians who could serve British administrative interests while sidelining traditional systems of knowledge.

32. How did colonial economic policies change India's role in international trade?

Answer: They increasingly turned India into a supplier of raw materials and a market for British manufactured goods.

33. Why were tribal communities particularly affected by colonial expansion?

Answer: Colonial land, forest and legal policies directly interfered with their traditional lands, resources and systems of governance.

34. What does the repeated occurrence of uprisings indicate about British colonial rule?

Answer: It indicates that colonial policies generated widespread resentment and continuing resistance among different sections of Indian society.

35. Why does the chapter question the British claim of a 'civilising mission'?

Answer: The evidence of economic exploitation, political subjugation and social disruption contradicts the claim that colonial rule primarily benefited India.

4.7 Two-mark questions with Answers of LOTS Type: (30 Questions)

Two-Mark Descriptive Questions with Answers – LOTS Type:

1. What is colonialism? Mention one major feature of it.

Answer:

1. Colonialism is the practice by which one country takes control of another territory and its people.

2. It involves political domination and often economic exploitation and cultural influence.

2. Why were European powers attracted to India?

Answer:

1. India was known for its wealth and valuable products such as spices, cotton, gems, sandalwood and teakwood.
2. Its prosperous economy and extensive trade made it attractive to European colonial powers.

3. Who was Vasco da Gama? What was the significance of his arrival in India?

Answer:

1. Vasco da Gama was a Portuguese explorer who reached Kappad near Kozhikode in 1498.
2. His arrival opened a direct sea route between Europe and India and strengthened Portuguese involvement in Indian trade.

4. What was the Portuguese cartaz system?

Answer:

1. The cartaz was a navigation permit introduced by the Portuguese for ships sailing in the Arabian Sea.
2. It helped the Portuguese control maritime trade and strengthen their commercial monopoly.

5. Who was Rani Abbakka I? Why is she remembered?

Answer:

1. Rani Abbakka I was the queen of Ullal on the western coast of India.
2. She is remembered for courageously resisting Portuguese attempts to control her kingdom.

6. What was the importance of the Battle of Colachel?

Answer:

1. The Battle of Colachel was fought in 1741 between Travancore and the Dutch.
2. King Marthanda Varma's victory significantly weakened Dutch ambitions in India.

7. What were the Carnatic Wars? What was their result?

Answer:

1. The Carnatic Wars were a series of conflicts between the British and French in India from 1746 to 1763.
2. They checked French ambitions and helped the British emerge as the stronger European power in India.

8. What is meant by the British policy of 'divide and rule'?

Answer:

1. 'Divide and rule' was a strategy of exploiting rivalries, succession disputes and divisions among Indians.
2. The British used these divisions to weaken opposition and expand their political control.

9. Write two points about the Battle of Plassey.

Answer:

1. The Battle of Plassey was fought in 1757 between the forces of the East India Company and Nawab Siraj-ud-daulah of Bengal.
2. Robert Clive's conspiracy with Mir Jafar helped the British secure victory and expand their power in Bengal.

10. What was the Doctrine of Lapse?

Answer:

1. The Doctrine of Lapse was a British policy used to annex Indian princely states.

2. Under it, a state could be annexed if its ruler died without a natural male heir.

11. What was the Subsidiary Alliance?

Answer:

1. Under the Subsidiary Alliance, Indian rulers accepted British troops within their territories and paid for their maintenance.
2. The arrangement reduced the rulers' independence and increased British influence over their states.

12. What is meant by the 'drain of wealth'?

Answer:

1. The drain of wealth refers to the transfer of India's wealth and resources to Britain under colonial rule.
2. Dadabhai Naoroji and R. C. Dutt were among those who analysed and criticised this economic exploitation.

13. How did British rule affect India's indigenous industries?

Answer:

1. British economic policies contributed to the decline of traditional Indian industries, particularly textiles.
2. Many artisans lost their livelihoods as British manufactured goods increasingly entered Indian markets.

14. How did British rule affect traditional village governance?

Answer:

1. The British weakened traditional village communities and systems of local governance.
2. They replaced many local arrangements with centralised bureaucracy designed for taxation and administration.

15. What changes did the British introduce in the legal system?

Answer:

1. The British introduced uniform legal codes that often disregarded local customs and traditional laws.
2. Courts were often expensive, time-consuming and difficult for ordinary Indians to access.

16. What was the purpose of British education policy in India?

Answer:

1. British education aimed to create a class of educated Indians who could assist colonial administration.
2. English education gained prestige while many traditional systems of learning gradually declined.

17. Mention two important purposes served by railways under British rule.

Answer:

1. Railways transported raw materials from India's interior to ports and carried British manufactured goods into Indian markets.
2. They also helped the British move troops rapidly across the country.

18. What were the main causes of the Santhal Rebellion?

Answer:

1. The Santhals suffered from the loss of ancestral lands and exploitation by moneylenders and landlords.
2. These grievances, reinforced by the colonial system, led to the Santhal Rebellion of 1855–56.

19. Who led the Santhal Rebellion? What happened to the rebellion?

Answer:

1. The Santhal Rebellion of 1855–56 was led by the brothers Sidhu and Kanhu Murmu.
2. The rebellion was brutally suppressed by the British but inspired other tribal resistance movements.

20. What were the main causes of the Indigo Revolt?

Answer:

1. European planters forced peasants to cultivate indigo and paid them poorly, often trapping them in debt.
2. Harsh treatment and exploitation led peasants to resist the indigo planters.

21. What was the Vellore Mutiny of 1806?

Answer:

1. The Vellore Mutiny was an uprising of Indian sepoys against the British in 1806.
2. New uniform regulations that violated Hindu and Muslim religious practices were an important cause of their resentment.

22. Who was Mangal Pandey? What did he do?

Answer:

1. Mangal Pandey was an Indian sepoy stationed at Barrackpore.
2. He attacked British officers amid growing sepoy discontent and was subsequently executed.

23. Why did the cartridge issue anger Indian sepoys in 1857?

Answer:

1. The new rifle cartridges were rumoured to be greased with cow and pig fat.
2. This offended the religious beliefs of Hindu and Muslim sepoys respectively.

24. Name any two important leaders of the Great Rebellion of 1857 and their centres of resistance.

Answer:

1. Rani Lakshmibai became a major leader of resistance associated with Jhansi.
2. Begum Hazrat Mahal played a leading role in the resistance at Lucknow.

25. Write two points about Rani Lakshmibai's role in the Great Rebellion.

Answer:

1. Rani Lakshmibai fought against British forces and became one of the most celebrated leaders of the rebellion.
2. She continued the struggle with leaders such as Tatia Tope and died fighting on 18 June 1858.

26. What role did Bahadur Shah Zafar play in the Great Rebellion of 1857?

Answer:

1. The rebels who reached Delhi proclaimed Mughal emperor Bahadur Shah Zafar as their leader.
2. He became an important symbolic figure of the rebellion against British rule.

27. Give two reasons for the failure of the Great Rebellion of 1857.

Answer:

1. The rebels lacked a unified command and a consistent strategy.
2. The British responded with superior organisation and brutal military force.

28. Mention two consequences of the Great Rebellion of 1857.

Answer:

1. In 1858, the British Crown took direct control of India from the East India Company.
2. The British reorganised the Indian Army and introduced changes intended to prevent another large-scale rebellion.

29. Who was Begum Hazrat Mahal? Mention her contribution to the rebellion.

Answer:

1. Begum Hazrat Mahal was a prominent leader of the uprising against British rule in Lucknow.
2. She defended Lucknow and refused to accept British assurances after the rebellion.

30. Why is the Great Rebellion of 1857 considered a turning point?

Answer:

1. It posed a major challenge to British authority and demonstrated widespread resistance to colonial domination.
2. Its aftermath ended Company rule and began direct rule by the British Crown in 1858.

4.8. Two-mark questions with Answers of HOTS Type: (30 Questions)

Two-Mark Descriptive Questions with Answers – HOTS Type:

1. Why did India's prosperity make it vulnerable to European colonial ambitions?

Answer:

1. India's valuable resources, thriving industries and extensive trade attracted European powers seeking wealth and markets.
2. Competition for access to this prosperity encouraged European powers to establish political and military control.

2. How did the Portuguese cartaz system help them control maritime trade?

Answer:

1. The cartaz system required ships sailing in the Arabian Sea to obtain Portuguese permits.
2. This allowed the Portuguese to regulate shipping and strengthen their monopoly over important trade routes.

3. What does Rani Abbakka's resistance reveal about early opposition to colonialism?

Answer:

1. Her resistance shows that Indian rulers did not passively accept European attempts at domination.
2. It demonstrates that organised resistance to colonial expansion existed long before British rule became dominant.

4. Why was the Battle of Colachel significant in the history of European expansion in India?

Answer:

1. The victory of Travancore under Marthanda Varma showed that a powerful Indian kingdom could defeat a European colonial force.
2. The defeat significantly weakened Dutch ambitions in India.

5. How did the East India Company change from a trading company into a political power?

Answer:

1. The Company gradually used its military strength and involvement in disputes among Indian rulers to extend its influence.
2. Victories such as the Battle of Plassey helped convert commercial influence into territorial and political control.

6. How did the policy of 'divide and rule' assist British expansion in India?

Answer:

1. The British exploited rivalries, succession disputes and other divisions among Indian rulers and communities.
2. These divisions weakened collective opposition and enabled the British to expand their influence.

7. Why was Mir Jafar's role important in the British victory at Plassey?**Answer:**

1. Robert Clive conspired with Mir Jafar against Nawab Siraj-ud-daulah before the battle.
2. Mir Jafar's forces remained inactive, helping the smaller British force secure victory.

8. Why did the Doctrine of Lapse cause resentment among Indian rulers?**Answer:**

1. The policy enabled the British to annex a princely state when its ruler died without a natural male heir.
2. It threatened the authority and succession rights of Indian royal families and increased distrust of British intentions.

9. Why can the Subsidiary Alliance be considered a method of indirect British control?**Answer:**

1. Indian rulers formally remained on their thrones but had to maintain British troops and accept British political influence.
2. Thus, the British gained substantial control without directly annexing every kingdom.

10. How did British revenue policies contribute to the suffering caused by famines?**Answer:**

1. Heavy cash taxes continued to burden cultivators even when crops failed and food became scarce.
2. Such revenue demands deepened rural poverty and made famine conditions more severe.

11. Why was the export of grain during famine particularly harmful to Indians?**Answer:**

1. Food continued to leave affected regions while people faced severe hunger and scarcity.
2. This showed that colonial economic priorities could take precedence over the immediate needs of the Indian population.

12. How did the 'drain of wealth' affect India's economy?**Answer:**

1. A substantial portion of India's resources and revenues was transferred to Britain rather than being used within India.
2. Thinkers such as Dadabhai Naoroji and R. C. Dutt argued that this transfer contributed to India's impoverishment.

13. How did British trade policies contribute to the decline of Indian handicrafts and industries?**Answer:**

1. Indian textiles faced heavy duties in Britain while British manufactured goods entered India under more favourable conditions.
2. This unequal competition damaged indigenous industries and impoverished many Indian artisans.

14. Why did the decline of traditional industries increase dependence on agriculture?**Answer:**

1. Many artisans who lost their traditional livelihoods were forced to seek survival through agriculture.
2. This increased pressure on the rural economy and contributed to widespread poverty.

15. How did British administration weaken traditional village communities?**Answer:**

1. The British replaced many local systems of governance with a centralised bureaucracy focused on taxation and maintaining order.

2. As a result, traditional village institutions lost much of their earlier autonomy.

16. Why was the British legal system difficult for many ordinary Indians?

Answer:

1. British legal codes often ignored customary laws and traditional methods of resolving disputes.
2. Colonial courts could be expensive, time-consuming and conducted in languages unfamiliar to ordinary people.

17. How could British education serve the interests of colonial administration?

Answer:

1. British education aimed to produce Indians who could work as clerks and minor officials in the colonial system.
2. It therefore provided the British with a locally recruited administrative workforce while promoting English education.

18. Why can railways under British rule be viewed as both useful and exploitative?

Answer:

1. Railways connected different regions and improved transportation across India.
2. However, they primarily helped transport raw materials to ports, distribute British goods and move colonial troops.

19. Why did colonial forest and land policies lead to tribal uprisings?

Answer:

1. British policies threatened tribal access to forests, ancestral lands and traditional ways of life.
2. These disruptions produced resentment and contributed to uprisings such as the Kol and Santhal rebellions.

20. How did economic exploitation contribute to the Santhal Rebellion?

Answer:

1. Santhals suffered from the loss of ancestral lands and exploitation by moneylenders and landlords.
2. Their grievances developed into organised resistance under leaders such as Sidhu and Kanhu Murmu.

21. Why was the Indigo Revolt more than simply a dispute over a crop?

Answer:

1. Peasants were forced to cultivate indigo under conditions involving poor payment, debt and violence.
2. Their revolt therefore represented resistance against a wider system of colonial economic exploitation.

22. How did religious concerns contribute to sepoy resentment before the Great Rebellion of 1857?

Answer:

1. Earlier measures such as the Vellore uniform regulations had already offended Hindu and Muslim religious practices.
2. In 1857, rumours that rifle cartridges contained cow and pig fat further intensified religious resentment among sepoys.

23. Why did the cartridge controversy become an immediate trigger for rebellion in 1857?

Answer:

1. Hindu sepoys considered cows sacred, while Muslims regarded pigs as unclean.
2. The rumoured use of cow and pig fat on cartridges therefore offended both groups and intensified existing discontent.

24. Why is the term ‘Great Rebellion’ broader than the British term ‘Sepoy Mutiny’?**Answer:**

1. The uprising began among sepoys but spread to important centres such as Delhi, Kanpur, Lucknow and Jhansi.
2. Its wider political and social character made it more than merely a military mutiny.

25. Why did the rebels of 1857 proclaim Bahadur Shah Zafar as their leader?**Answer:**

1. Bahadur Shah Zafar was the Mughal emperor and represented an established symbol of Indian political authority.
2. Proclaiming him leader gave the rebellion a common symbolic centre.

26. How did Rani Lakshmibai demonstrate leadership during the Great Rebellion?**Answer:**

1. She organised armed resistance against British forces and fought to defend Jhansi.
2. She continued the struggle with leaders such as Tatia Tope until she died fighting in June 1858.

27. What does Begum Hazrat Mahal’s role reveal about the nature of resistance in 1857?**Answer:**

1. Her leadership in Lucknow demonstrates that resistance was not confined to male sepoys or military leaders.
2. It also shows the significant role played by regional rulers and women in opposing British authority.

28. Why did the Great Rebellion of 1857 fail despite spreading across several regions?**Answer:**

1. The rebels lacked unified command and a consistent strategy for coordinating their resistance.
2. The British were consequently able to suppress the uprising with organised and brutal military action.

29. Why is the Great Rebellion of 1857 regarded as a turning point in colonial rule?**Answer:**

1. The rebellion posed a serious challenge to British authority and exposed weaknesses in Company rule.
2. Consequently, the British Crown took direct control of India from the East India Company in 1858.

30. How did the Great Rebellion contribute to India’s later struggle for freedom?**Answer:**

1. Although the rebellion failed, it strengthened the idea that foreign domination was unacceptable.
2. The chapter presents it as helping sow the seeds of India’s later struggle for freedom.

4.9. Three-mark questions with Answers of LOTS Type: (25 Questions)**Three-Mark Descriptive Questions with Answers – LOTS Type:****1. What were the main reasons for European colonial expansion into India?****Answer:**

1. European powers wanted access to India’s **valuable resources, spices and manufactured products**.
2. They sought new **markets and profitable trade routes** to increase their wealth.
3. Political competition, religious conversion and the desire to expand territorial influence also encouraged colonial expansion.

2. Describe the establishment of Portuguese power in India.**Answer:**

1. Vasco da Gama reached **Kappad near Kozhikode in 1498**, opening a direct sea route from Europe to India.
2. The Portuguese captured **Goa in 1510**, which became the centre of their colonial possessions in India.
3. They used military power and the **cartaz permit system** to control maritime trade.

3. Write three points about Portuguese rule in Goa.**Answer:**

1. Goa became the principal centre of **Portuguese political and commercial power** in India.
2. The Portuguese attempted to spread Christianity and established the **Goa Inquisition in 1560**.
3. Their rule involved religious persecution, forced conversions and destruction of some temples.

4. Explain the role of Rani Abbakka in resisting Portuguese expansion.**Answer:**

1. **Rani Abbakka I** was the queen of Ullal on the western coast of India.
2. She strongly resisted Portuguese attempts to gain control over **Ullal and its trade**.
3. Her struggle became an important example of early Indian resistance to European colonial expansion.

5. Describe the Dutch presence in India.**Answer:**

1. The Dutch came to India mainly to participate in the profitable **Asian maritime trade**.
2. Unlike some other European powers, their primary interest in India remained largely **commercial**.
3. Their ambitions suffered a major setback when King **Marthanda Varma of Travancore defeated them at Colachel in 1741**.

6. Explain the French attempts to establish political influence in India.**Answer:**

1. The French established trading settlements, including **Pondicherry**, which became an important French centre.
2. Under **Dupleix**, they trained Indian sepoys and attempted to influence local rulers through indirect methods.
3. Their struggle with the British resulted in the **Carnatic Wars**, after which French political ambitions were checked.

7. How did the East India Company gradually become a political power in India?**Answer:**

1. The East India Company initially came to India for **trade** and established important coastal trading settlements.
2. It gradually built its own military forces and intervened in disputes among Indian rulers.
3. Military and political successes, especially the **Battle of Plassey in 1757**, helped it expand territorial control.

8. Explain the British policy of 'divide and rule'.**Answer:**

1. The British exploited **rivalries and conflicts among Indian rulers and communities**.
2. They also took advantage of succession disputes and other internal divisions to increase their influence.
3. This strategy weakened united opposition and helped the British expand their control over India.

9. Describe the Battle of Plassey and its importance.**Answer:**

1. The **Battle of Plassey** was fought in **1757** between the East India Company and Nawab Siraj-ud-daulah of Bengal.
2. Robert Clive conspired with **Mir Jafar**, whose forces did not effectively support the Nawab during the battle.
3. The British victory strengthened Company influence in Bengal and became an important step in its rise to political power.

10. Explain the Doctrine of Lapse.**Answer:**

1. The **Doctrine of Lapse** was a policy used by the British to annex Indian princely states.
2. It permitted annexation when a ruler died without a **natural male heir**.
3. The policy helped the British acquire additional Indian territories and created resentment among Indian rulers.

11. Explain the Subsidiary Alliance system.**Answer:**

1. Under the Subsidiary Alliance, Indian rulers were required to accept **British troops** in their territories.
2. The Indian ruler had to bear the expenses of maintaining these troops and accept a British **Resident** at the court.
3. The system weakened the independence of Indian rulers and increased British political control.

12. Describe three major effects of British taxation and revenue policies.**Answer:**

1. British authorities imposed heavy **cash taxes** on cultivators and continued revenue demands even during difficult periods.
2. These policies increased indebtedness, poverty and hardship among the rural population.
3. Combined with crop failures and inadequate relief, such policies contributed to the devastating impact of **famines**.

13. Explain the 'drain of wealth' from India during British rule.**Answer:**

1. Large amounts of Indian revenue and resources were transferred to **Britain** rather than being spent for India's development.
2. Indian revenues also financed colonial administration, military expenditure and infrastructure serving British interests.
3. Indian thinkers such as **Dadabhai Naoroji** and **R. C. Dutt** criticised this economic exploitation as a drain of India's wealth.

14. Describe the decline of Indian indigenous industries under colonial rule.**Answer:**

1. Indian manufactured products, particularly **textiles**, faced discriminatory trade conditions and heavy duties in Britain.
2. British manufactured goods entered Indian markets under more favourable conditions and competed with local products.
3. As traditional industries declined, many Indian artisans lost their livelihoods and became impoverished.

15. Describe three changes introduced by the British in administration and law.**Answer:**

1. The British weakened traditional village institutions and established a more **centralised bureaucracy**.

2. They introduced legal codes that often disregarded India's customary laws and traditional practices.
3. Colonial courts were often expensive, time-consuming and difficult for ordinary Indians to use.

16. Explain three features of British education policy in India.

Answer:

1. The British promoted **English education** as an important part of their educational policy.
2. Education was intended partly to create Indians who could work as **clerks and minor officials** in colonial administration.
3. Traditional institutions such as pathshalas and madrasas gradually lost importance under the colonial system.

17. Describe the importance of railways under British colonial rule.

Answer:

1. Railways connected different regions of India and improved the movement of people and goods.
2. They were used extensively to transport **raw materials to ports** and British manufactured goods into Indian markets.
3. Railways also enabled the British to move **troops quickly** to maintain colonial control.

18. Describe the causes and leadership of the Santhal Rebellion.

Answer:

1. The Santhals suffered from the loss of ancestral lands and exploitation by **moneylenders and landlords**.
2. These grievances led to the **Santhal Rebellion of 1855–56**.
3. The rebellion was led by the brothers **Sidhu and Kanhu Murmu** and was eventually brutally suppressed.

19. Describe the causes of the Indigo Revolt.

Answer:

1. European planters forced Bengal peasants to cultivate **indigo** instead of crops of their choice.
2. The cultivators received poor payment and were often trapped in **debt and exploitation**.
3. Harsh treatment and violence by planters eventually led peasants to organise resistance.

20. Explain the immediate causes of sepoy discontent before the Great Rebellion of 1857.

Answer:

1. Indian sepoys were already dissatisfied with several British military policies and interference with their customs.
2. Rumours spread that new rifle cartridges were greased with **cow and pig fat**, offending Hindu and Muslim religious beliefs.
3. The growing resentment intensified after **Mangal Pandey attacked British officers at Barrackpore** and was executed.

21. Describe the role of Rani Lakshmibai in the Great Rebellion of 1857.

Answer:

1. **Rani Lakshmibai of Jhansi** became one of the most celebrated leaders of the rebellion against British rule.
2. She organised armed resistance and continued fighting with leaders such as **Tatia Tope**.
3. She died fighting British forces on **18 June 1858**.

22. Describe the role of Begum Hazrat Mahal in the Great Rebellion.

Answer:

1. **Begum Hazrat Mahal** became an important leader of resistance against British rule in Lucknow.
2. She played a major role in defending Lucknow during the uprising.
3. She continued to oppose British rule and rejected British assurances after the rebellion.

23. Give three reasons for the failure of the Great Rebellion of 1857.

Answer:

1. The rebels lacked a **unified command** across the different centres of resistance.
2. They did not have a consistent and coordinated **military strategy**.
3. The British responded with organised military force and brutally suppressed the uprising.

24. Mention three consequences of the Great Rebellion of 1857.

Answer:

1. The rebellion marked a major **turning point** in the history of British rule in India.
2. In **1858**, the British Crown took direct control of India from the East India Company.
3. The British reorganised the Indian Army and introduced measures intended to prevent another large-scale rebellion.

25. Explain the historical significance of the Great Rebellion of 1857.

Answer:

1. The rebellion seriously challenged British authority across several important centres in northern and central India.
2. Although it failed, it strengthened the belief that **foreign domination was unacceptable**.
3. It helped sow the seeds of India's later organised **struggle for freedom**.

4.10. Three-mark questions with Answers of HOTS Type: (25 Questions)

Three-Mark Descriptive Questions with Answers – HOTS Type:

1. Why did India's prosperity become one of the reasons for European colonial expansion?

Answer:

1. India possessed valuable resources, flourishing industries and extensive international trade, making it economically attractive to European powers.
2. Europeans wanted direct access to Indian products and markets to increase their commercial profits.
3. Thus, India's economic strength itself encouraged European powers to seek greater political and territorial control.

2. How did the Portuguese cartaz system combine commercial control with political power?

Answer:

1. The cartaz system required ships operating in the Arabian Sea to obtain permits from the Portuguese.
2. This enabled the Portuguese to regulate maritime activity and protect their monopoly over important trade routes.
3. Therefore, control over trade became a means of extending Portuguese political and military influence.

3. What does Rani Abbakka's resistance tell us about Indian responses to early European colonialism?

Answer:

1. Rani Abbakka's resistance shows that Indian rulers did not simply accept European attempts to dominate coastal trade and territory.

2. Her struggle against the Portuguese demonstrates the existence of organised local resistance to colonial expansion.
3. It also shows that resistance to European domination had begun long before British rule became dominant.

4. Why can the Battle of Colachel be considered significant in the history of colonial expansion?

Answer:

1. King Marthanda Varma of Travancore defeated the Dutch at Colachel in 1741.
2. The victory demonstrated that European colonial forces could be successfully challenged by an organised Indian kingdom.
3. It also significantly weakened Dutch ambitions in India.

5. How did the East India Company transform its commercial influence into political power?

Answer:

1. The Company initially established itself in India through trade and coastal trading settlements.
2. It gradually developed military power and exploited political rivalries among Indian rulers to increase its influence.
3. Victories such as the Battle of Plassey enabled it to convert commercial strength into territorial and political control.

6. Why was 'divide and rule' an effective strategy for British expansion?

Answer:

1. The British exploited rivalries, succession disputes and tensions among Indian rulers and communities.
2. Such divisions prevented different groups from forming a strong and united opposition to British expansion.
3. The British could therefore extend their control by using existing conflicts to their advantage.

7. How did the Battle of Plassey demonstrate the importance of political conspiracy in British expansion?

Answer:

1. Robert Clive secretly conspired with Mir Jafar against Nawab Siraj-ud-daulah before the battle.
2. Mir Jafar's forces remained inactive, which helped the smaller British force secure victory.
3. Thus, British expansion depended not only on military strength but also on manipulating divisions within Indian states.

8. Why did policies such as the Doctrine of Lapse create resentment against British rule?

Answer:

1. The Doctrine of Lapse enabled the British to annex princely states when rulers died without natural male heirs.
2. It disregarded established Indian practices concerning adoption and succession.
3. Consequently, Indian rulers viewed the policy as a direct threat to their sovereignty and dynastic rights.

9. Why can the Subsidiary Alliance be described as an example of indirect colonial control?

Answer:

1. Indian rulers formally remained in power while accepting British troops and a British Resident.

2. They had to finance British forces and lost much of their freedom in political and military matters.
3. Thus, the British could control Indian states without necessarily annexing them directly.

10. How did colonial revenue policies increase the impact of famines?

Answer:

1. British authorities continued to demand heavy cash taxes even when crops failed.
2. This reduced the ability of cultivators to cope with food shortages and increased rural poverty.
3. Combined with inadequate relief and continued economic extraction, these policies made famine conditions more devastating.

11. Why does the export of grain during famine reveal a contradiction in colonial economic policy?

Answer:

1. People in famine-affected areas desperately needed food for survival.
2. Yet grain continued to be exported while colonial policy favoured market operations and revenue interests.
3. This contradiction shows that colonial economic priorities could take precedence over the welfare of the Indian population.

12. How did the 'drain of wealth' contribute to India's economic decline?

Answer:

1. Indian revenues and resources were transferred to Britain instead of being reinvested substantially within India.
2. Indian money also financed colonial administration, military expenditure and projects serving British interests.
3. This continuous transfer of resources contributed to impoverishment and was criticised by thinkers such as Dadabhai Naoroji and R. C. Dutt.

13. How did British trade policies contribute to the deindustrialisation of India?

Answer:

1. Indian textiles faced heavy duties in Britain, while British manufactured goods received more favourable access to Indian markets.
2. Indian artisans therefore found it increasingly difficult to compete with imported British products.
3. The resulting decline of indigenous manufacturing impoverished artisans and increased dependence on agriculture.

14. Why can the British administrative system be considered disruptive to traditional village communities?

Answer:

1. Traditional villages possessed local institutions that managed many community affairs.
2. The British replaced much of this local autonomy with centralised bureaucracy designed for taxation, administration and order.
3. Consequently, traditional systems of village self-governance were weakened.

15. Analyse how British education served colonial interests.

Answer:

1. British education promoted English and aimed partly to create Indians who could work in colonial administration.
2. This provided the British with clerks and minor officials needed to operate their administrative system.
3. At the same time, traditional institutions of learning lost importance, producing significant cultural and educational changes.

16. Why can British-built railways be viewed as having both developmental and colonial purposes?**Answer:**

1. Railways improved transportation and connected different parts of India.
2. However, they were designed substantially to transport raw materials to ports, distribute British manufactured goods and move troops.
3. Therefore, their benefits to India existed alongside their important role in advancing British economic and strategic interests.

17. How did colonial policies contribute to tribal resistance?**Answer:**

1. British land and forest policies interfered with tribal access to traditional lands and natural resources.
2. Moneylenders, landlords and colonial legal arrangements further increased economic pressure on tribal communities.
3. These disruptions contributed to organised resistance such as the Kol and Santhal uprisings.

18. Why can the Indigo Revolt be regarded as resistance to economic exploitation?**Answer:**

1. Peasants were forced by European planters to cultivate indigo under unfavourable conditions.
2. They received poor payments and often suffered debt, coercion and violence.
3. Their refusal to continue indigo cultivation therefore represented resistance against an exploitative colonial agricultural system.

19. Why did the greased-cartridge controversy become a powerful trigger for the Great Rebellion of 1857?**Answer:**

1. The cartridges were rumoured to contain cow fat, which offended Hindu sepoys, and pig fat, which offended Muslim sepoys.
2. The controversy appeared to confirm existing fears that the British were interfering with Indian religious practices.
3. It therefore intensified accumulated military, economic and religious grievances among the sepoys.

20. Why is the term ‘Great Rebellion’ more comprehensive than ‘Sepoy Mutiny’?**Answer:**

1. The uprising began among Indian sepoys but soon spread to major centres such as Delhi, Kanpur, Lucknow and Jhansi.
2. Important rulers and regional leaders also participated in the resistance against British authority.
3. Therefore, describing it only as a sepoy mutiny does not fully represent the wider character of the uprising.

21. How did Rani Lakshmibai’s actions make her an important symbol of resistance?**Answer:**

1. Rani Lakshmibai actively organised resistance to defend Jhansi against British forces.
2. She continued fighting alongside leaders such as Tatia Tope rather than surrendering to British authority.
3. Her death in battle in June 1858 made her an enduring symbol of courage and resistance.

22. What does Begum Hazrat Mahal’s leadership reveal about the character of the 1857 rebellion?**Answer:**

1. Begum Hazrat Mahal played an important role in organising and sustaining resistance in Lucknow.
2. Her participation demonstrates that opposition to British rule extended beyond sepoys to regional political leaders.
3. It also highlights the significant role played by women in anti-colonial resistance.

23. Why did the Great Rebellion of 1857 fail despite widespread resistance?

Answer:

1. The rebels lacked a unified command capable of coordinating resistance across different regions.
2. They also lacked a consistent strategy against the organised British military response.
3. These weaknesses enabled the British to suppress the uprising brutally.

24. How did the Great Rebellion change the structure of British rule in India?

Answer:

1. The rebellion exposed serious weaknesses in the East India Company's administration.
2. In 1858, the British Crown took direct control of India from the Company.
3. The British also reorganised the army and introduced measures intended to prevent another large-scale uprising.

25. Why can the Great Rebellion of 1857 be considered important even though it failed?

Answer:

1. The rebellion demonstrated that British colonial authority could face large-scale and determined resistance.
2. It strengthened the idea that foreign domination was unacceptable despite its military failure.
3. The chapter therefore presents it as helping sow the seeds of India's later struggle for freedom.

4.11 Five-mark questions with Answers of LOTS Type: (12 Questions)

Five-Mark Descriptive Questions with Answers – LOTS Type:

1. Explain the major reasons for the arrival and expansion of European colonial powers in India.

Answer:

1. India was known for its **wealth, valuable resources and flourishing trade**, which attracted European merchants.
2. European powers wanted direct access to Indian products such as **spices, cotton, gems, sandalwood and teakwood**.
3. They searched for new **sea routes and markets** to increase their commercial profits.
4. Political competition among European countries encouraged them to establish colonies and expand their influence.
5. The desire for territorial control, religious conversion and access to resources further encouraged European colonial expansion.

2. Describe the establishment and activities of the Portuguese in India.

Answer:

1. Portuguese explorer **Vasco da Gama reached Kappad near Kozhikode in 1498**, opening a direct sea route from Europe to India.
2. The Portuguese captured **Goa in 1510**, which became the centre of their colonial possessions in India.
3. They introduced the **cartaz system**, requiring ships to obtain permits and helping them control maritime trade.

4. They attempted to spread Christianity and established the **Goa Inquisition in 1560**.
5. Their rule also faced strong resistance from Indian rulers such as **Rani Abbakka I of Ullal**.

3. Explain how the British East India Company expanded its political power in India.

Answer:

1. The East India Company originally came to India as a **trading company** and established coastal trading settlements.
2. It gradually developed its own military forces and began interfering in disputes among Indian rulers.
3. The British followed a policy of '**divide and rule**', exploiting rivalries and succession disputes among Indian powers.
4. At the **Battle of Plassey in 1757**, Robert Clive's conspiracy with Mir Jafar helped the Company defeat Siraj-ud-daulah.
5. Policies such as the **Doctrine of Lapse and Subsidiary Alliance** further enabled the British to expand their political and territorial control.

4. Describe the major economic effects of British colonial rule on India.

Answer:

1. The British imposed heavy **land-revenue and taxation demands**, which caused hardship among peasants and contributed to rural poverty.
2. India's wealth and resources were transferred to Britain, a process criticised as the '**drain of wealth**' by Indian thinkers.
3. British trade policies contributed to the decline of India's traditional manufacturing industries, particularly the **textile industry**.
4. Many artisans lost their occupations and were forced to depend increasingly on **agriculture for their livelihood**.
5. India was increasingly transformed into a supplier of **raw materials** and a market for British manufactured products.

5. Explain the impact of British rule on Indian administration, law and education.

Answer:

1. The British weakened traditional systems of **village self-governance** and replaced them with a more centralised bureaucracy.
2. British legal codes often disregarded local customs and traditional systems of law.
3. Colonial courts were often **expensive, time-consuming and difficult for ordinary Indians to access**.
4. British education promoted **English** and aimed partly at producing Indians who could serve the colonial administration.
5. Traditional institutions of learning such as **pathshalas and madrasas** gradually lost importance under the colonial educational system.

6. Describe the role of railways and other infrastructure under British colonial rule.

Answer:

1. The British developed **railways and telegraph networks** across different parts of India.
2. Railways helped transport **raw materials from the interior to ports** for export.
3. They also carried **British manufactured goods** from ports to markets throughout India.
4. Railways facilitated the rapid movement of **British troops** for maintaining colonial control.

5. Much of this infrastructure was financed through **Indian revenues and taxes**, even though it substantially served British commercial and strategic interests.

7. Describe the causes, leadership and outcome of the Santhal Rebellion.

Answer:

1. Colonial policies disrupted the traditional land and forest-based life of many **tribal communities**.
2. The Santhals suffered particularly from exploitation by **moneylenders and landlords** supported by the colonial system.
3. These grievances led to the **Santhal Rebellion of 1855–56**.
4. The rebellion was led by the brothers **Sidhu and Kanhu Murmu**.
5. The British brutally suppressed the rebellion, but it inspired further **tribal resistance** against colonial rule.

8. Explain the causes and nature of the Indigo Revolt.

Answer:

1. European planters forced many Bengal peasants to cultivate **indigo** instead of crops of their own choice.
2. The cultivators received **poor payments** for the indigo they produced.
3. Many peasants became trapped in **debt** and suffered coercion and violence from planters.
4. Peasants eventually resisted the system, and their cause received support from **educated Bengalis and the press**.
5. The revolt forced the colonial authorities to restrict some of the abuses associated with indigo cultivation.

9. Explain the major causes of the Great Rebellion of 1857.

Answer:

1. Indian rulers and political leaders were dissatisfied with British expansionist policies and the annexation of Indian states.
2. Peasants and other sections of society suffered from **economic exploitation and harsh revenue policies**.
3. Indian sepoys had grievances regarding their conditions of service and British interference with their customs.
4. Rumours that new rifle cartridges were greased with **cow and pig fat** offended the religious beliefs of Hindu and Muslim sepoys.
5. These accumulated political, economic, military and religious grievances contributed to the outbreak of the rebellion in 1857.

10. Describe the important events and leaders of the Great Rebellion of 1857.

Answer:

1. The uprising spread to important centres including **Delhi, Kanpur, Lucknow and Jhansi**.
2. The rebels proclaimed Mughal emperor **Bahadur Shah Zafar** as their leader.
3. **Rani Lakshmibai of Jhansi** became one of the most celebrated leaders and continued fighting with Tatia Tope.
4. **Begum Hazrat Mahal** played an important role in organising resistance against the British in Lucknow.
5. The British eventually suppressed the rebellion through organised and brutal military action.

11. Explain the reasons for the failure of the Great Rebellion of 1857.**Answer:**

1. The rebels lacked a **unified command** capable of coordinating the different centres of resistance.
2. They did not have a **consistent strategy** for fighting the British forces.
3. Resistance was spread across different centres without sufficient overall coordination.
4. The British responded with organised military strength and **brutally suppressed** the uprising.
5. Consequently, the rebellion failed to overthrow British rule despite posing a serious challenge to colonial authority.

12. Describe the consequences and significance of the Great Rebellion of 1857.**Answer:**

1. The Great Rebellion became a major **turning point** in the history of colonial rule in India.
2. In **1858**, the British Crown took direct control of India from the East India Company.
3. This marked the beginning of the period of direct Crown rule commonly known as the **British Raj**.
4. The British **reorganised the Indian Army** and introduced measures intended to prevent another large-scale rebellion.
5. Although unsuccessful, the rebellion strengthened opposition to foreign domination and helped sow the seeds of India's later **struggle for freedom**.

4.12 Five-mark questions with Answers of HOTS Type: (15 Questions)**Five-Mark Descriptive Questions with Answers – HOTS Type:****1. Analyse how India's economic prosperity contributed to the growth of European colonial ambitions.****Answer:**

1. India was a major economic and cultural centre with valuable products such as spices, cotton, gems, sandalwood and teakwood.
2. Its flourishing trade and large share of the world economy made it highly attractive to European commercial powers.
3. European countries initially sought access to Indian goods, markets and profitable maritime trade routes.
4. Commercial competition gradually encouraged them to establish military bases and acquire political influence.
5. Thus, India's prosperity, rather than its weakness alone, became an important factor attracting European colonial ambitions.

2. Evaluate how the British used Indian political divisions to establish their power.**Answer:**

1. The British followed a strategy of '**divide and rule**' by exploiting rivalries among Indian rulers and communities.
2. They took advantage of succession disputes, political tensions and conflicts between competing Indian powers.
3. At Plassey, Robert Clive's conspiracy with Mir Jafar weakened Siraj-ud-daulah from within.

4. Such strategies enabled the British to win political advantages without relying entirely on superior military strength.
5. Therefore, internal divisions among Indian powers became an important instrument for British territorial expansion.

3. Analyse how the Subsidiary Alliance helped the British control Indian states without directly annexing them.

Answer:

1. Under the Subsidiary Alliance, Indian rulers had to accept British troops within their territories.
2. They were required to bear the expenses of these troops, creating financial dependence on the colonial system.
3. A British Resident stationed at the ruler's court increased British influence over political decisions.
4. Although the Indian ruler formally remained on the throne, much of his independent political and military authority was weakened.
5. Hence, the Subsidiary Alliance enabled the British to achieve **indirect control at comparatively low administrative cost.**

4. Examine how British economic policies contributed to poverty and economic decline in India.

Answer:

1. Heavy revenue demands placed considerable pressure on peasants, even during periods of agricultural distress.
2. Indian wealth and revenues were transferred to Britain instead of being substantially reinvested in India.
3. Unequal trade policies contributed to the decline of indigenous manufacturing, particularly the textile industry.
4. Displaced artisans increasingly depended on agriculture, adding further pressure to the already struggling rural economy.
5. Thus, taxation, the drain of wealth and deindustrialisation together contributed to widespread economic hardship.

5. "Colonial policies intensified the effects of famines in India." Justify the statement.

Answer:

1. Crop failures created food shortages, but heavy colonial revenue demands continued to burden cultivators.
2. Farmers were expected to meet cash-tax obligations even when agricultural production had suffered.
3. Grain continued to be exported during periods when Indians were facing severe hunger.
4. Colonial adherence to free-market principles also resulted in inadequate intervention and relief during some famines.
5. Therefore, natural crop failures combined with colonial economic policies to make famine conditions more devastating.

6. Analyse how British policies resulted in the decline of India's indigenous industries.

Answer:

1. Indian textiles had earlier enjoyed a strong reputation in domestic and international markets.

2. Indian textiles entering Britain faced heavy duties, while British manufactured products entered India under more favourable conditions.
3. Indian artisans consequently found it increasingly difficult to compete with imported British factory-made goods.
4. The decline of traditional industries impoverished artisans and pushed many towards subsistence agriculture.
5. Thus, colonial trade policies contributed to the **deindustrialisation of India** and strengthened its dependence on Britain.

7. “British infrastructure in India served colonial interests as much as Indian needs.” Analyse this statement with reference to railways.

Answer:

1. Railways connected distant regions and improved the movement of people and goods within India.
2. However, an important colonial purpose was to transport Indian raw materials efficiently to ports for export.
3. Railways also carried British manufactured goods from ports into Indian markets.
4. They enabled colonial authorities to move troops quickly whenever British control was threatened.
5. Therefore, although railways produced wider benefits, their development was closely linked to British **commercial and strategic interests**.

8. Analyse how British administrative and educational policies affected traditional Indian institutions.

Answer:

1. Traditional village communities had their own institutions for managing many local affairs.
2. British centralised administration weakened these systems and increased bureaucratic control over villages.
3. Colonial legal codes often disregarded customary laws, while courts were expensive and difficult for ordinary people to use.
4. British education promoted English and aimed partly to produce Indians capable of serving the colonial administration.
5. Consequently, traditional educational and administrative institutions lost importance while colonial institutions gained authority.

9. Compare the causes of the Santhal Rebellion and the Indigo Revolt.

Answer:

1. Both movements arose from the **economic exploitation** of communities under the colonial system.
 2. The Santhals resisted the loss of ancestral lands and exploitation by moneylenders and landlords.
 3. Indigo cultivators resisted European planters who forced them to grow indigo for inadequate payment.
 4. Both groups suffered from systems that produced debt, insecurity and loss of control over their livelihoods.
 5. Thus, although their immediate causes differed, both movements represented resistance to exploitative colonial economic arrangements.
-

10. Analyse why the cartridge controversy became a major trigger for the Great Rebellion of 1857.**Answer:**

1. Indian sepoys already had grievances arising from British military policies and interference with their customs.
2. The new rifle cartridges were rumoured to have been greased with **cow and pig fat**.
3. Cow fat offended Hindu religious beliefs, while pig fat was unacceptable to Muslim sepoys.
4. The controversy therefore reinforced suspicions that British authorities did not respect Indian religious traditions.
5. As a result, the cartridge issue became an immediate trigger that intensified deeper political, economic and military resentment.

11. Assess the contribution of Rani Lakshmibai and Begum Hazrat Mahal to the Great Rebellion.**Answer:**

1. Rani Lakshmibai emerged as a major leader of armed resistance associated with Jhansi.
2. She continued fighting alongside leaders such as Tatia Tope and died in battle on 18 June 1858.
3. Begum Hazrat Mahal played an important role in organising and sustaining resistance in Lucknow.
4. She continued opposing British authority and rejected British assurances after the rebellion.
5. Their leadership demonstrates the important role of **women and regional political leaders** in the wider resistance of 1857.

12. Analyse the major reasons for the failure of the Great Rebellion of 1857.**Answer:**

1. The rebels fought in several centres but lacked a **unified command** to coordinate their actions.
2. They did not possess a consistent overall strategy against the British.
3. This lack of coordination reduced the effectiveness of resistance across different regions.
4. The British responded with organised military power and brutally suppressed the uprising.
5. Therefore, despite determined resistance, organisational and strategic weaknesses contributed significantly to the rebellion's failure.

13. "The Great Rebellion of 1857 failed militarily but succeeded in changing British rule in India." Justify.**Answer:**

1. The British eventually suppressed the rebellion, so it did not immediately end colonial rule.
2. Nevertheless, the uprising exposed serious weaknesses in the East India Company's system of governance.
3. In 1858, the British Crown took direct control of India from the Company.
4. The colonial government also reorganised the Indian Army to reduce the possibility of another major uprising.
5. Thus, the rebellion failed to overthrow British rule but produced a fundamental change in the **structure of colonial administration**.

14. Why can the Great Rebellion of 1857 be regarded as more than a ‘Sepoy Mutiny’?**Answer:**

1. The uprising began among sepoys but soon spread beyond a purely military revolt.
2. Important centres of resistance developed in **Delhi, Kanpur, Lucknow and Jhansi**.
3. Political figures such as Bahadur Shah Zafar, Rani Lakshmibai and Begum Hazrat Mahal became associated with the rebellion.
4. The resistance therefore involved wider political and regional opposition to British authority.
5. For this reason, the chapter uses the broader expression ‘**Great Rebellion of 1857**’ rather than limiting it to the British description ‘Sepoy Mutiny’.

15. Evaluate the significance of the Great Rebellion of 1857 in India’s later struggle against colonial rule.**Answer:**

1. The rebellion demonstrated the depth of resentment that British colonial policies had generated among different sections of Indian society.
2. It showed that British authority could face widespread and determined armed resistance.
3. Although the uprising was suppressed, it strengthened the idea that **foreign domination was unacceptable**.
4. The transfer of power to the British Crown showed that the rebellion had fundamentally affected colonial governance.
5. Therefore, the chapter presents the Great Rebellion as a turning point that helped **sow the seeds of India’s later struggle for freedom**.

4.13 Five-mark questions with Answers of Applied Type: (10 Questions)**Five-Mark Descriptive Questions with Answers – Applied Type:**

1. Imagine you are an Indian weaver during British colonial rule. British factory-made textiles are entering your local market at lower prices. Explain how this situation could affect you and your family.

Answer:

1. I would find it increasingly difficult to sell my handmade textiles because British manufactured goods competed strongly in the Indian market.
2. The unequal trade conditions favouring British goods would reduce the demand for my products.
3. My income would decline, making it difficult to support my family through our traditional occupation.
4. I might eventually have to abandon weaving and depend on agriculture or another occupation for survival.
5. My experience would illustrate how colonial economic policies contributed to the **decline of indigenous industries and impoverishment of artisans**.

2. Suppose you are a farmer in Bengal during a severe crop failure under Company rule. Explain how colonial revenue policies could make your situation worse.

Answer:

1. A crop failure would leave me with little food and very little produce to sell.
2. Despite the crop failure, I could still face heavy demands for **cash taxes and land revenue**.

3. I might have to borrow money or sell possessions to meet the revenue demand.
4. If grain continued to be exported while food was scarce locally, obtaining food would become even more difficult.
5. Thus, colonial taxation and economic policies could turn an agricultural crisis into a much more severe **famine and livelihood crisis**.

3. Imagine you are an Indian ruler who has no natural male heir during the period when the Doctrine of Lapse is being applied. What problems might you face?

Answer:

1. I would fear that the British might refuse to recognise an adopted heir as my legitimate successor.
2. Under the **Doctrine of Lapse**, my kingdom could be annexed after my death.
3. This would threaten the sovereignty of my state and the continuity of my ruling dynasty.
4. I would probably view the policy as British interference in established Indian traditions of succession.
5. Such a threat could create strong resentment against British rule and encourage resistance to further colonial expansion.

4. Suppose you are the ruler of an Indian state asked to accept the Subsidiary Alliance. Analyse how accepting it could affect your independence.

Answer:

1. I would have to allow **British troops** to remain within my territory.
2. I would also have to bear the financial cost of maintaining those troops.
3. The presence of a British **Resident** at my court would increase British influence over my decisions.
4. Although I might formally remain the ruler, my freedom in political and military matters would be greatly reduced.
5. Therefore, the Subsidiary Alliance would give me apparent protection while gradually making my kingdom **dependent on British power**.

5. Imagine you are a Santhal living during the period before the Santhal Rebellion. Explain why you might decide to join the uprising.

Answer:

1. I would be disturbed by the loss of **ancestral lands** on which my community traditionally depended.
2. Exploitation by moneylenders and landlords would increase my family's economic difficulties.
3. Colonial land and legal arrangements would threaten our traditional way of life and control over resources.
4. I might therefore join the movement led by **Sidhu and Kanhu Murmu** to resist these injustices.
5. My participation would represent an effort to defend my community's land, livelihood and autonomy from an exploitative system.

6. Suppose you are an indigo cultivator in Bengal. A European planter forces you to grow indigo instead of food crops. How would this affect your livelihood, and why might you join the Indigo Revolt?

Answer:

1. Growing indigo under compulsion would reduce my freedom to cultivate crops according to my family's needs.

2. The poor payment offered for indigo would make it difficult for me to earn an adequate livelihood.
3. Debt and coercion by planters could make my economic condition even worse.
4. I might therefore refuse to cultivate indigo and join other peasants in organised resistance.
5. Joining the **Indigo Revolt** would be a way of opposing forced cultivation, unfair payment and planter exploitation.

7. Imagine you are an Indian sepoy in 1857 and hear that the new rifle cartridges contain cow and pig fat. Explain how you might react and why.

Answer:

1. As a sepoy, I would already be aware of growing dissatisfaction with British military policies and interference with Indian customs.
2. If I were Hindu, the reported use of cow fat would offend my religious beliefs because the cow is sacred.
3. If I were Muslim, the reported use of pig fat would be unacceptable because the pig is considered unclean.
4. The cartridge controversy could make me believe that the British were deliberately disregarding Indian religious traditions.
5. This could intensify my resentment and encourage me to participate in the wider **rebellion against British authority**.

8. Suppose you were advising the leaders of the Great Rebellion of 1857. Based on the chapter, what measures would you suggest to improve their chances of success?

Answer:

1. I would recommend establishing a **unified command** to coordinate the different centres of resistance.
2. Leaders in Delhi, Kanpur, Lucknow, Jhansi and other areas should follow a common military strategy.
3. Communication among rebel forces should be strengthened so that their actions are properly coordinated.
4. Resources and fighters should be organised according to an agreed plan rather than operating as disconnected groups.
5. These measures would directly address the **lack of unified command and consistent strategy** identified in the chapter as important weaknesses of the rebellion.

9. Imagine you are a village leader whose traditional system of local governance is being replaced by British administration. Explain how this could affect your community.

Answer:

1. My village would lose some of its traditional authority to manage local matters through community institutions.
2. Decisions would increasingly be controlled by a **centralised colonial bureaucracy** concerned with taxation and maintaining order.
3. British legal codes might replace customary laws traditionally understood by members of the village.
4. Ordinary villagers could find colonial courts expensive, time-consuming and difficult to understand.
5. Consequently, the community could lose much of its earlier **local autonomy and accessibility to traditional justice**.

10. Suppose a student says, “The British built railways in India only for the benefit of Indians.” Using the chapter, how would you respond?

Answer:

1. I would explain that railways certainly connected different regions and improved transportation in India.
2. However, they were also used to transport **raw materials from the interior to ports** for export.
3. They helped distribute British manufactured goods from ports into Indian markets.
4. Railways also enabled the British to move troops rapidly and strengthen colonial control.
5. Therefore, although Indians received some benefits, the railway system also served important **British commercial and strategic interests**.

11. If you were a newspaper editor during the Indigo Revolt, what issues would you highlight to create awareness about the peasants' condition?

Answer:

1. I would report that peasants were being **forced to cultivate indigo** under oppressive conditions.
2. I would highlight the inadequate payments received by cultivators for their produce.
3. I would expose the debt, coercion and violence associated with the planter system.
4. I would explain how these practices damaged the economic security of peasant families.
5. By publicising these problems, I would support the cultivators' demand for protection from exploitation, just as educated Bengalis and the press supported their cause.

12. Suppose you are asked to explain why the Great Rebellion of 1857 should not be remembered only as a military mutiny. How would you justify your answer?

Answer:

1. I would point out that the rebellion began among sepoys but spread to major centres such as **Delhi, Kanpur, Lucknow and Jhansi**.
2. The rebels proclaimed **Bahadur Shah Zafar** as their leader, giving the uprising a wider political dimension.
3. Leaders such as **Rani Lakshmibai and Begum Hazrat Mahal** became important figures in the resistance.
4. The uprising therefore represented opposition to British authority extending beyond a simple dispute within the army.
5. For this reason, the chapter uses the broader term “**Great Rebellion of 1857**” rather than restricting it to the British description “Sepoy Mutiny.”

4.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Type Multiple Choice Questions:

These questions combine **factual recall, chronology, cause-and-effect, interpretation, comparison and analytical reasoning** based on the uploaded chapter.

1. Which combination best explains why India attracted European colonial powers?

- A. Lack of agriculture and trade
- B. Valuable resources, flourishing industries and extensive trade
- C. Absence of established kingdoms
- D. Dependence on European manufactured goods

Answer: B. Valuable resources, flourishing industries and extensive trade

2. Vasco da Gama's arrival at Kappad near Kozhikode in 1498 was significant because it:

- A. established British rule in Bengal
- B. ended Dutch influence in India
- C. opened a direct sea route between Europe and India
- D. began the Great Rebellion

Answer: C. Opened a direct sea route between Europe and India

3. The Portuguese cartaz system was primarily intended to:

- A. promote village self-government
- B. regulate maritime navigation and trade
- C. introduce English education
- D. collect agricultural revenue

Answer: B. Regulate maritime navigation and trade

4. Consider the following statements about Portuguese rule:

1. Goa became an important centre of Portuguese power.
2. The Goa Inquisition was established in 1560.
3. Rani Abbakka supported Portuguese expansion.

Which is correct?

- A. 1 only
- B. 1 and 2 only
- C. 2 and 3 only
- D. 1, 2 and 3

Answer: B. 1 and 2 only

5. The Battle of Colachel is historically important because:

- A. the British defeated Siraj-ud-daulah
- B. the French defeated the British
- C. Travancore under Marthanda Varma defeated the Dutch
- D. the Portuguese captured Goa

Answer: C. Travancore under Marthanda Varma defeated the Dutch

6. Which European power used Pondicherry as an important centre in India?

- A. Portuguese
- B. Dutch
- C. French
- D. British

Answer: C. French

7. Dupleix is most closely associated with which strategy?

- A. Abolition of colonial trade
- B. Training Indian sepoys and exercising influence through local rulers
- C. Starting the Santhal Rebellion
- D. Introducing the Doctrine of Lapse

Answer: B. Training Indian sepoys and exercising influence through local rulers

8. Which event most directly strengthened British political influence in Bengal?

- A. Battle of Colachel
- B. Vellore Mutiny
- C. Battle of Plassey
- D. Santhal Rebellion

Answer: C. Battle of Plassey

9. Which sequence is chronologically correct?

- A. Battle of Plassey → Vasco da Gama's arrival → Battle of Colachel → Great Rebellion
- B. Vasco da Gama's arrival → Battle of Colachel → Battle of Plassey → Great Rebellion

C. Battle of Colachel → Vasco da Gama's arrival → Great Rebellion → Battle of Plassey

D. Vasco da Gama's arrival → Battle of Plassey → Battle of Colachel → Great Rebellion

Answer: B. Vasco da Gama's arrival → Battle of Colachel → Battle of Plassey → Great Rebellion

10. The British policy of exploiting rivalries, succession disputes and other internal divisions is best described as:

- A. Subsidiary trade
- B. Divide and rule
- C. Free-market policy
- D. Cultural assimilation

Answer: B. Divide and rule

11. Why was Mir Jafar important in the Battle of Plassey?

- A. He commanded the Portuguese forces.
- B. He led a rebellion against the Santhals.
- C. His conspiracy with Robert Clive weakened Siraj-ud-daulah.
- D. He introduced the Subsidiary Alliance.

Answer: C. His conspiracy with Robert Clive weakened Siraj-ud-daulah.

12. Which policy allowed the British to annex a princely state when its ruler died without a natural male heir?

- A. Cartaz System
- B. Doctrine of Lapse
- C. Permanent Settlement
- D. Divide and Rule

Answer: B. Doctrine of Lapse

13. Which of the following best describes the Subsidiary Alliance?

- A. Indian rulers were completely free from British interference.
- B. Indian rulers accepted British troops and increasing British political influence.
- C. It was an alliance between tribal communities.
- D. It required Europeans to leave Indian ports.

Answer: B. Indian rulers accepted British troops and increasing British political influence.

14. Dadabhai Naoroji's analysis of colonial economic exploitation is most closely connected with the concept of:

- A. cultural assimilation
- B. drain of wealth
- C. religious conversion
- D. military recruitment

Answer: B. Drain of wealth

15. Which combination contributed most directly to the decline of indigenous Indian textile production?

- A. High duties on British goods and subsidies to Indian artisans
- B. Heavy duties on Indian textiles and favourable conditions for British manufactured goods
- C. Complete prohibition of British imports
- D. Expansion of Indian textile exports to Britain

Answer: B. Heavy duties on Indian textiles and favourable conditions for British manufactured goods

16. Which statement best describes India's changing colonial economic role?

- A. India became mainly an exporter of European manufactured goods.
- B. India became increasingly a supplier of raw materials and a market for British goods.
- C. India stopped participating in international trade.

D. India became economically independent of Britain.

Answer: B. India became increasingly a supplier of raw materials and a market for British goods.

17. British railways in India primarily assisted colonial economic interests by:

- A. preventing the movement of British troops
- B. transporting raw materials to ports and British goods inland
- C. restoring traditional village industries
- D. ending agricultural taxation

Answer: B. Transporting raw materials to ports and British goods inland

18. Which was an important consequence of replacing traditional village institutions with centralised British administration?

- A. Village autonomy increased substantially.
- B. Local self-governance was weakened.
- C. Customary law became more powerful everywhere.
- D. Colonial taxation disappeared.

Answer: B. Local self-governance was weakened.

19. Macaulay's educational policy primarily aimed to create:

- A. an army composed entirely of Europeans
- B. Indians who could assist the colonial administrative system
- C. independent village governments
- D. tribal forest councils

Answer: B. Indians who could assist the colonial administrative system

20. Which pair is correctly matched?

- A. Kol Uprising — 1857–58
- B. Santhal Rebellion — Sidhu and Kanhu Murmu
- C. Indigo Revolt — Rani Lakshmibai
- D. Vellore Mutiny — Bahadur Shah Zafar

Answer: B. Santhal Rebellion — Sidhu and Kanhu Murmu

21. Which factor most directly contributed to the Santhal Rebellion?

- A. Portuguese control of maritime trade
- B. Exploitation by moneylenders and landlords and loss of ancestral lands
- C. Competition between the British and French
- D. Introduction of English education

Answer: B. Exploitation by moneylenders and landlords and loss of ancestral lands

22. The Indigo Revolt was primarily a protest against:

- A. compulsory military service
- B. forced indigo cultivation and exploitative planter practices
- C. the Doctrine of Lapse
- D. railway construction

Answer: B. Forced indigo cultivation and exploitative planter practices

23. Which development shows that religious grievances among Indian sepoys existed even before 1857?

- A. Battle of Plassey
- B. Vellore Mutiny of 1806
- C. Indigo Revolt
- D. Battle of Colachel

Answer: B. Vellore Mutiny of 1806

24. Why did the rifle-cartridge issue anger both Hindu and Muslim sepoys in 1857?

- A. The cartridges were imported from France.
- B. They were believed to contain cow and pig fat.

C. The cartridges could only be used by British soldiers.

D. Sepoys had to pay a special tax on them.

Answer: B. They were believed to contain cow and pig fat.

25. Mangal Pandey is associated with:

A. the Dutch defeat at Colachel

B. resistance by a sepoy at Barrackpore before the Great Rebellion

C. leadership of the Santhal Rebellion

D. the Indigo Revolt

Answer: B. Resistance by a sepoy at Barrackpore before the Great Rebellion

26. Which leader-place pair is correctly matched?

A. Begum Hazrat Mahal — Lucknow

B. Rani Lakshmibai — Pondicherry

C. Sidhu Murmu — Goa

D. Mangal Pandey — Colachel

Answer: A. Begum Hazrat Mahal — Lucknow

27. The rebels' decision to proclaim Bahadur Shah Zafar as their leader most strongly suggests an attempt to:

A. restore Portuguese trade

B. provide a common political symbol for the rebellion

C. support British rule

D. end resistance in Delhi

Answer: B. Provide a common political symbol for the rebellion

28. Consider the following statements:

1. Rani Lakshmibai was an important leader of the Great Rebellion.

2. Tatia Tope fought alongside her.

3. She died fighting in June 1858.

Which is correct?

A. 1 only

B. 1 and 2 only

C. 2 and 3 only

D. 1, 2 and 3

Answer: D. 1, 2 and 3

29. Which of the following was an important weakness of the Great Rebellion of 1857?

A. Excessive unified leadership

B. Lack of unified command and consistent strategy

C. Absence of British military forces

D. Complete support for the British among Indian rulers

Answer: B. Lack of unified command and consistent strategy

30. What was the most important administrative consequence of the Great Rebellion of 1857?

A. Portuguese rule was restored.

B. India became independent immediately.

C. The British Crown took direct control from the East India Company.

D. French rule replaced British rule.

Answer: C. The British Crown took direct control from the East India Company.

31. Assertion (A): The Great Rebellion of 1857 was a turning point in colonial rule.

Reason (R): In 1858, the British Crown took direct control of India from the East India Company.

A. Both A and R are true, and R correctly explains A.

B. Both A and R are true, but R does not explain A.

C. A is true, but R is false.

D. A is false, but R is true.

Answer: A. Both A and R are true, and R correctly explains A.

32. Assertion (A): The Indigo Revolt was connected with colonial economic exploitation.

Reason (R): Peasants were forced to cultivate indigo under conditions of poor payment, debt and coercion.

A. Both A and R are true, and R correctly explains A.

B. Both A and R are true, but R does not explain A.

C. A is true, but R is false.

D. Both A and R are false.

Answer: A. Both A and R are true, and R correctly explains A.

33. Assertion (A): Tribal communities resisted British colonial policies.

Reason (R): Colonial land and forest policies interfered with their traditional lands and livelihoods.

A. Both A and R are true, and R correctly explains A.

B. Both A and R are true, but R does not explain A.

C. A is false, but R is true.

D. Both A and R are false.

Answer: A. Both A and R are true, and R correctly explains A.

34. Which sequence is chronologically correct?

A. Great Rebellion → Santhal Rebellion → Kol Uprising → Vellore Mutiny

B. Vellore Mutiny → Kol Uprising → Santhal Rebellion → Great Rebellion

C. Kol Uprising → Vellore Mutiny → Great Rebellion → Santhal Rebellion

D. Santhal Rebellion → Vellore Mutiny → Kol Uprising → Great Rebellion

Answer: B. Vellore Mutiny → Kol Uprising → Santhal Rebellion → Great Rebellion

35. Which conclusion is best supported by the chapter as a whole?

A. Colonialism affected India only politically.

B. Colonial rule benefited every section of Indian society equally.

C. Colonialism transformed India politically, economically, socially and culturally while generating repeated resistance.

D. Indian resistance began only after 1857.

Answer: C. Colonialism transformed India politically, economically, socially and culturally while generating repeated resistance.

4.15 Best Practices Opportunity List from the Chapter: (12 Ideas)

“Best Practices” Opportunities for Teaching–Learning:

The following best practices can make the chapter more **interactive, analytical, learner-centred and examination-oriented** for Grade 8 students.

- (1) **Chronological Timeline Learning** – Ask students to prepare a visual timeline containing important events such as Vasco da Gama’s arrival (1498), Battle of Colachel (1741), Battle of Plassey (1757), Vellore Mutiny (1806), Santhal Rebellion (1855–56), Great Rebellion (1857) and transfer of power to the British Crown (1858). This strengthens chronological understanding and recall.
- (2) **Map-Based Learning** – Use an outline map of India to locate important places mentioned in the chapter, such as **Goa, Kozhikode, Ullal, Colachel, Pondicherry, Bengal, Delhi, Kanpur, Lucknow and Jhansi**. Students can use different symbols to identify European settlements, battles and centres of resistance.
- (3) **Cause–Effect Concept Mapping** – Encourage students to construct cause-and-effect charts for major developments. For example, for the Great Rebellion of 1857, students

can connect political, economic, military and religious grievances with the uprising, its failure and the subsequent transfer of power to the British Crown.

- (4) **Compare-and-Contrast Activity** – Divide students into groups to compare the approaches of the **Portuguese, Dutch, French and British** in India. They can compare their objectives, important centres, methods of expansion, conflicts and long-term impact.
- (5) **Historical Role-Play** – Conduct short role-plays featuring personalities such as **Rani Abbakka, Siraj-ud-daulah, Rani Lakshmibai, Begum Hazrat Mahal, Mangal Pandey, Sidhu and Kanhu Murmu**. Students should explain the grievances, challenges and responses of their assigned historical figure rather than merely memorising biographical facts.
- (6) **Primary-Source Reading and Discussion** – Use short extracts already presented or referenced in the chapter, such as **Macaulay’s Minute, Queen Victoria’s proclamation, or colonial-era observations**, and ask students to identify the viewpoint, purpose and possible impact. This develops evidence-based historical thinking.
- (7) **Economic Impact through Data** – Use the chapter’s figures relating to **famines, population losses and India’s changing share of world GDP** to create simple percentage, comparison and graph-reading exercises. This integrates History with Mathematics and helps students understand the scale of colonial economic changes.
- (8) **Debate and Evidence-Based Discussion** – Organise a classroom discussion on a statement such as **“Colonial infrastructure primarily served colonial interests.”** Students can use the chapter’s discussion of railways—transporting raw materials to ports, British goods inland and troops across India—to support their arguments.
- (9) **Resistance-Movement Comparison Chart** – Students can prepare a table comparing the **Sannyasi-Fakir resistance, Kol Uprising, Santhal Rebellion, Indigo Revolt and Great Rebellion of 1857** under headings such as causes, participants, leaders, region and outcome. This helps them recognise that resistance occurred in different forms and among different sections of society.
- (10) **Think–Pair–Share for HOTS** – Present questions such as, **“Why did the Great Rebellion fail despite spreading to several important centres?”** Students first think individually, discuss with a partner and then share with the class. Their conclusions should be connected to the chapter’s points about lack of unified command and consistent strategy.
- (11) **Vocabulary and Concept Wall** – Maintain a classroom display of key terms such as **colonialism, cartaz, sepoy, divide and rule, Doctrine of Lapse, Subsidiary Alliance, drain of wealth, deindustrialisation and British Raj**. Students can add a one-line explanation and an example/event related to each term.
- (12) **Exit Ticket and Retrieval Practice** – At the end of each lesson, ask students to answer three short questions: **one fact, one cause-and-effect question and one inference question**. Regular retrieval practice will reinforce both LOTS and HOTS learning and help prepare students for school examinations and Olympiad-style assessments.

4.16 Innovations Opportunity List from the Chapter: (10 Ideas)

“Innovations” Opportunities in Teaching–Learning for Grade 8:

- (1) **Interactive Digital Colonial Timeline** – Students can collaboratively create a digital timeline showing key events such as the arrival of Vasco da Gama, Battle of Colachel, Battle of Plassey, Vellore Mutiny, Santhal Rebellion, Great Rebellion of 1857 and the

beginning of direct British Crown rule. Each event can include a short description, image, location and cause–effect link.

- (2) **“Colonial India Newsroom” Activity** – Convert the classroom into a historical newsroom where student teams prepare short news reports on events such as the **Battle of Plassey, Indigo Revolt, Santhal Rebellion and Great Rebellion of 1857**. Students can act as anchors, reporters and historical witnesses while ensuring that their reports remain based on evidence from the chapter.
- (3) **QR-Code History Trail** – Create learning stations around the classroom with QR codes linked to teacher-prepared material on the **Portuguese, Dutch, French, British, economic exploitation and resistance movements**. At every station, students solve one clue or HOTS question before moving to the next stage.
- (4) **Interactive Colonial India Map** – Students can create a physical or digital map marking **European settlements, important battles and centres of resistance**. Clicking or scanning a location can reveal a student-created information card explaining its historical significance.
- (5) **Historical Decision-Making Simulation** – Give students situations such as, *“You are an Indian ruler asked to accept the Subsidiary Alliance”* or *“Your kingdom is threatened by the Doctrine of Lapse.”* Students choose a response, justify it and predict its consequences, thereby converting factual learning into historical problem-solving.
- (6) **1857 Strategy Room** – Divide students into teams representing different centres of the Great Rebellion, such as **Delhi, Kanpur, Lucknow and Jhansi**. They develop a common communication and coordination plan and then compare it with the chapter’s explanation that lack of unified command and consistent strategy contributed to the rebellion’s failure.
- (7) **Economic Exploitation through Infographics** – Students can transform the chapter’s information about **taxation, famines, drain of wealth, deindustrialisation and decline of indigenous industries** into infographics, flowcharts and data stories. This integrates History with Mathematics, Economics, Art and digital literacy.
- (8) **Virtual Historical Parliament** – Conduct a mock debate in which students represent **Indian rulers, peasants, artisans, tribal communities, sepoys and colonial officials**. Each group explains how colonial policies affected it and responds to questions from other groups, encouraging multiple-perspective learning.
- (9) **Resistance Movement Digital Museum** – Student groups can develop mini museum exhibits on the **Sannyasi-Fakir resistance, Kol Uprising, Santhal Rebellion, Indigo Revolt and Great Rebellion of 1857**. Each exhibit can contain a timeline, map, leader profile, causes, consequences and a short student narration.
- (10) **AI-Assisted Historical Question Lab** – Under teacher supervision, students can use an AI tool to generate questions about the chapter and then act as **fact-checkers**, verifying every generated answer against the textbook. This develops AI literacy alongside the important academic habit of checking claims against reliable source material.
- (11) **“Then and Now” Infrastructure Investigation** – Students can examine the chapter’s account of **railways and telegraphs** and create a presentation explaining their colonial purposes and broader effects. They can then distinguish between infrastructure development itself and the colonial objectives behind its construction.
- (12) **Gamified Olympiad Challenge** – Convert chapter revision into team rounds such as **Chronology Challenge, Identify the Personality, Match the Movement, Cause–Effect, Assertion–Reason and Historical Puzzle**. A final “Master Historian” round can use unfamiliar situations requiring students to apply concepts such as **divide and**

rule, drain of wealth, deindustrialisation and resistance rather than simply recall facts.

4.17: Practicing Questions/Question Bank :

A. Fill in the Blanks:

1. Vasco da Gama reached Kappad near Kozhikode in the year _____.
Answer: 1498
2. The Portuguese captured _____ in 1510.
Answer: Goa
3. The Portuguese system of maritime permits was called the _____ system.
Answer: cartaz
4. The Dutch were defeated by the kingdom of Travancore in the Battle of _____.
Answer: Colachel
5. The Battle of Plassey was fought in _____.
Answer: 1757
6. Robert Clive conspired with _____ against Siraj-ud-daulah.
Answer: Mir Jafar
7. The British policy of exploiting divisions among Indian powers is commonly described as _____.
Answer: divide and rule
8. The economic transfer of India's resources and revenues to Britain was described as the _____ of wealth.
Answer: drain
9. The Santhal Rebellion was led by brothers _____ and _____ Murmu.
Answer: Sidhu; Kanhu
10. The Vellore Mutiny occurred in _____.
Answer: 1806
11. The immediate controversy preceding the Great Rebellion concerned rifle _____.
Answer: cartridges
12. The rebels of 1857 proclaimed _____ as their leader.
Answer: Bahadur Shah Zafar
13. _____ became an important centre of resistance under Begum Hazrat Mahal.
Answer: Lucknow
14. Rani Lakshmibai died fighting the British on 18 June _____.
Answer: 1858
15. In 1858, control of India was transferred from the East India Company to the British _____.
Answer: Crown

B. One-Mark Descriptive Questions:

1. What is colonialism?

Answer: Colonialism is the control and domination of one country or territory by another power for political, economic or other purposes.

2. Who was Vasco da Gama?

Answer: Vasco da Gama was the Portuguese explorer who reached Kappad near Kozhikode in 1498 by sea.

3. What was the cartaz system?

Answer: The cartaz system was the Portuguese system of requiring ships to carry permits for maritime trade.

4. Who was Rani Abbakka?

Answer: Rani Abbakka was the ruler of Ullal who strongly resisted Portuguese colonial power.

5. What was the significance of the Battle of Colachel?

Answer: It resulted in the defeat of the Dutch by Travancore under Marthanda Varma.

6. What was 'divide and rule'?

Answer: It was a British strategy of exploiting existing rivalries and divisions to strengthen colonial control.

7. What was the Doctrine of Lapse?

Answer: It was a British annexation policy applied to princely states where the ruler died without a recognised natural male heir.

8. What is meant by the 'drain of wealth'?

Answer: It refers to the transfer of Indian wealth and resources to Britain under colonial rule.

9. Who led the Santhal Rebellion?

Answer: The Santhal Rebellion was led by Sidhu and Kanhu Murmu.

10. Who was Mangal Pandey?

Answer: Mangal Pandey was an Indian sepoy who attacked British officers before the outbreak of the Great Rebellion and was executed.

11. Why did the rifle cartridges anger Indian sepoys?

Answer: They were rumoured to be greased with cow and pig fat, offending Hindu and Muslim religious beliefs.

12. What happened to the East India Company's rule after 1857?

Answer: In 1858, India came directly under the control of the British Crown.

C. Two-Mark Descriptive Questions:**1. Mention two reasons why European powers were attracted to India.**

Answer:

1. India possessed valuable commodities and had flourishing trade and industries.
2. European powers wanted access to Indian resources, markets and profitable trade routes.

2. State two methods used by the Portuguese to strengthen their power.

Answer:

1. They established strategic coastal centres such as Goa.

2. They used the cartaz system to control maritime trade.

3. How did the British use 'divide and rule'?

Answer:

1. They exploited rivalries and disputes among Indian rulers and groups.
2. Such divisions helped them expand their political influence with less direct resistance.

4. Mention two effects of colonial policies on Indian industries.

Answer:

1. Traditional manufacturing industries, especially textiles, declined under unequal trade conditions.
2. Many artisans lost their livelihoods and became increasingly dependent on agriculture.

5. How did colonial rule affect traditional village administration?

Answer:

1. British centralised administration weakened traditional village institutions.
2. Colonial legal systems increasingly replaced customary laws and practices.

6. Give two reasons for the Indigo Revolt.

Answer:

1. Peasants were forced to cultivate indigo under exploitative conditions.
2. Poor payments, debt and coercion created widespread resentment among cultivators.

7. State two causes of tribal resistance against British rule.

Answer:

1. Colonial land and forest policies threatened tribal lands and traditional livelihoods.
2. Exploitation by outsiders such as moneylenders and landlords increased tribal grievances.

8. Mention two reasons for the failure of the Great Rebellion of 1857.

Answer:

1. The rebels lacked a unified command.
2. They lacked a consistent overall strategy against the British.

D. Three-Mark Descriptive Questions:

1. Explain three ways in which the East India Company transformed itself from a trading company into a political power.

Answer:

1. The Company established trading settlements and developed its own military forces.
2. It interfered in conflicts and succession disputes among Indian rulers.
3. Military victories and political strategies gradually enabled it to acquire territories and political authority.

2. Explain the significance of the Battle of Plassey.

Answer:

1. The Battle of Plassey was fought in 1757 between the forces of Siraj-ud-daulah and the East India Company.
2. Robert Clive's conspiracy with Mir Jafar weakened Siraj-ud-daulah.
3. The British victory became an important step in the Company's rise to political power in Bengal.

3. Explain three ways in which British policies affected India's traditional industries.

Answer:

1. Indian manufactured goods faced unfavourable trading conditions compared with British products.
2. British factory-made goods increasingly competed with traditional Indian products.
3. Many Indian artisans consequently lost their occupations and became impoverished.

4. Explain the role of railways in the colonial economy.

Answer:

1. Railways transported raw materials from the interior to ports for export.
2. They carried British manufactured products from ports into Indian markets.
3. They also facilitated the rapid movement of British troops for maintaining colonial control.

5. Describe three causes of the Santhal Rebellion.

Answer:

1. The Santhals faced threats to their traditional lands and livelihoods.
2. Moneylenders and landlords exploited tribal communities under the colonial system.
3. Growing economic and social grievances encouraged the Santhals to rebel under Sidhu and Kanhu Murmu.

6. Explain three major causes of the Great Rebellion of 1857.

Answer:

1. British political expansion and annexation policies created resentment among Indian rulers.
2. Economic exploitation and revenue policies created hardship among peasants and other groups.
3. Military and religious grievances, including the cartridge controversy, intensified sepoy dissatisfaction.

7. Describe the role of Rani Lakshmibai in the Great Rebellion.

Answer:

1. Rani Lakshmibai became one of the major leaders of armed resistance against British rule.
2. She continued fighting alongside leaders such as Tatia Tope.
3. She died fighting on 18 June 1858 and became an enduring symbol of resistance.

8. Explain three consequences of the Great Rebellion of 1857.

Answer:

1. The rebellion became a major turning point in British colonial rule.
 2. In 1858, the British Crown assumed direct control of India from the East India Company.
 3. The British reorganised the Indian Army and altered their system of governance.
-

E. Five-Mark Descriptive Questions:**1. Explain how different European powers established their presence in India.**

Answer:

1. The Portuguese arrived by sea and established centres such as Goa while attempting to control maritime trade.
2. The Dutch concentrated mainly on commercial activities but were defeated by Travancore at Colachel.
3. The French established trading settlements such as Pondicherry and attempted to gain political influence under leaders such as Dupleix.
4. The British East India Company established coastal trading centres and gradually built military and political power.
5. Competition among these powers ultimately ended with the British gaining the upper hand in India.

2. Explain how British colonial rule affected the Indian economy.

Answer:

1. Heavy land-revenue demands placed considerable pressure on Indian peasants.
2. Colonial policies contributed to severe hardship during famines and rural distress.
3. Indian wealth and resources were transferred abroad through the process described as the **drain of wealth**.
4. Unequal trade policies contributed to the decline of indigenous industries and impoverishment of artisans.
5. India increasingly became a supplier of raw materials and a market for British manufactured goods.

3. Analyse the causes and consequences of the decline of indigenous industries under British rule.

Answer:

1. Indian textiles entering Britain faced heavy duties while British manufactured goods received more favourable access to Indian markets.
2. Indian artisans therefore found it increasingly difficult to compete with British factory-produced goods.
3. Traditional textile and other manufacturing occupations consequently declined.

4. Many displaced artisans moved towards agriculture, increasing pressure on the rural economy.
5. This process of deindustrialisation changed India from a major manufacturing centre into an economy increasingly serving British colonial requirements.

4. Explain the causes, important leaders and outcome of the Great Rebellion of 1857.

Answer:

1. Political annexations, economic exploitation, military grievances and religious concerns created widespread resentment against British rule.
2. The cartridge controversy involving rumours of cow and pig fat became an important immediate trigger among sepoys.
3. Bahadur Shah Zafar, Rani Lakshmibai, Begum Hazrat Mahal and other leaders became associated with major centres of resistance.
4. The rebellion eventually failed partly because it lacked unified command and a consistent strategy.
5. In 1858, the British Crown assumed direct control of India, marking a major change in colonial governance.

5. “Resistance to colonial rule existed at different levels of Indian society.” Explain with examples.

Answer:

1. Rulers such as **Rani Abbakka** resisted European colonial expansion.
2. Tribal communities organised movements such as the **Kol Uprising and Santhal Rebellion** against threats to their lands and livelihoods.
3. Peasants participated in movements such as the **Indigo Revolt** against exploitative cultivation practices.
4. Indian sepoys expressed resistance in the **Vellore Mutiny** and later played a major role in the Great Rebellion of 1857.
5. These examples show that resistance arose among rulers, tribal communities, peasants and soldiers in response to different forms of colonial domination.

6. Explain how British rule affected India's administration, law and education.

Answer:

1. British rule replaced many traditional local arrangements with a more **centralised administrative system**.
2. Traditional village institutions consequently lost part of their earlier autonomy.
3. Colonial legal codes often disregarded customary laws, while courts could be expensive and difficult for ordinary Indians to use.
4. British educational policy promoted English and sought to prepare Indians for subordinate roles in colonial administration.
5. As colonial institutions expanded, traditional systems such as **pathshalas and madrasas** gradually lost importance.

7. “The Great Rebellion failed, but it was still a turning point.” Justify the statement.**Answer:**

1. The rebellion spread to major centres such as Delhi, Kanpur, Lucknow and Jhansi and seriously challenged British authority.
2. The British eventually suppressed it because the rebels lacked unified command and consistent strategy.
3. Its scale demonstrated the existence of substantial opposition to colonial domination.
4. The British government responded by ending East India Company rule and transferring authority directly to the Crown in 1858.
5. Therefore, although it failed militarily, the rebellion fundamentally changed the structure of British colonial rule in India.



8th Standard Social Science Book Part 1 Chapter 5

Chapter 5: Universal Franchise and India's Electoral System

5.1 Summary of the Chapter:

Summary Key Points:

- (1) **Universal Adult Franchise:** Every Indian citizen aged **18 years and above** has the right to vote, irrespective of caste, creed, race, religion, gender, education, income, or other differences. Every eligible citizen gets **one vote, and every vote has equal value**.
- (2) **Importance of Universal Franchise:** Universal franchise is a **cornerstone of Indian democracy** because it promotes equality, gives every citizen a voice, encourages civic participation, and makes elected representatives accountable to the people.
- (3) **Inclusive Electoral Participation:** India takes special measures to ensure that geographical distance, old age, or disability does not prevent citizens from voting. Facilities such as **home voting, postal voting, Braille-enabled voter cards, wheelchairs, ramps, and assistance through apps** help make elections more accessible.
- (4) **Election Commission of India (ECI):** The ECI is an **independent constitutional body**, established in **1950**, responsible for conducting free and fair elections to the Lok Sabha, Rajya Sabha, State Legislative Assemblies, and the offices of the President and Vice President.
- (5) **Functions of the ECI:** Important responsibilities of the Election Commission include **setting election dates, registering political parties, enforcing the Model Code of Conduct, managing voter lists, and overseeing the entire electoral process**.
- (6) **Voting Process:** During elections, officials verify the voter's name and identity, apply indelible ink, and permit the voter to cast a vote using an **Electronic Voting Machine (EVM)**. The **VVPAT** provides a paper record that enables voters to verify that their vote has been correctly recorded, while **NOTA** allows voters to reject all candidates.
- (7) **Lok Sabha and State Assembly Elections:** India uses the **First-Past-the-Post system**, in which the candidate receiving the highest number of votes in a constituency wins, even without receiving more than 50% of the total votes. Elected Lok Sabha representatives are **MPs**, while elected State Assembly representatives are **MLAs**.
- (8) **Rajya Sabha Elections:** Rajya Sabha members are mainly chosen through **indirect elections** by elected MLAs using the **single transferable vote system**. Of its 245 members, **233 are elected and 12 are nominated by the President**; the Rajya Sabha is a permanent House, with one-third of its members retiring every two years.
- (9) **Election of the President and Vice President:** The President is elected indirectly by an **Electoral College consisting of elected MPs and eligible MLAs**, while the Vice President is elected by the elected and nominated members of both Houses of Parliament. The **single transferable vote system** is used in both elections.
- (10) **Challenges and Responsible Voting:** Indian elections face challenges such as the **influence of money, candidates with criminal records, and voter apathy**, especially in urban areas. The chapter stresses that informed, aware, and vigilant citizens who vote responsibly are essential for protecting and strengthening democracy.

5.2 Important Formulas:

This chapter is mainly **conceptual and civics-based**, so it does **not contain standard mathematical formulas** like those found in Mathematics or Science. However, a few simple quantitative relationships can be useful for solving election-related numerical or data-

interpretation questions. The chapter itself uses numerical examples such as voter turnout, vote counts, constituencies, and seat distribution.

No.	Formula / Relationship	Use
1	Voter Turnout (%) = (Number of votes cast ÷ Total eligible voters) × 100	Finds the percentage of eligible voters who voted.
2	Non-Voter Percentage = 100 – Voter Turnout (%)	Finds the percentage of eligible voters who did not vote. The chapter notes that about 34% did not vote in the 2024 elections.
3	Valid Votes = Total Votes Cast – Invalid Votes	Calculates the votes that can be considered while determining the result.
4	Candidate's Vote Share (%) = (Votes received by candidate ÷ Total valid votes) × 100	Calculates a candidate's share of votes.
5	Winning Margin = Votes of Winning Candidate – Votes of Runner-up	Determines the difference between the winner and the second-highest candidate.
6	Majority of Seats = More than ½ of Total Seats	Used to determine whether a party/coalition has enough seats to form a government.
7	Percentage of Seats Won = (Seats won ÷ Total seats) × 100	Compares a party's representation in a legislature.
8	Reserved Seat Percentage = (Reserved Seats ÷ Total Seats) × 100	Can be used to calculate the proportion of seats reserved for SCs or STs.
9	Average Voters per Constituency = Total Eligible Voters ÷ Number of Constituencies	Useful for approximate election-scale calculations.
10	Average Voters per Polling Station = Total Eligible Voters ÷ Number of Polling Stations	Useful for understanding the scale of election administration.

Important Numerical Facts from the Chapter:

For the **2024 Lok Sabha election**, the chapter gives approximately **968 million eligible voters**, **543 parliamentary constituencies**, and **over 1 million polling stations**. It also states that among the 543 Lok Sabha constituencies, **84 are reserved for Scheduled Castes and 47 for Scheduled Tribes**.

The chapter's classroom-election example is especially useful for quantitative questions: **33 votes were cast**, one ballot was invalid, and Ahmed, Gurmat and Ravi received **8, 12 and 10 votes respectively**. Gurmat won because India follows the **First-Past-the-Post principle**, where the candidate with the most votes wins; securing more than 50% is not necessary.

Note: These formulas are useful extensions for quantitative/application questions; they are **not presented as formal formulas in the uploaded chapter**.

5.3 Fill-Up the Blank LOTS type questions with Answers: (30 Questions)

Fill-in-the-Blank Questions with Answers – LOTS Type:

- Every Indian citizen aged _____ years and above has the right to vote.
Answer: 18

2. Another term used as a synonym for franchise is _____.
Answer: Suffrage
3. Every adult citizen gets _____ **vote**, and all votes have equal value.
Answer: One
4. India changed the minimum voting age from 21 to 18 in _____.
Answer: 1988
5. An area whose voters elect a representative to a legislative body is called a _____.
Answer: Constituency
6. The _____ **Commission of India** organises elections in India.
Answer: Election
7. The Election Commission of India was established in the year _____.
Answer: 1950
8. The first general elections in independent India were held in _____.
Answer: 1951–1952
9. The ECI is an independent _____ **body** responsible for conducting free and fair elections.
Answer: Constitutional
10. The officer who manages the voter list is called the _____ **Registration Officer**.
Answer: Electoral
11. The rules followed by political parties and candidates during elections are called the _____ **Code of Conduct**.
Answer: Model
12. The machine used to cast votes electronically is called an _____.
Answer: EVM (Electronic Voting Machine)
13. _____ produces a physical paper record that allows voters to verify their electronic vote.
Answer: VVPAT (Voter Verifiable Paper Audit Trail)
14. _____ stands for “None Of The Above.”
Answer: NOTA
15. India is divided into _____ **constituencies** for Lok Sabha elections.
Answer: 543
16. Elected candidates to the Lok Sabha are known as Members of _____.
Answer: Parliament (MPs)
17. Candidates elected to State Legislative Assemblies are known as _____.
Answer: Members of Legislative Assembly (MLAs)
18. India uses the _____ electoral system for Lok Sabha and State Legislative Assembly elections.
Answer: First-Past-the-Post
19. Of the 245 members of the Rajya Sabha, _____ **members** are elected by the elected members of State Legislative Assemblies.
Answer: 233
20. The President of India nominates _____ **members** to the Rajya Sabha.
Answer: 12

Additional LOTS Fill-ups for the Question Bank

21. The Rajya Sabha is also called the _____ **House** because it is never dissolved.
Answer: Permanent
22. A Rajya Sabha member has a term of _____ **years**.
Answer: Six
23. One-third of the members of the Rajya Sabha retire every _____ **years**.
Answer: Two

24. The President of India is elected by an _____ **College**.
Answer: Electoral
25. The Vice President of India is the Chairperson of the _____.
Answer: Rajya Sabha
26. The Vice President is elected using the _____ **transferable vote system**.
Answer: Single
27. The political party or coalition winning a _____ of seats in the Lok Sabha forms the national government.
Answer: Majority
28. The leader of the majority party or coalition at the national level typically becomes the _____.
Answer: Prime Minister
29. At the state level, the leader of the majority party generally becomes the _____.
Answer: Chief Minister
30. An aware and vigilant _____ is described as the strongest safeguard of a democratic system.
Answer: Voter

5.4 Fill-Up the Blank HOTS type questions with Answers: (30 Questions)

Fill-in-the-Blank Questions with Answers – HOTS Type:

1. If voting rights were restricted only to educated citizens, the principle of _____ would be violated.
Answer: Universal adult franchise
2. If two citizens belonging to different economic groups have votes of equal value, it demonstrates the democratic principle of _____.
Answer: Equality
3. If an eligible citizen wants to exercise the right to vote, the person's name must first be included in the _____ of the constituency.
Answer: Voter list / electoral roll
4. If a polling station is specially arranged even for a single voter in a remote area, it reflects the principle that _____ should be left behind.
Answer: No voter
5. Providing Braille-enabled voting facilities to visually impaired voters promotes _____ **participation** in elections.
Answer: Inclusive
6. If voters can cast their votes without anyone knowing whom they selected, the election follows the principle of a _____ **ballot**.
Answer: Secret
7. If a voter is dissatisfied with every candidate, the voter can select _____ on the voting machine.
Answer: NOTA
8. If Candidate A receives 15,000 votes and Candidate B receives 14,000 votes, Candidate A wins under the _____ system even if A has not secured more than 50% of all votes.
Answer: First-Past-the-Post
9. If no single political party wins enough Lok Sabha seats to form a majority and two or more parties join together, they form a _____.
Answer: Coalition

10. If a party or coalition wins a majority of seats in the Lok Sabha, its leader typically becomes the _____.
Answer: Prime Minister
11. If a party or coalition obtains a majority in a State Legislative Assembly, its leader becomes the state's _____.
Answer: Chief Minister
12. If a government announces a new scheme during the election period specifically to influence voters, it may violate the _____.
Answer: Model Code of Conduct (MCC)
13. If a candidate offers gifts to people in exchange for their votes, the action is _____ under the Model Code of Conduct.
Answer: Punishable
14. If government officials campaign using government resources for the ruling party, the principle of a _____ **election** may be compromised.
Answer: Free and fair
15. If voters want to confirm that their electronic vote has been recorded correctly, they can check the paper record produced by the _____.
Answer: VVPAT
16. If Class Representatives elect members of a school-level council instead of all students voting for them directly, it is an example of an _____ **election**.
Answer: Indirect
17. Since Rajya Sabha members are elected by elected MLAs rather than directly by citizens, Rajya Sabha elections are classified as _____ **elections**.
Answer: Indirect
18. If a state has a larger population, it is generally allotted _____ **Rajya Sabha seats** than a less populous state.
Answer: More
19. Since the Rajya Sabha is never dissolved and one-third of its members retire every two years, it is known as the _____ **House**.
Answer: Permanent
20. If a voter ranks candidates according to preference rather than simply choosing one candidate, the method relates to the _____ **vote system**.
Answer: Single transferable
21. Since the President of India is chosen by elected representatives rather than directly by ordinary voters, the President is elected through an _____ **election**.
Answer: Indirect
22. The Electoral College for the President includes elected MPs and eligible _____ from the states and specified Union Territories.
Answer: MLAs
23. If the President is unable to discharge their functions, the _____ steps in to perform the role.
Answer: Vice President
24. If large numbers of eligible citizens choose not to vote, the problem can be described as voter _____.
Answer: Apathy
25. When citizens carefully examine information about candidates before voting, they are making _____ **and responsible choices**.
Answer: Thoughtful

26. If money increasingly influences candidates and voters during elections, it can become a serious _____ to the health of democracy.
Answer: Challenge
27. If citizens can vote out representatives who fail to meet their expectations, elections make representatives _____ **to the electorate.**
Answer: Answerable
28. If citizens participate in solving problems in their locality through democratic processes, universal franchise helps foster _____ **engagement.**
Answer: Civic
29. If a voter chooses a candidate without fear, pressure, or interference, the voter is exercising the franchise _____ **and fairly.**
Answer: Freely
30. According to the chapter, an aware and _____ **voter** is the strongest safeguard of a democratic system.
Answer: Vigilant

5.5 One-mark questions with Answers of LOTS Type: (35 Questions)

One-Mark Descriptive Questions with Answers – LOTS Type:

- What is universal adult franchise?**
Answer: Universal adult franchise is the right of every adult citizen aged 18 years and above to vote without discrimination.
- What is franchise?**
Answer: Franchise is a right granted by the Constitution or government.
- What is another term used for franchise?**
Answer: Suffrage is another term used for franchise.
- What is the minimum voting age in India?**
Answer: The minimum voting age in India is 18 years.
- What is a constituency?**
Answer: A constituency is an area whose voters elect a representative to a legislative body.
- Why is universal franchise important in a democracy?**
Answer: Universal franchise is important because it gives every eligible citizen an equal opportunity to participate in choosing representatives.
- Which body organises elections in India?**
Answer: The Election Commission of India organises and oversees elections in India.
- What is the Election Commission of India?**
Answer: The Election Commission of India is an independent constitutional body responsible for conducting free and fair elections.
- When was the Election Commission of India established?**
Answer: The Election Commission of India was established in 1950.
- When were the first general elections held in independent India?**
Answer: The first general elections in independent India were held in 1951–1952.
- Mention one important task performed by the Election Commission of India.**
Answer: One important task of the ECI is setting election dates.
- Who manages the voter list during elections?**
Answer: The Electoral Registration Officer (ERO) manages the voter list.
- What is a secret ballot?**
Answer: A secret ballot is a voting method in which no one knows which candidate a voter has voted for.

14. What is NOTA?

Answer: NOTA means “None Of The Above” and allows voters to reject all the listed candidates.

15. What is an EVM?

Answer: An EVM is an Electronic Voting Machine used by voters to cast their votes electronically.

16. What is VVPAT?

Answer: VVPAT is a system that produces a physical paper record so that voters can verify that their electronic vote was cast correctly.

17. What is the Model Code of Conduct?

Answer: The Model Code of Conduct is a set of dos and don'ts for political parties, leaders, and candidates to ensure free and fair elections.

18. How many Lok Sabha constituencies are there in India?

Answer: India has 543 Lok Sabha constituencies.

19. Who is called an MP?

Answer: A candidate elected to the Lok Sabha is called a Member of Parliament (MP).

20. Who is called an MLA?

Answer: A candidate elected to a State Legislative Assembly is called a Member of Legislative Assembly (MLA).

21. What electoral system is used for Lok Sabha elections in India?

Answer: India uses the First-Past-the-Post electoral system for Lok Sabha elections.

22. What is meant by the First-Past-the-Post system?

Answer: The First-Past-the-Post system means that the candidate receiving the most votes in a constituency wins the election.

23. What is a coalition?

Answer: A coalition is a group of two or more political parties working together.

24. Who normally becomes the Prime Minister after a Lok Sabha election?

Answer: The leader of the party or coalition that wins a majority of Lok Sabha seats typically becomes the Prime Minister.

25. Who normally becomes the Chief Minister of a state?

Answer: The leader of the majority party or coalition in the State Legislative Assembly becomes the Chief Minister.

26. How are Rajya Sabha members elected?

Answer: Rajya Sabha members are elected indirectly by the elected members of the State Legislative Assemblies.

27. Why is the Rajya Sabha called the Permanent House?

Answer: The Rajya Sabha is called the Permanent House because it is never dissolved.

28. What is the term of a Rajya Sabha member?

Answer: A Rajya Sabha member has a term of six years.

29. How many members of the Rajya Sabha are nominated by the President?

Answer: The President of India nominates 12 members to the Rajya Sabha.

30. Who elects the President of India?

Answer: The President of India is elected by an Electoral College consisting of elected MPs and eligible elected MLAs.

31. Who elects the Vice President of India?

Answer: The Vice President is elected by an Electoral College consisting of the elected and nominated members of both Houses of Parliament.

32. What position does the Vice President hold in the Rajya Sabha?

Answer: The Vice President of India is the Chairperson of the Rajya Sabha.

33. Mention one major challenge faced by India's electoral system.

Answer: The growing influence of money in elections is one major challenge faced by India's electoral system.

34. What is voter apathy?

Answer: Voter apathy refers to a lack of interest or willingness among eligible voters to participate in elections.

35. Who is described as the strongest safeguard of a democratic system?

Answer: An aware and vigilant voter is described as the strongest safeguard of a democratic system.

5.6 One-mark questions with Answers of HOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers – HOTS Type:

1. Why is universal adult franchise considered essential for democracy?

Answer: It is essential because it gives every eligible citizen an equal opportunity to participate in choosing representatives.

2. How does universal adult franchise promote equality?

Answer: It promotes equality by giving every eligible adult citizen one vote of equal value without discrimination.

3. Why was granting voting rights irrespective of literacy significant in India?

Answer: It ensured that even citizens who could not read or write could participate equally in determining the country's future.

4. Why must a citizen register as a voter even after becoming 18 years old?

Answer: Registration is necessary because a citizen's name must be on the voter list of the constituency to exercise the right to vote.

5. How does voting make elected representatives accountable?

Answer: Voting makes representatives accountable because citizens can vote them out in future elections if they are dissatisfied with their performance.

6. Why are special voting facilities necessary for persons with disabilities?

Answer: Special facilities remove barriers and enable persons with disabilities to participate equally in the democratic process.

7. Why might a polling station be organised even for a single voter in a remote location?

Answer: It may be organised to ensure that geographical isolation does not prevent an eligible citizen from exercising the right to vote.

8. Why is a secret ballot important for free elections?

Answer: A secret ballot protects the privacy of voters and enables them to make their choice freely.

9. How does a Braille ballot make an election more inclusive?

Answer: A Braille ballot enables visually impaired voters to exercise their choice independently and participate fairly in the election.

10. Why is NOTA considered a useful democratic option?

Answer: NOTA allows voters dissatisfied with all candidates to reject them and communicate their demand for better choices.

11. Why does India need a well-organised electoral system?

Answer: India needs a well-organised system because its enormous electorate and geographical diversity make conducting free and fair elections highly complex.

12. **Why should the Election Commission of India function independently?**
Answer: Its independence is important for conducting and overseeing elections in a free and fair manner.
13. **How does VVPAT increase confidence in electronic voting?**
Answer: VVPAT allows voters to verify their electronic vote through a physical paper record and provides a backup for verification or recounting.
14. **Why is the Model Code of Conduct necessary during elections?**
Answer: The Model Code of Conduct is necessary to regulate the behaviour of political parties and candidates and help ensure free and fair elections.
15. **Why should a ruling party not use government resources for election campaigning?**
Answer: Using government resources for campaigning would give the ruling party an unfair advantage over other contestants.
16. **Why is giving gifts to voters in exchange for votes harmful to democracy?**
Answer: It unfairly influences voters' choices and prevents elections from being genuinely free and fair.
17. **Can a candidate win a First-Past-the-Post election without receiving 50% of the votes? Why?**
Answer: Yes, because the candidate receiving the highest number of votes wins even without securing 50% of the total votes.
18. **Why might political parties form a coalition after an election?**
Answer: Parties may form a coalition to work together and obtain the majority of seats needed to form a government.
19. **How does an MP's role differ from an MLA's role?**
Answer: An MP represents people at the national level, while an MLA represents people in the State Legislative Assembly.
20. **Why is the election of Rajya Sabha members called an indirect election?**
Answer: It is indirect because elected MLAs, rather than citizens directly, elect most Rajya Sabha members.
21. **Why do more populous states have more Rajya Sabha seats?**
Answer: Rajya Sabha seat allocation takes state population into account, so more populous states receive more seats than less populous states.
22. **How does the retirement of one-third of Rajya Sabha members every two years ensure continuity?**
Answer: It ensures continuity because only part of the House changes at a time while the Rajya Sabha itself is never dissolved.
23. **Why is the President of India elected indirectly?**
Answer: The indirect method ensures that the President receives democratic legitimacy through directly elected representatives of the people.
24. **Why are nominated Rajya Sabha members excluded from the Electoral College for electing the President?**
Answer: Their exclusion ensures that only directly elected representatives participate in electing the President.
25. **Why is voter apathy a challenge to democracy?**
Answer: Voter apathy reduces citizens' participation in choosing representatives and weakens meaningful democratic involvement.
26. **How can education strengthen the electoral process?**
Answer: Education can help voters understand the importance of voting and make thoughtful and responsible electoral choices.

27. Why should voters gather information about candidates before voting?

Answer: Voters need relevant information to make thoughtful and responsible choices about who should represent them.

28. How can the growing influence of money affect elections?

Answer: The growing influence of money can undermine the fairness and health of the democratic electoral process.

29. Why is voting described as both a right and a responsibility?

Answer: Voting is a right that enables participation in democracy and a responsibility that citizens should exercise seriously and wisely.

30. Why is an aware and vigilant voter called the strongest safeguard of democracy?

Answer: An aware and vigilant voter can make responsible choices and help protect the fairness and effectiveness of the democratic system.

5.7 Two-mark questions with Answers of LOTS Type: (22 Questions)**Two-Mark Descriptive Questions with Answers – LOTS Type:****1. What is universal adult franchise? State its basic principle.**

Answer:

1. Universal adult franchise gives every Indian citizen aged **18 years and above** the right to vote without discrimination.
2. Its basic principle is **one person, one vote, with every vote having equal value.**

2. Mention any two reasons why universal adult franchise is important in a democracy.

Answer:

1. It ensures that every eligible citizen has an **equal voice** in choosing representatives.
2. It encourages citizens to participate in deciding the **future of the nation.**

3. What is a constituency? Why is it important in an election?

Answer:

1. A constituency is an area whose voters elect a representative to a legislative body.
2. It enables voters from a defined geographical area to choose their **representative.**

4. Mention any two accessibility measures adopted to help citizens vote.

Answer:

1. Home voting and postal voting are provided to specific categories of eligible voters.
2. Braille-enabled voter cards, wheelchairs, ramps and app-based assistance help voters with disabilities.

5. What is a secret ballot? State one advantage of it.

Answer:

1. A secret ballot is a system in which no one knows whom an individual voter has voted for.
2. It protects the voter's **privacy and freedom of choice.**

6. What is NOTA? What does it allow a voter to do?

Answer:

1. NOTA stands for **“None Of The Above.”**
2. It allows voters who are dissatisfied with all candidates to **reject all of them.**

7. What is the Election Commission of India? Mention one of its responsibilities.

Answer:

1. The Election Commission of India is an **independent constitutional body** responsible for conducting free and fair elections.
2. It conducts elections to bodies and offices including the Lok Sabha, Rajya Sabha, State Legislative Assemblies, President and Vice President.

8. Mention any two important functions of the Election Commission of India.

Answer:

1. The ECI sets **election dates** and registers political parties.
2. It enforces the **Model Code of Conduct** and oversees the electoral process.

9. What are EVM and VVPAT?

Answer:

1. An **EVM (Electronic Voting Machine)** is used by voters to cast their votes electronically.
2. **VVPAT (Voter Verifiable Paper Audit Trail)** produces a physical paper record that enables voters to verify their votes.

10. What is the Model Code of Conduct? Why is it followed?

Answer:

1. The Model Code of Conduct contains **dos and don'ts** for leaders, political parties and candidates during elections.
2. It is followed to help ensure that elections are conducted **freely and fairly**.

11. Mention any two rules under the Model Code of Conduct.

Answer:

1. Government resources should not be used for election purposes, and new schemes intended to influence voters should not be announced.
2. Candidates must exercise restraint, and influencing voters through **gifts in return for votes is punishable**.

12. What is the First-Past-the-Post electoral system?

Answer:

1. Under this system, the candidate receiving the **highest number of votes** in a constituency wins.
2. A candidate can win even without receiving **50 per cent of the total votes**.

13. Distinguish between an MP and an MLA.

Answer:

1. An **MP** represents the people in the national Parliament.
2. An **MLA** represents the people in the State Legislative Assembly.

14. How is the national government formed after Lok Sabha elections?

Answer:

1. The political party or coalition that wins a **majority of Lok Sabha seats** forms the national government.
2. The leader of this majority typically becomes the **Prime Minister**.

15. How is a state government formed after Legislative Assembly elections?

Answer:

1. The party or coalition winning a **majority of seats in the State Assembly** forms the state government.
2. Its leader becomes the state's **Chief Minister**.

16. How are members of the Rajya Sabha chosen?

Answer:

1. **233 Rajya Sabha members** are elected indirectly by the elected members of the State Legislative Assemblies.
2. The **President of India nominates 12 members** to the Rajya Sabha.

17. Why is the Rajya Sabha called the Permanent House?

Answer:

1. The Rajya Sabha is called the Permanent House because **it is never dissolved**.
2. Its members have six-year terms, with **one-third retiring every two years**.

18. How is the President of India elected?**Answer:**

1. The President is elected indirectly by an **Electoral College** consisting of elected MPs and eligible elected MLAs.
2. The election follows the **single transferable vote system**.

19. How is the Vice President of India elected? Mention one other role of the Vice President.**Answer:**

1. The Vice President is elected by an Electoral College consisting of the **elected and nominated members of both Houses of Parliament**.
2. The Vice President also serves as the **Chairperson of the Rajya Sabha**.

20. Mention any two challenges faced by India's electoral system.**Answer:**

1. The **growing influence of money** in elections is an important challenge.
2. Candidates with criminal records and **voter apathy**, particularly in urban areas, are other concerns.

21. How can voter awareness strengthen democracy?**Answer:**

1. Voter awareness helps citizens make **thoughtful and responsible choices** during elections.
2. An aware and vigilant voter acts as a **strong safeguard of the democratic system**.

22. What role do media and education play in elections?**Answer:**

1. Media and education can provide voters with information and increase their **awareness about voting**.
2. They can especially help young people understand the importance of **voting wisely and responsibly**.

5.8. Two-mark questions with Answers of HOTS Type: (22 Questions)**Two-Mark Descriptive Questions with Answers – HOTS Type:****1. Why does universal adult franchise strengthen Indian democracy?****Answer:**

1. It gives every eligible adult citizen an **equal voice** in choosing representatives without discrimination.
2. It enables citizens to participate in determining their own and the nation's future.

2. Why was granting voting rights to all adults significant when India's literacy rate was low?**Answer:**

1. Restricting voting to literate people would have excluded a large section of the population from democratic participation.
2. Universal franchise reflected the Constitution makers' commitment to **political equality and participation for all**.

3. How does universal franchise make elected representatives accountable to citizens?**Answer:**

1. Citizens have the power to evaluate the performance of their elected representatives.
2. If representatives fail to meet people's expectations, voters can **vote them out in subsequent elections**.

4. Why are special voting arrangements necessary for elderly voters and persons with disabilities?

Answer:

1. Such arrangements remove physical and practical barriers that may prevent eligible citizens from voting.
2. They help ensure that **no eligible voter is left behind** in the democratic process.

5. How can technology help increase voter participation?

Answer:

1. Technology can enable voters to request facilities such as wheelchairs, ramps and other assistance.
2. Assistive technologies such as **Braille-enabled voter cards** can make elections more accessible to persons with disabilities.

6. Why is the secret ballot necessary for a free and fair election?

Answer:

1. A secret ballot keeps an individual's electoral choice **private**.
2. This privacy enables voters to make their choices freely without others knowing whom they supported.

7. How does NOTA strengthen a voter's freedom of choice?

Answer:

1. NOTA enables a voter who is dissatisfied with all candidates to **reject all the available choices**.
2. Although it does not change the result, it sends a message that voters want better candidates.

8. Why is an independent Election Commission important in a democracy?

Answer:

1. Elections must be organised and supervised impartially to protect the democratic process.
2. As an independent constitutional body, the ECI is responsible for conducting **free and fair elections**.

9. How does VVPAT make electronic voting more transparent and verifiable?

Answer:

1. VVPAT produces a **physical paper record** that allows voters to verify that their electronic votes were correctly cast.
2. The paper trail also provides a backup for verification and recounting in case of disputes or electronic-system failures.

10. Why should the ruling party not use government resources for election campaigning?

Answer:

1. Using government resources for campaigning could give the ruling party an **unfair electoral advantage**.
2. Therefore, the Model Code of Conduct restricts such use to help maintain free and fair elections.

11. Why is offering gifts to voters considered harmful to a fair election?

Answer:

1. Gifts offered in return for votes can improperly **influence voters' choices**.
2. Therefore, influencing voters through gifts in exchange for votes is punishable under election rules described in the chapter.

12. Candidate A receives 40% of the votes, Candidate B 35%, and Candidate C 25%. Can Candidate A win? Explain.

Answer:

1. Yes, Candidate A can win because **40% is the highest vote share** among the candidates.
2. Under the First-Past-the-Post system, the candidate with the most votes wins even without securing 50% of the total votes.

13. Why might political parties form a coalition after an election?

Answer:

1. Parties may work together when they need to combine their seats to obtain a **majority**.
2. A coalition with a majority of Lok Sabha seats can form the national government.

14. Why do MPs and MLAs focus on different kinds of issues?

Answer:

1. MPs represent citizens in the national Parliament and therefore deal with issues affecting the **whole country**.
2. MLAs represent constituencies in State Legislative Assemblies and primarily focus on **regional issues**.

15. Why is the election to the Rajya Sabha described as an indirect election?

Answer:

1. Citizens do not directly elect the elected members of the Rajya Sabha.
2. Instead, **elected MLAs elect 233 Rajya Sabha members**, making it an indirect election.

16. How does the retirement system of Rajya Sabha members provide continuity?

Answer:

1. The Rajya Sabha is never dissolved, and only **one-third of its members retire every two years**.
2. This allows experienced members to remain while new members enter, maintaining continuity in the House.

17. Why is the President of India elected through an Electoral College instead of directly by citizens?

Answer:

1. The Electoral College allows elected representatives from both the **national and state levels** to participate in choosing the President.
2. The chapter explains that this gives the President democratic legitimacy while representing the people's will indirectly.

18. Why are nominated members excluded from the Electoral College for the President?

Answer:

1. The Presidential Electoral College is designed so that the relevant **directly elected representatives** participate in the election.
2. This arrangement maintains democratic legitimacy because the President represents the people's will indirectly through their elected representatives.

19. How can voter apathy weaken the democratic process?

Answer:

1. Voter apathy means that a section of eligible citizens does not actively participate in elections.
2. Greater awareness and responsible participation are therefore important for maintaining the **health and future of democracy**.

20. How can education and awareness campaigns improve the quality of elections?

Answer:

1. They can help citizens understand the importance of voting and obtain information needed to evaluate electoral choices.

2. This enables voters, especially young people, to make **thoughtful and responsible decisions**.

21. Why is responsible voting as important as having the right to vote?

Answer:

1. The right to vote allows citizens to participate in choosing their representatives.
2. The chapter stresses that this right is also a **responsibility that every voter should take seriously**.

22. Why is an aware and vigilant voter considered a safeguard of democracy?

Answer:

1. An aware voter can examine information and make **thoughtful electoral choices** rather than voting without consideration.
2. Vigilant and responsible participation helps protect and strengthen the democratic system.

5.9. Three-mark questions with Answers of LOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers – LOTS Type:

1. What is universal adult franchise? Explain its main features.

Answer:

1. Universal adult franchise means that every Indian citizen aged **18 years and above** has the right to vote.
2. Voting rights are available irrespective of caste, creed, race, religion, gender, education or income.
3. Every eligible citizen has **one vote, and all votes have equal value**.

2. Explain any three reasons why universal adult franchise is important in a democracy.

Answer:

1. It ensures **equality** by giving all eligible citizens an equal right to vote without discrimination.
2. It allows people to participate in deciding the nation's future and choosing their representatives.
3. It makes elected representatives **answerable to the electorate**, as people can vote them out in elections.

3. Describe three measures taken to make voting accessible to all eligible citizens.

Answer:

1. Electoral officials travel to remote locations so that geographical barriers do not prevent people from voting.
2. Home voting and postal voting facilities are provided to specified categories of eligible voters.
3. Facilities such as **Braille-enabled voter cards, wheelchairs, ramps and app-based assistance** support voters with disabilities.

4. Explain the importance of a secret ballot in an election.

Answer:

1. A secret ballot ensures that no one knows **whom an individual voter has voted for**.
2. It protects the privacy of the voter's electoral choice.
3. It helps make the voting process **private and fair**.

5. Write any three important facts about the Election Commission of India (ECI).

Answer:

1. The ECI is an **independent constitutional body** responsible for conducting free and fair elections.
2. It was established in **1950**.

3. It conducts elections to the Lok Sabha, Rajya Sabha, State Legislative Assemblies, and the offices of the President and Vice President.

6. Mention any three important functions of the Election Commission of India.

Answer:

1. The ECI **sets the dates** for elections.
2. It registers political parties and enforces the **Model Code of Conduct**.
3. It oversees the entire electoral process to facilitate free and fair elections.

7. Describe the structure of the Election Commission's election administration at different levels.

Answer:

1. At the national level, the ECI consists of the **Chief Election Commissioner and two Election Commissioners**.
2. At the State/Union Territory level, the **Chief Electoral Officer** performs important electoral responsibilities.
3. At the district and constituency levels, officials such as the **District Election Officer, Returning Officer and Electoral Registration Officer** manage election-related work.

8. Describe three stages involved when a voter casts a vote in Lok Sabha or State Assembly elections.

Answer:

1. The first polling officer checks the voter's **name on the voter list and identity proof**.
2. The second polling officer applies ink to the finger, gives a chit and takes the voter's signature, while the third officer checks the chit and inked finger.
3. The voter presses the appropriate button on the **EVM** and checks the printed slip in the VVPAT.

9. What is VVPAT? State its importance in three points.

Answer:

1. VVPAT stands for **Voter Verifiable Paper Audit Trail**.
2. It produces a physical paper record that allows voters to verify that their electronic votes were cast correctly.
3. The paper trail provides a backup for **verification and recounting** in case of disputes or electronic-system failures.

10. Explain the Model Code of Conduct and mention two of its rules.

Answer:

1. The Model Code of Conduct contains dos and don'ts for political parties, leaders and candidates to ensure **free and fair elections**.
2. The party in government should not use government resources for election purposes or announce new schemes that may influence voters.
3. Candidates should exercise restraint, and influencing voters through **gifts in return for votes is punishable**.

11. Explain the First-Past-the-Post electoral system followed in India.

Answer:

1. India follows the **First-Past-the-Post system** for Lok Sabha and State Legislative Assembly elections.
2. Under this system, the candidate receiving the **highest number of votes** in a constituency wins.
3. A candidate can therefore win even without securing **50 per cent of the total votes**.

12. Explain how the national government is formed after Lok Sabha elections.

Answer:

1. Citizens elect representatives from the **543 Lok Sabha constituencies**.

2. The political party or coalition winning a **majority of Lok Sabha seats** forms the national government.
3. The leader of the majority party or coalition typically becomes the **Prime Minister**.

13. Distinguish between MPs and MLAs in three points.

Answer:

1. **MPs** represent citizens in the national Parliament, while **MLAs** represent citizens in State Legislative Assemblies.
2. MPs focus on issues affecting the entire country, while MLAs primarily deal with regional issues.
3. Both are chosen through similar direct electoral processes but work at **different levels of governance**.

14. Describe the composition and election of the Rajya Sabha.

Answer:

1. The Rajya Sabha has **245 members**, of whom 233 are elected by elected MLAs and 12 are nominated by the President.
2. Rajya Sabha members are chosen through an **indirect election**, using the single transferable vote system for the elected seats.
3. The number of seats allotted to different states varies according to their population.

15. Explain why the Rajya Sabha is called the Permanent House.

Answer:

1. The Rajya Sabha is called the **Permanent House** because it is **never dissolved**.
2. Each Rajya Sabha member has a term of **six years**.
3. One-third of its members retire every **two years**, and new members are elected.

16. Describe the election of the President of India.

Answer:

1. The President is not directly elected by the people but by an **Electoral College**.
2. The Electoral College includes elected MPs from both Houses of Parliament and eligible elected MLAs of the states and the Union Territories of Delhi and Puducherry.
3. The election uses the **single transferable vote system**.

17. Explain the election and role of the Vice President of India.

Answer:

1. The Vice President is elected by an Electoral College consisting of the **elected and nominated members of both Houses of Parliament**.
2. The election follows the **single transferable vote system**.
3. The Vice President serves as the **Chairperson of the Rajya Sabha** and steps in when the President cannot discharge their functions.

18. Mention three major challenges faced by India's electoral system.

Answer:

1. The **growing influence of money** in elections is an important challenge.
2. A significant proportion of candidates having **criminal records** raises concerns.
3. **Voter apathy**, particularly in urban areas, is another challenge to India's democracy.

19. Explain three ways in which voter awareness can strengthen democracy.

Answer:

1. Voter awareness provides citizens with information needed to make **thoughtful and responsible choices**.
2. Media, education and awareness campaigns can help people, especially the youth, understand the importance of voting wisely.
3. An **aware and vigilant voter** acts as a strong safeguard of the democratic system.

20. Explain why voting is both a right and a responsibility.

Answer:

1. Universal adult franchise gives every eligible citizen the **right to participate** in choosing representatives.
2. The chapter stresses that this right must also be taken **seriously as a responsibility** by every voter.
3. Voter awareness and responsible voting help strengthen and safeguard Indian democracy.

5.10. Three-mark questions with Answers of HOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers – HOTS Type:

1. India introduced universal adult franchise even when literacy levels were very low. Why was this an important democratic decision?

Answer:

1. Restricting voting to literate citizens would have excluded a large section of India's population from political participation.
2. Universal franchise ensured **political equality** by giving every eligible adult citizen an equal vote irrespective of education.
3. It reflected the Constitution makers' faith in ordinary citizens and their ability to participate in democracy.

2. How does universal adult franchise help make elected representatives accountable to the people?

Answer:

1. Universal franchise gives citizens the power to choose representatives who reflect their needs and expectations.
2. Citizens can evaluate the performance of their representatives during their term in office.
3. If representatives fail to satisfy the electorate, people can **vote them out in the next election**.

3. Suppose an elderly voter or a person with a disability cannot easily reach a polling station. How can the electoral system ensure their participation?

Answer:

1. Eligible voters in specified categories can be provided facilities such as **home voting or postal voting**.
2. Wheelchairs, ramps, Braille-enabled voter cards and app-based requests for assistance can remove accessibility barriers.
3. Such measures promote inclusive participation and help ensure that **no eligible voter is left behind**.

4. What problems could arise if voting were not conducted through a secret ballot?

Answer:

1. Other people could know which candidate an individual voter supported, reducing the voter's privacy.
2. The absence of privacy could interfere with the voter's ability to make a choice freely.
3. A secret ballot therefore helps keep voting **private and fair**.

5. A voter does not find any of the candidates suitable. How does NOTA help such a voter, and what is its democratic significance?

Answer:

1. The voter can choose **NOTA—None Of The Above** instead of selecting one of the candidates.
2. NOTA enables the voter to express dissatisfaction with all the available candidates.

- Although it does not change the election result, it sends a democratic message that voters want **better choices**.

6. Why is the independence of the Election Commission of India important for democracy?

Answer:

- Elections must be conducted without unfair influence so that citizens can freely choose their representatives.
- As an **independent constitutional body**, the ECI is responsible for conducting free and fair elections.
- Its supervision of the electoral process helps maintain confidence in democratic elections.

7. How does VVPAT improve transparency and reliability in electronic voting?

Answer:

- VVPAT produces a **physical paper record** corresponding to the electronic vote.
- It enables voters to verify that their votes have been cast correctly.
- The paper trail also provides a backup for verification and recounting in case of disputes or electronic-system failures.

8. Why would announcing new government schemes during an election campaign raise concerns about fairness?

Answer:

- Such announcements could be used by the ruling party to **influence voters** during the election period.
- They could give the party in government an advantage by using its official position or resources.
- Therefore, the Model Code of Conduct restricts such announcements to help ensure **free and fair elections**.

9. A candidate distributes household appliances to voters and asks for their support. Why is this against democratic election principles?

Answer:

- Offering gifts in return for votes attempts to influence voters through material benefits rather than free choice.
- It can undermine the fairness of the electoral process by improperly affecting voting decisions.
- The chapter states that influencing voters through **gifts in return for votes is punishable**.

10. Four candidates receive 38%, 30%, 20% and 12% of the votes respectively. Who would win under India's First-Past-the-Post system? Explain.

Answer:

- The candidate receiving **38% of the votes** would win because this is the highest vote share.
- Under the First-Past-the-Post system, the candidate receiving the most votes in the constituency is declared elected.
- The winner does not need to obtain **more than 50%** of the total votes.

11. No political party obtains a majority of Lok Sabha seats. How could a government still be formed?

Answer:

- Two or more political parties may agree to work together and form a **coalition**.
- If the coalition obtains a majority of Lok Sabha seats, it can form the national government.
- The leader of the majority coalition typically becomes the **Prime Minister**.

12. Why do MPs and MLAs need to focus on different types of public issues?**Answer:**

1. MPs represent citizens in Parliament at the **national level** and therefore focus on issues affecting the whole country.
2. MLAs represent constituencies in State Legislative Assemblies and primarily focus on **regional issues**.
3. Thus, although both are elected representatives, they work at different levels of governance.

13. Why are Rajya Sabha elections described as indirect elections? Explain with an example.**Answer:**

1. Citizens do not directly vote to elect the elected members of the Rajya Sabha.
2. Instead, **233 members are elected by elected MLAs** of the State Legislative Assemblies.
3. It is similar to class representatives electing members of a school council instead of all students directly electing them.

14. How does the system of retirement in the Rajya Sabha ensure continuity?**Answer:**

1. The Rajya Sabha is a **permanent House** and is never dissolved.
2. Each member has a six-year term, but only one-third of the members retire every two years.
3. Therefore, a substantial number of experienced members always remain while new members enter the House.

15. Why is the President of India elected indirectly through an Electoral College?**Answer:**

1. The President represents the whole country, so representatives from both the national and state levels participate in the election.
2. The Electoral College includes elected MPs and eligible elected MLAs, connecting the election indirectly with the people's democratic choices.
3. According to the chapter, this arrangement maintains **democratic legitimacy** while allowing the President to represent the people's will indirectly.

16. Why are nominated members excluded from voting in the election of the President?**Answer:**

1. The Presidential Electoral College is designed to involve the relevant **directly elected representatives**.
2. Nominated members do not receive their positions through direct election by citizens.
3. Their exclusion therefore helps maintain the democratic legitimacy of the President's indirect election.

17. How can voter apathy affect the quality of democracy?**Answer:**

1. Voter apathy means that eligible citizens may choose not to participate actively in elections.
2. Lower participation reduces the extent to which citizens exercise their democratic right and responsibility.
3. Greater voter awareness and responsible participation are therefore important for the **health and future of democracy**.

18. How can education, media and awareness campaigns strengthen India's electoral system?**Answer:**

1. They can provide voters with the information necessary to understand candidates and electoral issues.
2. They can help people, particularly young citizens, understand the importance of **voting wisely**.
3. Better-informed voters are more capable of making thoughtful and responsible democratic choices.

19. Why is the increasing influence of money in elections a challenge to democracy?

Answer:

1. Excessive influence of money can raise concerns about the fairness and health of the electoral process.
2. Attempts to influence voters through gifts or material benefits can interfere with independent electoral choices.
3. Electoral rules and vigilant voters are therefore important for protecting **free and fair elections**.

20. “Voting is not only a right but also a responsibility.” Justify the statement.

Answer:

1. Universal adult franchise gives every eligible citizen the **right to participate** in choosing representatives.
2. Citizens should use this right thoughtfully because their electoral choices influence the direction of government and democracy.
3. The chapter therefore stresses that every voter should take voting seriously and become an **aware and vigilant participant**.

5.11 Five-mark questions with Answers of LOTS Type: (10 Questions)

Five-Mark Descriptive Questions with Answers – LOTS Type:

1. Explain universal adult franchise and its importance in Indian democracy.

Answer:

1. **Universal adult franchise** means that every Indian citizen aged **18 years and above** has the right to vote.
2. This right is available irrespective of caste, creed, race, religion, gender, education, income or other differences.
3. Every eligible citizen gets **one vote, and all votes have equal value**.
4. Universal franchise allows citizens to participate in deciding the future of the country and choosing their representatives.
5. It also promotes equality, civic participation and the **accountability of elected representatives** to the electorate.

2. Describe the Election Commission of India and its major functions.

Answer:

1. The **Election Commission of India (ECI)** is an independent constitutional body established in **1950** to conduct free and fair elections.
2. It conducts elections to the Lok Sabha, Rajya Sabha, State Legislative Assemblies and the offices of the President and Vice President.
3. The ECI decides and announces **election dates**.
4. It registers political parties and enforces the **Model Code of Conduct** during elections.
5. It oversees the entire electoral process through election officials working at the national, State/UT and district levels.

3. Explain the voting process followed in Lok Sabha and State Assembly elections.

Answer:

1. At the polling station, the first polling officer checks the voter's **name on the voter list and identity proof**.
2. The second polling officer applies indelible ink to the voter's finger, gives a chit and takes the voter's signature.
3. The third polling officer takes the chit and checks the voter's inked finger.
4. The voter then presses the appropriate button on the **Electronic Voting Machine (EVM)** to cast the vote.
5. The voter can check the printed slip in the **VVPAT**, and the EVM also provides a **NOTA** option.

4. Explain the Model Code of Conduct and its important provisions.

Answer:

1. The **Model Code of Conduct (MCC)** contains dos and don'ts that leaders, political parties and candidates must follow during elections.
2. Its purpose is to help ensure that elections are conducted **freely and fairly**.
3. The party in government must not use government resources for election purposes.
4. New schemes or projects that may influence voters should not be announced during the election period.
5. Candidates are expected to exercise restraint, and influencing voters through **gifts in return for votes is punishable**.

5. Explain the election of the Lok Sabha and the formation of the national government.

Answer:

1. India is divided into **543 constituencies** for Lok Sabha elections.
2. Citizens directly elect one representative from their respective constituencies, and elected candidates are called **Members of Parliament (MPs)**.
3. India follows the **First-Past-the-Post system**, under which the candidate receiving the most votes in a constituency wins.
4. The political party or coalition winning a **majority of Lok Sabha seats** forms the national government.
5. The leader of the majority party or coalition typically becomes the **Prime Minister**.

6. Describe the composition and election of the Rajya Sabha.

Answer:

1. The Rajya Sabha has **245 members**, of whom 233 are elected and 12 are nominated by the President of India.
2. The 233 elected members are chosen indirectly by the **elected members of State Legislative Assemblies (MLAs)**.
3. Different states are allotted different numbers of Rajya Sabha seats based on their population.
4. Rajya Sabha elections use the **single transferable vote system**.
5. The Rajya Sabha is a **Permanent House**; its members have six-year terms, and one-third retire every two years.

7. Explain how the President of India is elected.

Answer:

1. The President of India is **not directly elected by the common people** but through an Electoral College.
2. The Electoral College includes elected MPs from both the **Lok Sabha and Rajya Sabha**.
3. It also includes elected MLAs of the states and the Union Territories of **Delhi and Puducherry**.
4. The Presidential election follows the **single transferable vote system**.

5. This method ensures participation of representatives of both the central and state levels and gives the President democratic legitimacy indirectly through elected representatives.

8. Describe the measures taken to ensure inclusive participation of voters in Indian elections.

Answer:

1. Election officials travel to **remote locations** so that geographical barriers do not prevent citizens from voting.
2. In 2024, specified elderly voters and persons with disabilities were provided the facility to **vote from home**.
3. Postal voting is also available to specific categories of voters.
4. **Braille-enabled voter cards** and other assistive technologies support voters with disabilities.
5. Facilities such as wheelchairs, ramps and app-based requests for assistance help ensure that **no eligible voter is left behind**.

9. Explain the election and role of the Vice President of India.

Answer:

1. The Vice President is elected by an **Electoral College** consisting of members of both Houses of Parliament.
2. Both elected and nominated members of the Lok Sabha and Rajya Sabha participate in this election.
3. The election uses the **single transferable vote system**.
4. The Vice President serves as the **Chairperson of the Rajya Sabha**.
5. When the President is unable to discharge their functions, the Vice President steps in to perform the role.

10. Explain the major challenges faced by India's electoral system and the suggested way forward.

Answer:

1. The **growing influence of money** in elections is an important challenge to India's electoral system.
2. A significant proportion of candidates having **criminal records** also raises concerns about the health of democracy.
3. **Voter apathy**, particularly in urban areas, reduces citizens' participation in elections.
4. Media, education and awareness campaigns should provide voters with information and encourage them to **vote wisely**.
5. An **aware and vigilant voter** who makes thoughtful and responsible choices is the strongest safeguard of a democratic system.

5.12 Five-mark questions with Answers of HOTS Type: (12 Questions)

Five-Mark Descriptive Questions with Answers – HOTS Type:

1. India adopted universal adult franchise despite having a low literacy rate at the time of Independence. Analyse why this was an important democratic decision.

Answer:

1. Restricting voting rights on the basis of literacy would have excluded a large section of India's population from the democratic process.
2. Universal adult franchise recognised that **political equality should not depend on education, income, gender, caste or religion**.
3. It gave ordinary citizens an equal opportunity to choose representatives and influence the future of the country.

4. It also made elected representatives accountable because citizens could replace them through subsequent elections.
5. Thus, universal franchise became a **cornerstone of Indian democracy**, promoting equality, participation and accountability.

2. Imagine that elderly persons, persons with disabilities and people living in remote areas are unable to reach polling stations. Analyse how this could affect democracy and suggest measures mentioned in the chapter.

Answer:

1. If such citizens cannot vote, the principle of **inclusive democratic participation** would not be fully realised.
2. Election officials can reach remote locations to overcome geographical barriers faced by voters.
3. Home voting and postal voting can assist specified categories of eligible voters who cannot easily reach polling stations.
4. Braille-enabled voter cards, wheelchairs, ramps and app-based assistance can make voting more accessible to persons with disabilities.
5. These measures help ensure that **no eligible voter is left behind** and make universal franchise meaningful in practice.

3. Suppose voting were conducted openly instead of through a secret ballot. Analyse the possible consequences for a democratic election.

Answer:

1. Open voting would reveal each voter's electoral choice to other people.
2. This would remove the **privacy** that the secret ballot is intended to provide.
3. Without privacy, voters may find it harder to exercise their choice freely.
4. A secret ballot ensures that no one knows whom an individual has voted for.
5. Therefore, secrecy of voting is an important feature for maintaining **free and fair electoral choice**.

4. A ruling party uses government vehicles for campaigning, announces a new scheme during elections and distributes gifts to voters. Evaluate these actions using the Model Code of Conduct.

Answer:

1. Using government resources for election campaigning violates the principle that the ruling party should not gain an **unfair official advantage**.
2. Announcing new schemes during the election period may influence voters and is restricted under the Model Code of Conduct.
3. Offering gifts in return for votes is an improper method of influencing electoral choice and is punishable.
4. The Model Code expects political parties, leaders and candidates to follow specific **dos and don'ts** during elections.
5. Therefore, the stated actions conflict with the objective of ensuring **free and fair elections**.

5. In an election, candidates A, B, C and D receive 42%, 30%, 18% and 10% of the votes respectively. Analyse the result under the First-Past-the-Post system.

Answer:

1. Candidate A receives the **highest vote share of 42%** and would therefore be declared the winner.
2. Candidate B comes second with 30%, while Candidates C and D receive smaller shares.
3. Under the First-Past-the-Post system, the candidate receiving the **most votes** wins the constituency.
4. The winning candidate does not need to receive more than 50% of the total votes.

5. Therefore, Candidate A wins despite **58% of the votes collectively going to the other candidates.**

6. No single political party wins a majority in the Lok Sabha. Explain how a government can still be formed.

Answer:

1. When no single party obtains a majority, two or more political parties may decide to **work together.**
2. Such an arrangement among political parties is called a **coalition.**
3. The parties can combine their seats to achieve a majority in the Lok Sabha.
4. If the coalition has a majority of seats, it can form the national government.
5. The leader of the majority coalition typically becomes the **Prime Minister.**

7. Analyse how EVMs and VVPAT together can make the voting process efficient as well as verifiable.

Answer:

1. An **Electronic Voting Machine (EVM)** allows a voter to cast a vote electronically by pressing the button corresponding to the chosen candidate or NOTA.
2. A **VVPAT** generates a physical paper record corresponding to the electronic vote.
3. The VVPAT allows the voter to verify that the vote has been recorded for the intended choice.
4. The paper trail also provides a backup that can be used for verification and recounting in case of disputes or electronic-system failures.
5. Thus, EVM and VVPAT together combine **electronic voting with a verifiable paper record.**

8. Why is an independent Election Commission essential for conducting democratic elections in a large country like India? Analyse.

Answer:

1. India has a very large electorate spread across hundreds of constituencies and more than a million polling stations.
2. Such a large electoral exercise requires systematic planning, coordination and supervision.
3. The **Election Commission of India**, as an independent constitutional body, is responsible for conducting free and fair elections.
4. It performs functions such as setting election dates, registering political parties, enforcing the Model Code of Conduct and overseeing the electoral process.
5. Its independent supervision therefore plays an important role in maintaining the **fairness and orderly conduct of elections.**

9. Why can voter apathy be considered a serious challenge even when citizens have universal voting rights?

Answer:

1. Universal franchise gives eligible citizens the right to vote, but this right becomes effective only when citizens **participate in elections.**
2. The chapter notes that about **34% of eligible voters did not vote in the 2024 general election.**
3. Voter apathy, particularly in urban areas, therefore remains a challenge to democratic participation.
4. Education, media and awareness campaigns can encourage citizens, especially young people, to understand the importance of voting wisely.
5. An **aware, vigilant and responsible voter** is consequently an important safeguard for the health of democracy.

10. Analyse why the President of India is elected indirectly through an Electoral College rather than directly by citizens.

Answer:

1. The President is elected through an **Electoral College** rather than by direct popular voting.
2. This Electoral College includes elected MPs from both Houses of Parliament and eligible elected MLAs of the states and the Union Territories of Delhi and Puducherry.
3. Thus, elected representatives from both the **national and state levels** participate in choosing the President.
4. Nominated members and certain other categories are excluded because the system is designed around the participation of relevant directly elected representatives.
5. According to the chapter, this arrangement gives the President **democratic legitimacy while indirectly representing the will of the people**.

11. Analyse how the structure of the Rajya Sabha provides both representation and continuity in Parliament.

Answer:

1. The Rajya Sabha contains **245 members**, with 233 elected indirectly by elected MLAs and 12 nominated by the President.
2. States receive different numbers of Rajya Sabha seats based on their population, providing representation within the federal structure.
3. Unlike the Lok Sabha, the Rajya Sabha is a **permanent House and is never dissolved**.
4. Its members serve six-year terms, with one-third retiring every two years.
5. This arrangement allows new members to enter periodically while experienced members remain, thereby providing **continuity in parliamentary functioning**.

12. “An aware and vigilant voter is the strongest safeguard of democracy.” Justify the statement.

Answer:

1. Elections become meaningful when citizens carefully consider their choices rather than merely possessing the right to vote.
2. Voters need adequate information to understand candidates, issues and the importance of electoral participation.
3. Media, education and awareness campaigns can help citizens, particularly the youth, make **thoughtful and responsible choices**.
4. Greater voter awareness can also help address challenges such as voter apathy and concerns surrounding the electoral process.
5. Therefore, the chapter identifies an **aware and vigilant voter** as the strongest safeguard for the health and future of democracy.

5.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Five-Mark Descriptive Questions with Answers – Applied Type:

1. Your school is conducting an election for the Student Council. Suggest five practices from India’s electoral system that can be applied to make the school election free and fair.

Answer:

1. The school should prepare a proper **voter list** containing the names of all students eligible to vote.
2. All candidates should be given an equal opportunity to campaign and explain their ideas to the voters.
3. Voting should be conducted through a **secret ballot** so that each student's choice remains private.

4. A neutral teacher can act as the **Election Officer** and supervise the election and counting process.
5. Votes should be counted transparently, invalid votes identified, and the candidate receiving the highest number of valid votes declared the winner.

2. An 80-year-old voter has difficulty walking, while another voter has a visual disability. Using the measures discussed in the chapter, suggest how election officials can help them participate in an election.

Answer:

1. An eligible elderly voter belonging to the specified category may be provided the facility of **home voting**.
2. Where applicable, postal voting can also enable specified categories of voters to participate without attending a regular polling station.
3. A voter with a visual disability can be assisted through **Braille-enabled voter cards and other assistive facilities**.
4. Wheelchairs and ramps can be provided to voters who have mobility difficulties.
5. These measures make elections more inclusive and help ensure that **eligible voters are not excluded because of physical barriers**.

3. During an election campaign, a minister uses government vehicles, announces a new welfare scheme and distributes gifts to voters. As an informed citizen, evaluate these actions.

Answer:

1. Using **government resources for election campaigning** is contrary to the Model Code of Conduct.
2. Announcing a new government scheme during the election period may influence voters and is restricted under the Code.
3. Giving gifts in return for votes is an improper attempt to influence voters and is **punishable**.
4. Such practices can interfere with the objective of providing a fair electoral environment to all candidates and parties.
5. Therefore, election authorities should enforce the **Model Code of Conduct** to help ensure free and fair elections.

4. In a constituency, Candidate A receives 42,000 votes, Candidate B 38,000 votes, Candidate C 15,000 votes and Candidate D 5,000 votes. Determine the winner and explain the result using the Indian electoral system.

Answer:

1. Candidate A receives the highest number of votes, with **42,000 votes**.
2. Candidate B receives 38,000 votes, while Candidates C and D receive 15,000 and 5,000 votes respectively.
3. Under the **First-Past-the-Post system**, the candidate receiving the highest number of votes wins.
4. Candidate A therefore wins even though 58,000 voters collectively voted for the other candidates.
5. This demonstrates that a candidate can win under FPTP **without receiving more than 50% of the total votes**.

5. A voter presses the button for a particular candidate on an EVM but wants to verify whether the vote has been recorded correctly. Explain how the voting system addresses this situation.

Answer:

1. The voter casts the vote by pressing the button corresponding to the chosen candidate on the **Electronic Voting Machine (EVM)**.

2. The **VVPAT** produces a paper record corresponding to the electronic vote.
3. The voter can use the VVPAT display to verify that the vote has been cast for the intended choice.
4. The VVPAT paper trail also provides a backup for verification or recounting in case of disputes or electronic-system failures.
5. Thus, the combination of EVM and VVPAT provides **electronic voting along with a verifiable paper record**.

6. After a Lok Sabha election, Party A wins 240 seats, Party B wins 170 seats, Party C wins 80 seats and other parties win 53 seats. No party has a majority. Explain how a government could be formed.

Answer:

1. The Lok Sabha has **543 elected seats**, so a single party would need more than half the seats to have a majority.
2. Party A, with 240 seats, does not by itself have a majority.
3. Party A could cooperate with Party C or other parties to form a **coalition** with a majority of seats.
4. A coalition is an arrangement in which two or more political parties agree to work together, often to form a government.
5. If such a coalition commands a majority in the Lok Sabha, its leader can typically become the **Prime Minister** and form the national government.

7. A first-time voter says, “None of the candidates deserves my vote, so I will not go to the polling station.” Using the chapter, suggest an alternative and explain its significance.

Answer:

1. The voter can still participate in the election instead of remaining absent from the polling process.
2. The voter may select **NOTA (None Of The Above)** if dissatisfied with all the candidates.
3. NOTA provides an opportunity to formally express rejection of all available candidates.
4. Although NOTA does not change the result, it communicates that some voters want **better candidates**.
5. By participating, the citizen also exercises the democratic right and responsibility associated with voting.

8. Suppose only educated and wealthy citizens were allowed to vote in an election. Apply the principle of universal adult franchise to explain why this would be undemocratic.

Answer:

1. Universal adult franchise gives every eligible Indian citizen aged **18 years and above** the right to vote.
2. Voting rights cannot be restricted merely on the basis of **education or income**.
3. Allowing only educated and wealthy people to vote would deny political equality to other eligible citizens.
4. It would also prevent large sections of society from having a voice in choosing their representatives and determining their future.
5. Therefore, such a restriction would violate the democratic principles of **equality, inclusion and universal franchise**.

9. A city records very low voter turnout even though polling stations and voting facilities are easily available. Suggest five measures based on the chapter to improve participation.

Answer:

1. Schools and educational institutions can create awareness about the **importance of voting** and democratic participation.

2. Media can provide useful information to help citizens understand electoral issues and choices.
3. Awareness campaigns can remind eligible citizens that voting is both a **right and a responsibility**.
4. Young voters can be encouraged to become informed and make thoughtful electoral decisions.
5. Developing **aware and vigilant voters** can help reduce voter apathy and strengthen democratic participation.

10. Imagine you are appointed as an election officer for a mock election in your school. Prepare a five-step plan to conduct the election fairly.

Answer:

1. First, prepare the list of **eligible student voters** and announce the candidates contesting the election.
2. Allow candidates to campaign and present their promises or ideas under common rules.
3. Arrange a **secret-ballot system** so that each student's choice remains confidential.
4. Supervise voting carefully, separate valid and invalid votes, and count the valid votes transparently.
5. Declare the candidate with the **highest number of valid votes** as the winner and communicate the result clearly to all students.

5.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Type Multiple Choice Questions with Answers:

The following questions include **conceptual, analytical, application-based and reasoning-oriented MCQs** based on the uploaded chapter.

1. Which statement best describes universal adult franchise in India?

- A. Only educated citizens can vote
- B. Every citizen above 21 years can vote
- C. Every eligible citizen aged 18 years and above can vote without discrimination
- D. Only taxpayers can vote

Answer: C. Every eligible citizen aged 18 years and above can vote without discrimination

2. The principle “one person, one vote” primarily reflects which democratic value?

- A. Economic equality
- B. Political equality
- C. Judicial independence
- D. Administrative efficiency

Answer: B. Political equality

3. India's voting age was reduced from 21 years to 18 years in:

- A. 1950
- B. 1962
- C. 1988
- D. 1991

Answer: C. 1988

4. Which of the following is necessary for an eligible citizen to exercise the right to vote?

- A. Membership in a political party
- B. Registration as a voter
- C. University education
- D. Payment of income tax

Answer: B. Registration as a voter

5. Which situation best demonstrates the principle of universal franchise?

- A. Giving additional votes to educated citizens
- B. Allowing only property owners to vote
- C. Giving all eligible adult citizens an equal right to vote
- D. Giving government employees two votes

Answer: C. Giving all eligible adult citizens an equal right to vote

6. Approximately how many people were eligible to vote in India's 2024 general election?

- A. 96.8 million
- B. 543 million
- C. 968 million
- D. 1.3 billion

Answer: C. 968 million

7. Which of the following combinations correctly represents measures for making elections accessible?

- A. Home voting, Braille-enabled voter cards, ramps
- B. Compulsory online voting, literacy tests, postal tax
- C. Property verification, income certificates, ramps
- D. Party membership cards, online campaigning, Braille textbooks

Answer: A. Home voting, Braille-enabled voter cards, ramps

8. Why is a secret ballot important in an election?

- A. It prevents candidates from campaigning
- B. It keeps the voter's electoral choice private
- C. It allows voters to cast several votes
- D. It eliminates the need for voter registration

Answer: B. It keeps the voter's electoral choice private

9. In the school election described in the chapter, 33 votes were cast and one vote was unmarked. How many valid votes remained?

- A. 30
- B. 31
- C. 32
- D. 33

Answer: C. 32

10. In the school election, Gurmat received 12 votes, Ravi received 10 and Ahmed received 8. Why was Gurmat declared the winner?

- A. She received more than 50% of the votes
- B. She was selected by the teacher
- C. She received the highest number of votes
- D. She campaigned for the longest time

Answer: C. She received the highest number of votes

11. A voter dislikes every candidate contesting in a constituency but still wants to participate in the election. Which option is most appropriate?

- A. VVPAT
- B. NOTA
- C. MCC
- D. Postal ballot only

Answer: B. NOTA

12. Which statement about NOTA is correct according to the chapter?

- A. It automatically cancels the election
- B. It means "None Of The Above"

- C. It gives the voter an additional vote
- D. It is available only in Rajya Sabha elections

Answer: B. It means “None Of The Above”

13. Which institution is an independent constitutional body responsible for conducting major elections in India?

- A. Parliament
- B. Supreme Court
- C. Election Commission of India
- D. Union Public Service Commission

Answer: C. Election Commission of India

14. Which of the following is NOT a function mentioned for the Election Commission of India?

- A. Setting election dates
- B. Registering political parties
- C. Enforcing the Model Code of Conduct
- D. Selecting the Prime Minister directly

Answer: D. Selecting the Prime Minister directly

15. Which election official is primarily responsible for managing the voter list?

- A. Returning Officer
- B. Electoral Registration Officer
- C. Chief Justice
- D. Presiding Minister

Answer: B. Electoral Registration Officer

16. What is the primary purpose of VVPAT?

- A. To register political parties
- B. To announce election results
- C. To provide a paper record for verifying an electronic vote
- D. To identify candidates with criminal records

Answer: C. To provide a paper record for verifying an electronic vote

17. Which of the following would most clearly violate the Model Code of Conduct as described in the chapter?

- A. A candidate presenting an election manifesto
- B. A voter asking questions about candidates
- C. A ruling party using government resources for campaigning
- D. An election officer checking the voter list

Answer: C. A ruling party using government resources for campaigning

18. Candidate P receives 37% of votes, Q receives 33%, R receives 20%, and S receives 10%. Who wins under the First-Past-the-Post system?

- A. P
- B. Q
- C. R
- D. No one, because nobody obtained 50%

Answer: A. P

Explanation: The candidate receiving the **highest number of votes** wins even without securing 50%.

19. Which statement correctly distinguishes an MP from an MLA?

- A. An MP represents a constituency in Parliament, while an MLA represents a constituency in the State Legislative Assembly
- B. An MLA works only in local government
- C. MPs are nominated while MLAs are always elected indirectly

D. There is no difference between them

Answer: A. An MP represents a constituency in Parliament, while an MLA represents a constituency in the State Legislative Assembly

20. If no single political party has a majority in the Lok Sabha, which arrangement can enable a government to be formed?

- A. Referendum
- B. Coalition
- C. Secret ballot
- D. NOTA

Answer: B. Coalition

21. Which combination correctly describes the Rajya Sabha?

- A. 543 members; directly elected; dissolved every five years
- B. 245 members; includes elected and nominated members; permanent House
- C. 245 members; all directly elected by citizens
- D. 543 members; all nominated by the President

Answer: B. 245 members; includes elected and nominated members; permanent House

22. How many members of the Rajya Sabha are nominated by the President?

- A. 10
- B. 12
- C. 47
- D. 84

Answer: B. 12

23. Why is the Rajya Sabha called a Permanent House?

- A. Its members are appointed for life
- B. It is never dissolved
- C. Elections are never conducted for it
- D. All its members are nominated

Answer: B. It is never dissolved

24. Which statement about Rajya Sabha members is correct?

- A. All members retire every five years
- B. Members serve six-year terms, with one-third retiring every two years
- C. Members serve for life
- D. Half the members retire every year

Answer: B. Members serve six-year terms, with one-third retiring every two years

25. Which of the following participates in the Electoral College for electing the President of India?

- A. All registered voters
- B. Only members of the Lok Sabha
- C. Elected MPs and eligible elected MLAs
- D. Only Chief Ministers

Answer: C. Elected MPs and eligible elected MLAs

26. Which person does NOT participate in the Presidential Electoral College according to the chapter?

- A. An elected Lok Sabha MP
- B. An elected Rajya Sabha MP
- C. An eligible elected MLA
- D. A nominated Rajya Sabha member

Answer: D. A nominated Rajya Sabha member

27. Which statement correctly describes the election of the Vice President of India?

- A. The Vice President is directly elected by citizens

- B. Only elected MLAs vote
- C. Elected and nominated members of both Houses of Parliament participate
- D. Only Rajya Sabha members participate

Answer: C. Elected and nominated members of both Houses of Parliament participate

28. The Vice President of India also serves as the:

- A. Speaker of the Lok Sabha
- B. Chairperson of the Rajya Sabha
- C. Chief Election Commissioner
- D. Chief Minister of Delhi

Answer: B. Chairperson of the Rajya Sabha

29. Which of the following represents a major electoral challenge discussed in the chapter?

- A. Too many polling stations
- B. Growing influence of money in elections
- C. Universal adult franchise
- D. Use of secret ballots

Answer: B. Growing influence of money in elections

30. About 34% of eligible voters did not vote in the 2024 general election. Which democratic challenge does this fact most directly highlight?

- A. Coalition government
- B. Voter non-participation or apathy
- C. Indirect elections
- D. Bicameralism

Answer: B. Voter non-participation or apathy

31. Consider the following statements:

- I. Lok Sabha members are directly elected by voters.
- II. The elected members of the Rajya Sabha are elected indirectly.
- III. The President is directly elected by all Indian citizens.

Which option is correct?

- A. I only
- B. I and II only
- C. II and III only
- D. I, II and III

Answer: B. I and II only

32. Which sequence correctly represents the voting process described in the chapter?

- A. Ink → voter-list check → EVM → identity check
- B. Identity/voter-list check → ink and signature → chit verification → EVM/VVPAT
- C. EVM → identity check → ink → voter list
- D. VVPAT → EVM → voter registration → ink

Answer: B. Identity/voter-list check → ink and signature → chit verification → EVM/VVPAT

33. Consider the following pairs:

1. EVM — Electronic casting of votes
2. VVPAT — Verifiable paper record
3. NOTA — Rejection of all listed candidates
4. MCC — Rules governing conduct during elections

Which pairs are correctly matched?

- A. 1 and 2 only
- B. 2 and 3 only
- C. 1, 2 and 4 only

D. 1, 2, 3 and 4

Answer: D. 1, 2, 3 and 4

34. Which situation best demonstrates an “aware and vigilant voter”?

- A. Voting without knowing anything about the candidates
- B. Accepting gifts before deciding whom to vote for
- C. Examining available information and making a thoughtful electoral choice
- D. Avoiding every election despite being eligible

Answer: C. Examining available information and making a thoughtful electoral choice

35. Which combination would most effectively strengthen democratic elections according to the chapter?

- A. Voter apathy + money influence + low awareness
- B. Secret ballot + voter awareness + responsible participation
- C. Gifts for votes + government campaigning + voter apathy
- D. Restricting voting + open ballots + low participation

Answer: B. Secret ballot + voter awareness + responsible participation

5.15 Best Practices Opportunity List from the Chapter: (12 Ideas)

“Best Practices” Opportunities for Teaching:

The following best practices can make the chapter **participatory, experiential, competency-based and connected to real democratic processes.**

No.	Best Practice	Suggested Classroom Implementation
1	Conduct a Mock Election	Organise a classroom election with candidates, campaigning, a voter list, secret ballot, polling officers, vote counting and declaration of results. Students can experience the electoral process described through the school-election example in the chapter.
2	Create a Model Polling Station	Set up a simulated polling booth and assign students the roles of polling officers and voters. Demonstrate the sequence of identity verification, indelible ink, voter confirmation, voting and VVPAT verification.
3	Role-Play Election Officials	Assign roles such as Chief Election Commissioner, Chief Electoral Officer, District Election Officer, Returning Officer and Electoral Registration Officer . Each student can explain the responsibilities associated with the assigned role.
4	Demonstrate EVM, VVPAT and NOTA	Use a cardboard/digital model of an EVM and VVPAT to demonstrate voting. Include a NOTA option and discuss why a voter might choose it.
5	Use Election Result Data for Problem-Solving	Give students hypothetical vote totals and ask them to identify the winner using the First-Past-the-Post system . Include situations where the winning candidate receives less than 50% to strengthen conceptual understanding.
6	Model Code of Conduct Case Analysis	Present situations such as distribution of gifts, use of government resources, announcement of schemes during elections or abusive campaign language. Students should identify whether each situation follows or violates the Model Code of Conduct and justify their answers.

No.	Best Practice	Suggested Classroom Implementation
7	Direct vs. Indirect Election Comparison Activity	Ask students to prepare a comparison chart showing how the Lok Sabha, Rajya Sabha, President and Vice President are elected. This helps students distinguish direct and indirect electoral processes.
8	Inclusive Election Design Challenge	Give groups the task of designing a polling station accessible to elderly voters, persons with disabilities and voters in difficult circumstances. Students can incorporate home voting, postal voting, Braille facilities, ramps and wheelchairs discussed in the chapter.
9	Voter Awareness Campaign	Students can prepare posters, slogans, speeches or classroom displays on themes such as “Every Vote Matters,” “Voting: A Right and Responsibility,” and “Be an Aware and Vigilant Voter.” This reinforces the chapter's emphasis on responsible electoral participation.
10	Think–Pair–Share on Electoral Challenges	Give students issues such as money power, candidates with criminal records and voter apathy. Students first think individually, discuss with a partner and then suggest possible awareness-based responses to the class.
11	Election Data Interpretation	Use chapter statistics such as 968 million eligible voters, 543 Lok Sabha constituencies and more than one million polling stations to develop data-reading and interpretation skills. Students can discuss the scale and complexity of conducting elections in India.
12	Exit Ticket for Formative Assessment	At the end of the lesson, ask each student to write one concept learned, one feature of a free and fair election, and one responsibility of a voter. This provides quick feedback on students' understanding of universal franchise, elections and responsible citizenship.

Recommended Best-Practice Combination:

For **Grade 8**, an especially effective sequence would be **Concept Map → Mock Election → Model Polling Station → MCC Case Analysis → Election Result Calculation → Voter Awareness Campaign → Exit Ticket.** This combines conceptual learning with **experiential learning, collaborative learning, critical thinking, civic responsibility and formative assessment.**

5.16 Innovations Opportunity List from the Chapter: (15 Ideas)

“Innovations” Opportunities in Teaching–Learning for 8th Standard:

Here are innovative activities that can make the chapter **interactive, technology-enabled, experiential and competency-oriented.**

No.	Innovative Idea	Suggested Teaching–Learning Activity
1	Digital Mock Election – “My Classroom, My Democracy”	Create a digital classroom election in which students register as voters, examine candidate profiles, campaign and cast secret votes using a simple digital form or simulated EVM. Compare the experience with the chapter’s school-election activity and discuss secrecy, valid votes and declaration of results.

No.	Innovative Idea	Suggested Teaching–Learning Activity
2	Build a Working EVM–VVPAT Model	Students can design a low-cost model of an EVM and VVPAT using cardboard, buttons, paper slips or simple electronic components. They can demonstrate how a voter selects a candidate and how VVPAT provides a verifiable paper record.
3	Gamified “Election Commissioner Challenge”	Create a classroom game in which teams act as election officials and solve situations involving voter lists, polling arrangements, accessibility, campaigning and election rules. Points can be awarded for decisions that support a free and fair electoral process .
4	AR/Virtual Polling Booth Experience	Using available digital presentation or virtual-tour tools, create a simulated polling station where students move through the stages of voter verification, indelible ink, polling-officer checks, EVM voting and VVPAT verification. This converts the voting procedure into an immersive learning experience.
5	Election Data Analytics Lab	Give students chapter data such as 968 million eligible voters, 543 Lok Sabha constituencies and more than one million polling stations and ask them to create graphs, infographics or data cards. This integrates Social Science with Mathematics and data literacy while helping students appreciate the enormous scale of Indian elections.
6	“MCC Detective” Case Game	Present fictional campaign situations involving gifts, government resources, abusive language, cash distribution or government officials campaigning. Students become “Election Detectives” and classify each situation as acceptable or a violation based on the Model Code of Conduct examples in the chapter.
7	Design an Inclusive Polling Station – STEM Challenge	Teams design a miniature accessible polling station for elderly voters and persons with disabilities. Their model should incorporate features such as ramps, wheelchairs, Braille assistance and suitable arrangements inspired by the accessibility measures described in the chapter.
8	FPTP Election Simulator	Give teams different hypothetical vote distributions and ask them to predict winners under the First-Past-the-Post system . Include cases where the winning candidate gets less than 50% so students discover through simulation that the highest vote-getter can win without an absolute majority.
9	Direct vs. Indirect Election Human Network	Students physically represent citizens, MLAs, MPs, Rajya Sabha members, the President and Vice President. Using strings or arrows between students, construct a “human electoral network” to visually demonstrate the differences between direct and indirect elections .
10	NOTA – Decision-Making Scenario	Present fictional candidate profiles with different strengths and weaknesses and ask students to decide whether to select a candidate or choose NOTA in a mock election. Follow this with discussion about informed choice, dissatisfaction with candidates and responsible participation.

No.	Innovative Idea	Suggested Teaching–Learning Activity
11	Student Election Newsroom	Create a classroom “Election Newsroom” where groups act as reporters, data analysts and election correspondents. They can prepare short bulletins explaining voter participation, ECI functions, election results, electoral challenges and voter responsibilities, while distinguishing factual reporting from campaigning.
12	“Democracy Escape Room” Quiz	Design a sequence of puzzles where students unlock the next stage by solving questions on universal franchise, constituency, ECI, EVM, VVPAT, NOTA, MCC, FPTP, Rajya Sabha and Presidential elections . This can turn chapter revision into collaborative problem-solving.
13	Voter Turnout Problem-Solving Lab	Using the chapter's observation that about 34% of eligible voters did not vote in the 2024 general election , ask student teams to design creative strategies for increasing participation. They can develop posters, short videos, slogans or awareness plans aimed at first-time and urban voters.
14	Create a “Young Voter Awareness” Digital Campaign	Students can prepare QR-linked posters, digital presentations, short animations or infographics around messages such as “Every Vote Matters” and “Be an Aware and Vigilant Voter.” The activity reinforces the chapter's emphasis on awareness, thoughtful choices and responsible voting.
15	Student-Created Electoral Board Game	Groups can design a board game in which players progress from voter registration → campaigning → polling booth → EVM/VVPAT → counting → government formation . Challenge cards can include MCC violations, accessibility requirements, NOTA, coalition formation and voter-awareness situations, turning revision into peer-designed learning.

Suggested Innovation Model:

For this chapter, a particularly effective sequence would be:

Digital Mock Election → EVM–VVPAT Model → MCC Detective Game → FPTP Simulator → Inclusive Polling Station Design → Election Data Analytics → Young Voter Awareness Campaign.

This approach can integrate **experiential learning, gamification, digital literacy, mathematical reasoning, collaborative learning, creativity, critical thinking and responsible citizenship** while remaining closely connected to the concepts presented in the chapter.

5.17: Practicing Questions/Question Bank :

A. Fill in the Blanks:

- The right of every eligible adult citizen to vote is called _____.
Answer: Universal adult franchise
- In India, a citizen becomes eligible to vote at the age of _____ years.
Answer: 18
- India has _____ Lok Sabha constituencies.
Answer: 543

4. An area whose voters elect a representative is called a _____.
Answer: Constituency
5. The independent constitutional body responsible for conducting major elections in India is the _____.
Answer: Election Commission of India
6. _____ stands for None Of The Above.
Answer: NOTA
7. The paper record associated with an electronic vote is provided through _____.
Answer: VVPAT
8. The rules governing the conduct of parties and candidates during elections are called the _____.
Answer: Model Code of Conduct
9. India follows the _____ system for Lok Sabha and State Assembly elections.
Answer: First-Past-the-Post
10. The Rajya Sabha is known as a _____ **House** because it is never dissolved.
Answer: Permanent
11. The President nominates _____ members to the Rajya Sabha.
Answer: 12
12. The Vice President of India is the Chairperson of the _____.
Answer: Rajya Sabha
13. The voting age in India was reduced from 21 to 18 years in _____.
Answer: 1988
14. The ECI was established in the year _____.
Answer: 1950
15. An arrangement in which two or more political parties work together is called a _____.
Answer: Coalition

These concepts and facts are directly covered in the chapter.

B. One-Mark Descriptive Questions:

1. What is universal adult franchise?

Answer: Universal adult franchise is the right of every eligible Indian citizen aged 18 years and above to vote without discrimination.

2. What is a constituency?

Answer: A constituency is a geographical area whose voters elect a representative to a legislative body.

3. What is a secret ballot?

Answer: A secret ballot is a voting system in which an individual's electoral choice remains private.

4. What does NOTA mean?

Answer: NOTA means **None Of The Above** and allows voters to reject all the listed candidates.

5. What is an EVM?

Answer: An EVM is an **Electronic Voting Machine** used to cast votes electronically.

6. What is the purpose of VVPAT?

Answer: VVPAT provides a physical paper record that allows verification of an electronic vote.

7. What is the Model Code of Conduct?

Answer: It is a set of dos and don'ts that political parties, leaders and candidates must follow during elections.

8. Who is an MP?

Answer: An MP is a Member of Parliament who represents people at the national level.

9. Who is an MLA?

Answer: An MLA is a Member of the Legislative Assembly who represents people at the state level.

10. What is a coalition?

Answer: A coalition is an arrangement in which two or more political parties agree to work together.

11. Who conducts local body elections?

Answer: Local body elections are managed by the **State Election Commissions**.

12. Why is the Rajya Sabha called a Permanent House?

Answer: The Rajya Sabha is called a Permanent House because it is never dissolved.

Relevant chapter coverage:

C. Two-Mark Descriptive Questions:**1. State two features of universal adult franchise.**

Answer:

1. Every eligible Indian citizen aged **18 years and above** has the right to vote.
2. Every eligible voter has one vote of equal value without discrimination.

2. Give two reasons why voting is important in a democracy.

Answer:

1. Voting enables citizens to participate in choosing their representatives.
2. It makes elected representatives accountable to the electorate.

3. Mention two measures that make elections accessible to persons with disabilities.

Answer:

1. Braille-enabled voter cards assist voters with visual disabilities.
2. Wheelchairs and ramps improve physical accessibility at polling stations.

4. State two functions of the Election Commission of India.

Answer:

1. It sets election dates and registers political parties.
2. It enforces the Model Code of Conduct and oversees the electoral process.

5. How does VVPAT support the voting process?

Answer:

1. VVPAT produces a paper record corresponding to an electronic vote.
2. It provides a backup for verification and recounting when required.

6. Distinguish between an MP and an MLA.

Answer:

1. An MP represents people in the national Parliament.
2. An MLA represents people in a State Legislative Assembly.

7. What is the First-Past-the-Post system?

Answer:

1. Under FPTP, the candidate receiving the highest number of votes wins.
2. The winner does not necessarily need more than 50% of the total votes.

8. Mention two challenges faced by India's electoral system.

Answer:

1. The growing influence of money in elections is a major challenge.
2. Candidates with criminal records and voter apathy are also concerns.

D. Three-Mark Descriptive Questions:**1. Explain three ways in which universal franchise strengthens democracy.**

Answer:

1. It provides **political equality** by giving eligible citizens an equal right to vote.
2. It enables citizens to participate in choosing their representatives.
3. It promotes accountability because citizens can vote representatives out in later elections.

2. Explain three important responsibilities of the Election Commission of India.

Answer:

1. It decides and announces election dates.
2. It registers political parties and enforces the Model Code of Conduct.
3. It oversees the electoral process to facilitate free and fair elections.

3. Describe three important steps involved in casting a vote.

Answer:

1. The voter's name and identity are checked by the polling officials.
2. Indelible ink is applied and the required voter formalities are completed.
3. The voter casts the vote on the EVM and can verify the choice through VVPAT.

4. Explain the composition of the Rajya Sabha in three points.

Answer:

1. The Rajya Sabha has **245 members**.
2. Of these, **233 are elected by elected MLAs**.
3. The remaining **12 members are nominated by the President**.

5. Explain three features of the Rajya Sabha.

Answer:

1. The Rajya Sabha is a Permanent House and is never dissolved.
2. Its members have a term of six years.
3. One-third of its members retire every two years.

6. Explain three important rules associated with the Model Code of Conduct.

Answer:

1. Government resources should not be used for election campaigning.
2. New schemes intended to influence voters should not be announced during the election period.
3. Influencing voters through gifts in return for votes is punishable.

7. How can voter awareness strengthen Indian democracy?

Answer:

1. Awareness helps citizens make thoughtful electoral choices.
2. Education, media and campaigns can encourage people, especially youth, to vote wisely.
3. An aware and vigilant voter acts as an important safeguard of democracy.

E. Five-Mark Descriptive Questions:

1. Explain universal adult franchise and discuss its significance in Indian democracy.

Answer:

1. Universal adult franchise gives every eligible Indian citizen aged **18 years and above** the right to vote.
2. It does not discriminate on the basis of caste, creed, religion, gender, education or income.
3. It establishes political equality through the principle of one person, one vote of equal value.
4. It enables citizens to participate in choosing representatives and determining the nation's future.
5. It also strengthens accountability because citizens can replace representatives through elections.

2. Explain how the Election Commission helps conduct free and fair elections in India.

Answer:

1. The ECI is an **independent constitutional body** responsible for conducting major elections.
2. It determines election dates and organises the electoral process.

3. It registers political parties.
4. It implements the Model Code of Conduct during elections.
5. Through its officials at different administrative levels, it oversees the conduct of elections across the country.

3. Describe the complete voting process at a polling station.

Answer:

1. The first polling officer verifies the voter's name on the electoral roll and checks identity.
2. The second officer applies indelible ink, gives a chit and takes the voter's signature.
3. The third officer verifies the chit and checks the inked finger.
4. The voter presses the appropriate candidate or NOTA button on the EVM.
5. The VVPAT allows the voter to verify the electronic choice through its corresponding paper record.

4. Explain the First-Past-the-Post system and the formation of the national government.

Answer:

1. India follows the First-Past-the-Post system for Lok Sabha elections.
2. The candidate receiving the highest number of votes in a constituency wins.
3. A candidate can win without obtaining more than 50% of the total votes.
4. The party or coalition obtaining a majority of Lok Sabha seats forms the national government.
5. The leader of the majority party or coalition typically becomes the **Prime Minister**.

5. Explain the composition, election and continuity of the Rajya Sabha.

Answer:

1. The Rajya Sabha consists of **245 members**.
2. Of these, 233 are indirectly elected by elected MLAs and 12 are nominated by the President.
3. The elected members are chosen using the **single transferable vote system**.
4. Rajya Sabha members serve six-year terms.
5. Since one-third retire every two years and the House is never dissolved, the Rajya Sabha provides continuity in Parliament.

6. Discuss five major concerns and responses related to strengthening India's electoral democracy.

Answer:

1. The growing influence of **money in elections** is identified as an important challenge.
2. The presence of candidates with criminal records also raises concerns.
3. Voter apathy, particularly in urban areas, affects democratic participation.
4. Education, media and voter-awareness campaigns can encourage citizens to become informed and vote wisely.

5. Ultimately, an **aware, vigilant and responsible voter** is a strong safeguard for democracy.



8th Standard Social Science Book Part 1 Chapter 6

Chapter 6: The Parliamentary System: Legislature and Executive

6.1 Summary of the Chapter:

Summary – Key Points:

- (1) **India is a Parliamentary Democracy:** India follows a parliamentary system in which citizens elect representatives, and the government functions with the consent of the people. **Universal Adult Franchise** gives every eligible adult citizen the right to vote irrespective of social or economic background, gender, race, or religion.
- (2) **Composition of Parliament:** The Indian Parliament consists of the **President, Lok Sabha (House of the People), and Rajya Sabha (Council of States)**. Since it has two Houses, India follows a **bicameral legislature** at the Union level.
- (3) **Lok Sabha and Rajya Sabha:** Members of the **Lok Sabha are directly elected by the people**, while members of the **Rajya Sabha are elected indirectly**. Representation in both Houses is linked to the population of the states.
- (4) **Importance of Federalism:** The Rajya Sabha represents the states and strengthens India's **federal structure**. Federalism distributes governmental power among the **Centre, States and local governments**, helping balance national unity with local interests.
- (5) **Major Functions of Parliament:** Parliament performs four important functions—**constitutional functions, lawmaking, executive accountability and financial accountability**. It also upholds constitutional values such as democracy, federalism, Fundamental Rights and the separation of powers.
- (6) **Lawmaking Process:** A proposed law begins as a **Bill**. It is introduced and discussed in Parliament, may be examined by a Standing Committee, undergoes clause-by-clause consideration and voting, passes through the other House, receives **Presidential assent**, and is notified before becoming law.
- (7) **Executive Accountability:** The **Prime Minister and Council of Ministers** implement laws and manage the day-to-day functioning of the government. They are accountable to the Lok Sabha through mechanisms such as **Question Hour and Parliamentary Committees**, where ministers must explain their decisions and actions.
- (8) **Financial Accountability:** Parliament controls public finances by **approving and monitoring government expenditure through the annual budget** and examining how funds are distributed among different ministries.
- (9) **President, Prime Minister and Council of Ministers:** The **President is the Head of State and nominal head of the Executive**, while the **Prime Minister is the de facto executive authority**. The Prime Minister leads the Council of Ministers, advises the President, coordinates ministries and helps shape national policies.
- (10) **Legislature and Executive:** The **Legislature primarily makes laws and oversees the Executive**, whereas the **Executive implements and enforces those laws**. Though their functions differ, they work closely together within India's parliamentary system.
- (11) **Judiciary and Checks and Balances:** The **Judiciary interprets laws, resolves disputes and safeguards Fundamental Rights**. It acts as the custodian of the Constitution and checks the Legislature and Executive, creating a system of **separation of powers and checks and balances** so that no organ becomes too powerful.
- (12) **State Legislatures and Citizen Participation:** States have their own legislatures and executives. State legislatures may be **unicameral or bicameral**, and MLAs make laws on subjects in the **State List and Concurrent List**.

The chapter concludes that informed and active citizens strengthen democracy by participating in discussions, questioning representatives and engaging constructively with governance.

6.2 Important Formulas:

Important Formulas / Quantitative Relationships

This chapter is mainly **conceptual and descriptive**, dealing with Parliament, Legislature, Executive, Judiciary, lawmaking and federalism. Therefore, **no specific mathematical formulas are prescribed in the uploaded chapter**. However, the chapter contains numerical information about parliamentary **productivity, sessions, sittings, representation and terms of office**, from which the following basic quantitative relationships can be useful.

No.	Quantitative Concept	Formula / Relationship
1	Parliamentary Productivity (%)	$\text{Productivity} = (\text{Actual hours worked} \div \text{Scheduled hours}) \times 100$
2	Actual Hours Worked	$\text{Actual Hours} = (\text{Productivity \%} \times \text{Scheduled Hours}) \div 100$
3	Scheduled Hours	$\text{Scheduled Hours} = (\text{Actual Hours} \times 100) \div \text{Productivity \%}$
4	Average Sittings per Session	$\text{Total Number of Sittings} \div \text{Total Number of Sessions}$
5	Average Working Hours per Sitting	$\text{Total Working Hours} \div \text{Number of Sittings}$
6	Estimated Total Sitting Hours	$\text{Number of Sittings} \times \text{Average Hours per Sitting}$
7	Percentage Decline in Productivity	$[(\text{Old Productivity} - \text{New Productivity}) \div \text{Old Productivity}] \times 100$
8	Decrease in Number of Sittings	$\text{Earlier Sittings} - \text{Later Sittings}$
9	Percentage Decrease in Sittings	$[(\text{Earlier Sittings} - \text{Later Sittings}) \div \text{Earlier Sittings}] \times 100$
10	Average Sittings per Year	$\text{Total Sittings} \div \text{Number of Years}$
11	Percentage Representation	$(\text{Number of Representatives in a Category} \div \text{Total Representatives}) \times 100$
12	Simple Proportional Representation Calculation	$\text{State's Share} = (\text{State Population} \div \text{Total Population}) \times \text{Total Seats}$, when a hypothetical problem supplies the required data

Key Numerical Facts Useful for Problems:

The chapter states that Parliament typically has **three sessions a year—Budget, Monsoon and Winter Sessions—and usually sits for about 6 hours a day during a session**. It also explains that parliamentary productivity is measured by comparing the number of hours a House actually functions with the time for which it was scheduled.

The chapter provides data suitable for calculations: the **1st Lok Sabha had 14 sessions and 677 sittings**, the **2nd had 16 sessions and 567 sittings**, the **10th had 16 sessions and 423 sittings**, and the **13th had 14 sessions and 356 sittings**. These figures can be used for questions involving **averages, differences, ratios, percentages and percentage decline**.

6.3 Fill-Up the Blank LOTS type questions with Answers: (20 Questions)**Fill-in-the-Blank Questions with Answers – LOTS Type:**

1. India follows a _____ system of democracy.
Answer: Parliamentary
2. The right of all eligible adult citizens to vote is known as _____.
Answer: Universal Adult Franchise
3. The supreme legislative body of India is the _____.
Answer: Parliament
4. The Indian Parliament consists of the President and _____ Houses.
Answer: Two
5. The two Houses of Parliament are the Lok Sabha and the _____.
Answer: Rajya Sabha
6. The Lok Sabha is also known as the House of the _____.
Answer: People
7. The Rajya Sabha is also known as the Council of _____.
Answer: States
8. A legislature consisting of two Houses is called a _____ legislature.
Answer: Bicameral
9. Members of the Lok Sabha are _____ elected by the people.
Answer: Directly
10. The presiding officer of the Lok Sabha is called the _____.
Answer: Speaker
11. The _____ of India acts as the Chairperson of the Rajya Sabha.
Answer: Vice President
12. A draft of a proposed law is called a _____.
Answer: Bill
13. A law is generally brought into force through an instrument called an _____.
Answer: Act
14. A permanent committee consisting of MPs that scrutinises government activities is called a _____ Committee.
Answer: Standing
15. A Money Bill can be introduced only in the _____.
Answer: Lok Sabha
16. The Prime Minister and Council of Ministers are collectively responsible to the _____.
Answer: Lok Sabha
17. The _____ is the Head of State and nominal head of the Executive.
Answer: President
18. The _____ is the de facto executive authority in India's parliamentary system.
Answer: Prime Minister
19. The branch of government responsible for interpreting and applying laws is the _____.
Answer: Judiciary
20. Members of a State Legislative Assembly are known as _____.
Answer: MLAs (Members of Legislative Assembly)

These questions cover the chapter's basic recall-level concepts, including the composition of Parliament, legislative and executive roles, lawmaking, and state legislatures.

6.4 Fill-Up the Blank HOTS type questions with Answers: (25 Questions)**Fill-in-the-Blank Questions with Answers – HOTS Type:**

The following questions require students to **understand, connect, analyse and apply concepts**, rather than merely recall definitions.

1. If no political party obtains a clear majority in the Lok Sabha, the President may have to exercise _____ powers while appointing the Prime Minister.
Answer: discretionary
2. If Parliament wants to make ministers explain and justify their policies and decisions, it can use mechanisms such as the _____.
Answer: Question Hour
3. If a proposed law has completed the required Parliamentary process but has not yet received the President's approval, it is still a _____.
Answer: Bill
4. If a proposed law deals specifically with taxation or government borrowing, it is classified as a _____ Bill.
Answer: Money
5. If Parliament wants detailed scrutiny of a Bill or government activity, it may refer the matter to a _____ Committee.
Answer: Standing
6. If Parliament examines how public money is distributed among different ministries, it is performing its _____ accountability function.
Answer: financial
7. When the Legislature requires ministers to explain their decisions, it is ensuring _____ accountability.
Answer: executive
8. If a law passed by Parliament violates the constitutional framework, the _____ has the responsibility to check it.
Answer: Judiciary
9. The system that prevents the Legislature, Executive or Judiciary from becoming too powerful is known as _____ and balances.
Answer: checks
10. If power is distributed among the Centre, States and local governments, the system reflects the principle of _____.
Answer: federalism
11. Education is a subject on which both Union and State governments can legislate because it belongs to the _____ List.
Answer: Concurrent
12. If an MLA introduces legislation on a matter belonging exclusively to the State government, the subject would fall under the _____ List.
Answer: State
13. If a State Legislature consists only of a Vidhan Sabha, its structure is described as _____.
Answer: unicameral
14. If a State Legislature consists of both Vidhan Sabha and Vidhan Parishad, it follows a _____ system.
Answer: bicameral
15. Although the President is the nominal executive head at the Union level, the _____ exercises de facto executive authority.
Answer: Prime Minister
16. At the State level, the Governor is the nominal head, while the _____ is the de facto executive authority.
Answer: Chief Minister

17. When ministers accept responsibility for the functioning of their departments, they demonstrate the principle of ministerial _____.
Answer: responsibility
18. If repeated disruptions reduce the actual working hours of Parliament compared with its scheduled hours, Parliamentary _____ declines.
Answer: productivity
19. When citizens remain informed, participate in public discussions and constructively engage with representatives, they help _____ democracy.
Answer: strengthen
20. If the Legislature makes laws, the Executive implements them, and the Judiciary checks their constitutionality, this demonstrates the _____ of powers.
Answer: separation

Additional HOTS Fill-ups

21. A Bill that has passed the required stages in Parliament becomes an Act after receiving the _____ assent.
Answer: Presidential
22. When MPs question ministers about government policies and activities, Parliament is keeping a check on the _____.
Answer: Executive
23. If the Union government legislates on a subject in the Concurrent List, the _____ government is bound to follow it.
Answer: State
24. If government expenditure cannot take place without Parliamentary approval, it demonstrates Parliament's _____ control over the Executive.
Answer: financial
25. A democracy becomes more accountable when elected representatives participate in meaningful debates instead of causing repeated _____ in legislative proceedings.
Answer: disruptions

These HOTS questions are based on the chapter's treatment of **executive and financial accountability, the President and Prime Minister, checks and balances, federalism, State Legislatures, Parliamentary productivity, and citizen participation.**

6.5 One-mark questions with Answers of LOTS Type: (35 Questions)

One-Mark Descriptive Questions with Answers – LOTS Type:

1. **What is Universal Adult Franchise?**
Answer: Universal Adult Franchise is the right of all eligible adult citizens to vote irrespective of their social or economic background, gender, race, or religion.
2. **What is Parliament?**
Answer: Parliament is the supreme legislative body of the country that makes laws and controls and guides the work of the government.
3. **What are the three components of the Indian Parliament?**
Answer: The Indian Parliament consists of the **President, Lok Sabha, and Rajya Sabha.**
4. **What is a bicameral system?**
Answer: A bicameral system is a legislative system consisting of **two Houses or chambers.**
5. **What is the Lok Sabha also called?**
Answer: The Lok Sabha is also called the **House of the People or Lower House.**

6. **What is the Rajya Sabha also called?**
Answer: The Rajya Sabha is also called the **Council of States or Upper House**.
7. **Who elects the members of the Lok Sabha?**
Answer: The people of India directly elect the members of the Lok Sabha through universal adult suffrage.
8. **Who is the presiding officer of the Lok Sabha?**
Answer: The **Speaker** is the presiding officer of the Lok Sabha.
9. **Who presides over the Rajya Sabha?**
Answer: The **Vice President of India** presides over the Rajya Sabha as its Chairperson.
10. **What is federalism?**
Answer: Federalism is a form of government in which power is distributed between the Centre, States, and local governments.
11. **What is a Bill?**
Answer: A Bill is a **draft of a proposed law** that requires Parliamentary approval before it can become law.
12. **What is an Act?**
Answer: An Act is an instrument through which a law is generally brought into force.
13. **What is a Standing Committee?**
Answer: A Standing Committee is a permanent committee of MPs that scrutinises government activities and makes recommendations.
14. **What is a Gazette?**
Answer: A Gazette is an **official government publication** that announces legal documents and official information.
15. **What is a Money Bill?**
Answer: A Money Bill is a draft law dealing with financial matters such as taxation and government borrowing.
16. **In which House can a Money Bill be introduced?**
Answer: A Money Bill can be introduced only in the **Lok Sabha**.
17. **What is Question Hour?**
Answer: Question Hour is a period during a Parliamentary session when MPs ask ministers questions about government policies and activities.
18. **What is executive accountability?**
Answer: Executive accountability means that the Executive must **justify its actions and decisions to the Legislature**.
19. **Who constitutes the Union Executive?**
Answer: The Union Executive consists of the **President, Vice President, and Council of Ministers headed by the Prime Minister**.
20. **Who is the Head of State in India?**
Answer: The **President of India** is the Head of State and nominal head of the Executive.
21. **Who is the de facto executive authority in India?**
Answer: The **Prime Minister** is the de facto executive authority in India's Parliamentary system.
22. **To which House is the Council of Ministers collectively responsible?**
Answer: The Council of Ministers is collectively responsible to the **Lok Sabha**.
23. **What is the main role of the Legislature?**
Answer: The main role of the Legislature is to **make laws and oversee the work of the Executive**.

24. What is the main role of the Executive?

Answer: The main role of the Executive is to **implement and enforce the laws made by the Legislature.**

25. What is the role of the Judiciary?

Answer: The Judiciary interprets and applies laws, resolves disputes, and safeguards Fundamental Rights.

26. Why is the Judiciary called the custodian of the Constitution?

Answer: The Judiciary is called the custodian of the Constitution because it ensures that all branches of government operate within the constitutional framework.

27. What is meant by checks and balances?

Answer: Checks and balances are arrangements through which the organs of government check one another so that no single organ becomes too powerful.

28. Who are MLAs?

Answer: MLAs are **Members of the Legislative Assembly** who formulate laws at the State level.

29. What is the Vidhan Sabha?

Answer: The Vidhan Sabha is the **Legislative Assembly or lower House of a State Legislature.**

30. What is the Vidhan Parishad?

Answer: The Vidhan Parishad is the **Legislative Council or upper House found in some State Legislatures.**

31. What is the Union List?

Answer: The Union List contains subjects on which the **Union Government can exclusively legislate.**

32. What is the State List?

Answer: The State List contains subjects on which the **State Governments can exclusively legislate.**

33. What is the Concurrent List?

Answer: The Concurrent List contains subjects on which **both the Union and State governments can legislate.**

34. Name the three main sessions of Parliament.

Answer: The three main sessions are the **Budget Session, Monsoon Session, and Winter Session.**

35. What is Parliamentary productivity?

Answer: Parliamentary productivity is measured by the number of hours a House actually functions compared with the time it was scheduled to function.

6.6 One-mark questions with Answers of HOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers – HOTS Type:

1. Why is Universal Adult Franchise important in a parliamentary democracy?

Answer: It enables all eligible adult citizens to participate equally in choosing their representatives regardless of their social or economic background.

2. Why does India have a bicameral Parliament?

Answer: India has a bicameral Parliament to provide representation to both the people and the states and to support its federal structure.

3. Why is the Rajya Sabha important for Indian federalism?

Answer: The Rajya Sabha represents the states at the Union level and helps balance national unity with state interests.

4. How does the Speaker contribute to the effective functioning of the Lok Sabha?

Answer: The Speaker conducts sessions, allows members to speak, maintains discipline, and ensures that Parliamentary rules are followed.

5. Why does a Bill undergo several stages before becoming an Act?

Answer: A Bill undergoes several stages so that it can be carefully discussed, scrutinised, amended, and approved before becoming law.

6. Why are Standing Committees important in Parliament?

Answer: Standing Committees help Parliament scrutinise government activities, ask questions, and make recommendations.

7. Why is Presidential assent necessary in the lawmaking process?

Answer: Presidential assent is one of the required final stages through which a Bill becomes an Act.

8. Why can a Money Bill be introduced only in the Lok Sabha?

Answer: A Money Bill is treated specially because it deals with financial matters such as taxation and government borrowing and must originate in the Lok Sabha.

9. How does Question Hour strengthen democracy?

Answer: Question Hour strengthens democracy by allowing MPs to question ministers and hold the Executive accountable for its policies and actions.

10. Why must the Executive be accountable to the Legislature?

Answer: Executive accountability ensures that ministers justify their decisions and actions before the elected representatives of the people.

11. How do Parliamentary Committees improve executive accountability?

Answer: Parliamentary Committees require ministries to explain their policies and answer questions about government actions.

12. Why does Parliament monitor government expenditure?

Answer: Parliament monitors government expenditure to ensure accountability in the use and distribution of public funds.

13. Why is the President described as the nominal head of the Executive?

Answer: The President is the nominal head because the Prime Minister and Council of Ministers are responsible for actually running the government.

14. Why is the Prime Minister called the de facto executive authority?

Answer: The Prime Minister is the de facto executive authority because the Prime Minister leads the Council of Ministers and directs the functioning of the government.

15. Why must the Prime Minister have the support of the majority in the Lok Sabha?

Answer: The Prime Minister needs majority support because the Council of Ministers is collectively responsible to the Lok Sabha.

16. How do civil servants support the Executive?

Answer: Civil servants implement laws and policies under ministers and help government departments function smoothly.

17. Why did Lal Bahadur Shastri's resignation as Railway Minister demonstrate ministerial responsibility?

Answer: His resignation demonstrated that a minister may accept moral responsibility for events occurring within the ministry even without being personally blamed.

18. Why should the Legislature keep a check on the Executive?

Answer: The Legislature should check the Executive to ensure that government decisions and actions remain accountable and subject to explanation.

19. Why is the Judiciary considered essential for maintaining checks and balances?

Answer: The Judiciary checks whether laws and executive actions remain within the constitutional framework.

20. **What could happen if one organ of government became too powerful?**
Answer: Concentration of power in one organ could weaken checks and balances and threaten the constitutional protection of people's rights.
21. **Why can both Union and State governments make laws on Concurrent List subjects?**
Answer: Concurrent List subjects require legislative participation by both levels of government, reflecting the interdependent nature of federalism.
22. **Why does the Constitution divide subjects into Union, State, and Concurrent Lists?**
Answer: The three lists clarify the areas in which the Union, States, or both levels of government can legislate.
23. **Why is the RTE Act applicable throughout India even though education is on the Concurrent List?**
Answer: The RTE Act applies throughout India because when the Union legislates on a Concurrent List subject, the states are bound to follow it.
24. **How can frequent disruptions affect the functioning of Parliament?**
Answer: Frequent disruptions can reduce Parliamentary productivity by decreasing the time available for debates, lawmaking, and executive accountability.
25. **Why are thoughtful debates important in Parliament?**
Answer: Thoughtful debates enable representatives to examine laws and public issues carefully in the interests of the people.
26. **How can absenteeism of members weaken the Legislature?**
Answer: Regular absenteeism can reduce effective participation in debates, discussions, lawmaking, and legislative oversight.
27. **Why is disruption of Question Hour a matter of concern?**
Answer: Disrupting Question Hour reduces opportunities for MPs to seek explanations from the Executive and hold it accountable.
28. **How can informed citizens strengthen Parliament?**
Answer: Informed citizens strengthen Parliament by participating in public discussions, asking questions, and constructively engaging with their representatives.
29. **Why is citizen participation necessary even after elections?**
Answer: Continued citizen participation helps shape better policies and keeps people actively involved in democratic governance.
30. **How can technology strengthen democratic participation?**
Answer: Technology can make it easier for citizens to stay informed, participate in public discussions, and remain connected with governance.

6.7 Two-mark questions with Answers of LOTS Type: (25 Questions)

Two-Mark Descriptive Questions with Answers – LOTS Type:

1. **What is Universal Adult Franchise? State its importance.**
Answer:
 1. Universal Adult Franchise guarantees all eligible adult citizens the **right to vote** irrespective of social or economic background, gender, race, or religion.
 2. It enables citizens to directly elect their representatives to the Lok Sabha.
2. **What is meant by a bicameral Parliament? Name its two Houses.**
Answer:
 1. A **bicameral Parliament** is a legislature consisting of two Houses or chambers.

2. The two Houses of the Indian Parliament are the **Lok Sabha and Rajya Sabha**.
3. **How are members of the Lok Sabha and Rajya Sabha elected?**
Answer:
 1. Members of the **Lok Sabha** are **directly elected** by the people through universal adult suffrage.
 2. Members of the **Rajya Sabha** are **elected indirectly** by an electoral college.
4. **What are the roles of the presiding officers of the two Houses of Parliament?**
Answer:
 1. The **Speaker** presides over the Lok Sabha and maintains order and discipline during its sessions.
 2. The **Vice President of India** presides over the Rajya Sabha as its Chairperson.
5. **What is federalism? Why is it important in India?**
Answer:
 1. Federalism is a system in which power is distributed between the **Centre, States and local governments**.
 2. It helps maintain a balance between **national unity and local interests**.
6. **Mention any two constitutional functions of Parliament.**
Answer:
 1. Parliament participates in the **election of the President and Vice President**.
 2. Parliament has the power to make **amendments to the Constitution**.
7. **What is a Bill? What happens to it after Parliamentary approval?**
Answer:
 1. A **Bill** is a draft of a proposed law that must be approved by Parliament.
 2. After completing the required process and receiving **Presidential assent**, it becomes an Act.
8. **What is a Standing Committee? State one of its functions.**
Answer:
 1. A Standing Committee is a **permanent committee consisting of Members of Parliament**.
 2. It scrutinises government activities, makes recommendations and asks questions about government actions.
9. **What is a Money Bill? Where can it be introduced?**
Answer:
 1. A Money Bill is a draft law concerned with **financial matters such as taxation and government borrowing**.
 2. It can be introduced only in the **Lok Sabha**, with the prior recommendation of the President.
10. **What is Question Hour? What is its purpose?**
Answer:
 1. Question Hour is a period, typically the first hour of a Parliamentary session, when MPs ask ministers questions about government policies and activities.
 2. It helps Parliament **hold the Executive accountable** for its actions and decisions.
11. **Mention any two responsibilities of the Union Executive.**
Answer:
 1. The Union Executive is responsible for **implementing and enforcing laws**.
 2. It takes decisions concerning the **day-to-day functioning of the government**.
12. **How does Parliament exercise financial accountability?**
Answer:

1. Parliament **approves and monitors government expenditure** through the annual budget.
2. It examines the **distribution of funds to different ministries**.

13. **Mention any two functions of the President of India.**

Answer:

1. The President **appoints the Prime Minister and other ministers** and summons Parliament.
2. The President also **gives assent to Bills** passed through the Parliamentary process.

14. **Mention any two functions of the Prime Minister.**

Answer:

1. The Prime Minister **leads the Council of Ministers and advises the President**.
2. The Prime Minister **coordinates the work of different ministries and shapes national policies**.

15. **Who are civil servants? What role do they perform?**

Answer:

1. Civil servants are permanent government officials, often called **administrators or bureaucrats**.
2. They work under ministers to **implement laws and policies and ensure that government departments function smoothly**.

16. **State two differences between the Legislature and the Executive.**

Answer:

1. The **Legislature makes laws and oversees the Executive**, whereas the Executive enforces the laws made by the Legislature.
2. The Legislature seeks explanations from the Executive, while the Executive provides information and explanations about its decisions and actions.

17. **Mention any two functions of the Judiciary.**

Answer:

1. The Judiciary **interprets and applies laws and resolves disputes**.
2. It safeguards **Fundamental Rights** and ensures that government organs operate within the Constitution.

18. **What is meant by checks and balances? Why is it necessary?**

Answer:

1. Checks and balances allow the **Legislature, Executive and Judiciary to check one another's exercise of power**.
2. This system ensures that **no single organ of government becomes too powerful**.

19. **What are the Union List and State List?**

Answer:

1. The **Union List** contains subjects on which the Union Government can exclusively legislate.
2. The **State List** contains subjects on which State Governments can exclusively legislate.

20. **What is the Concurrent List? Give examples of subjects mentioned in the chapter.**

Answer:

1. The Concurrent List contains subjects on which **both Union and State governments can legislate**.
2. **Education and environmental policy** are examples mentioned in the chapter.

21. What are Vidhan Sabha and Vidhan Parishad?**Answer:**

1. The **Vidhan Sabha** is the Legislative Assembly of a State.
2. The **Vidhan Parishad** is the Legislative Council or upper House found in some states.

22. What is the difference between unicameral and bicameral State Legislatures?**Answer:**

1. A **unicameral State Legislature** has only one House, the Vidhan Sabha.
2. A **bicameral State Legislature** has two Houses—the Vidhan Sabha and Vidhan Parishad.

23. Name the three main sessions of Parliament and state their purpose.**Answer:**

1. Parliament normally meets in the **Budget, Monsoon and Winter Sessions**.
2. During these sessions, Parliament deliberates on proposed laws, discusses governance issues and seeks explanations from the Executive.

24. Mention any two challenges faced by legislatures in their effective functioning.**Answer:**

1. **Regular absenteeism of members and non-cooperative conduct** can affect legislative functioning.
2. **Reduced quality of debates and disruptions of Question Hour** can also lower effectiveness.

25. How can citizens contribute to strengthening democracy?**Answer:**

1. Citizens can stay informed, **ask questions, share their views and participate in public discussions**.
2. They can also constructively engage with their **political representatives on policies and matters of public importance**.

6.8. Two-mark questions with Answers of HOTS Type: (25 Questions)**Two-Mark Descriptive Questions with Answers – HOTS Type:****1. Why is a bicameral Parliament suitable for a federal country like India?****Answer:**

1. A bicameral Parliament provides representation to both the **people and the states**.
2. The Rajya Sabha helps maintain a balance between **national unity and state interests**.

2. How does Universal Adult Franchise make the government representative of the people?**Answer:**

1. It gives all eligible adult citizens the right to participate in choosing their representatives without discrimination.
2. The elected representatives therefore form a government that functions with the **consent of the people**.

3. Why is it necessary to have presiding officers in both Houses of Parliament?**Answer:**

1. Presiding officers ensure that Parliamentary **debates and discussions are conducted in an orderly manner**.
2. They help maintain discipline and ensure that the rules of the House are followed.

4. **Why should a Bill undergo detailed discussion before becoming a law?**

Answer:

1. Detailed discussion enables MPs to examine the **different clauses and implications** of a proposed law.
2. It also allows necessary amendments to be considered and voted upon before the Bill is passed.

5. **How do Standing Committees improve the quality of Parliamentary functioning?**

Answer:

1. Standing Committees closely **scrutinise government activities** and examine important matters.
2. They make recommendations and ask questions about actions taken by the government.

6. **How does Question Hour help prevent misuse of executive power?**

Answer:

1. Question Hour allows MPs to question ministers about **government policies and activities**.
2. Ministers must justify their decisions and actions, thereby making the Executive accountable to Parliament.

7. **Why should Parliament closely monitor government expenditure?**

Answer:

1. Parliament approves and monitors expenditure because the government is spending **public money**.
2. Examination of the annual budget and allocation of funds helps maintain **financial accountability**.

8. **If no party gets a clear majority in the Lok Sabha, how does the President's role become important?**

Answer:

1. In such a political situation, the President may exercise **discretionary powers**.
2. The President's role becomes particularly important in determining the appointment of the Prime Minister when there is no clear majority.

9. **Why is the Prime Minister described as the de facto executive authority rather than the President?**

Answer:

1. The President is the nominal head, while the **Prime Minister and Council of Ministers actually run the government**.
2. The Prime Minister leads the Council of Ministers, coordinates ministries and shapes national policies.

10. **What lesson about ministerial responsibility can be learnt from Lal Bahadur Shastri's resignation in 1956?**

Answer:

1. His resignation showed that a minister may accept **moral responsibility** for events occurring within the ministry.
2. It demonstrates that holding public office involves accountability even when the minister is not personally blamed for an incident.

11. **Why is there a need to distinguish between the Legislature and the Executive even though they work closely together?**

Answer:

1. The Legislature mainly **makes laws and oversees the Executive**, while the Executive mainly implements those laws.

2. Distinguishing their functions helps us understand how accountability operates within the Parliamentary system.

12. How does the Judiciary protect the Constitution from misuse of legislative power?

Answer:

1. The Judiciary checks whether laws passed by Parliament **violate the constitutional framework**.
2. By interpreting laws and safeguarding Fundamental Rights, it acts as the **custodian of the Constitution**.

13. Why are checks and balances essential in a democracy?

Answer:

1. Checks and balances enable the **Legislature, Executive and Judiciary to check one another's exercise of power**.
2. They ensure that no single organ becomes too powerful and thereby help protect democratic governance.

14. Why does the Constitution divide subjects into Union, State and Concurrent Lists?

Answer:

1. The lists clarify the subjects on which the **Union and State governments have legislative authority**.
2. This division of responsibilities supports India's federal system while allowing cooperation on Concurrent List subjects.

15. Why is the RTE Act applicable throughout India even though education is on the Concurrent List?

Answer:

1. Education belongs to the Concurrent List, so **both Union and State governments can legislate** on it.
2. The chapter explains that when the Union legislates on such a subject, states are bound to follow it, making the RTE Act applicable across India.

16. Why can some states have bicameral legislatures while others have unicameral legislatures?

Answer:

1. State legislatures may consist of only the **Vidhan Sabha** or of both the Vidhan Sabha and Vidhan Parishad.
2. Therefore, Indian states can have either a **unicameral or bicameral** legislative structure.

17. How can repeated disruptions in Parliament affect democratic governance?

Answer:

1. Disruptions reduce the time available for **debates, discussions, lawmaking and questioning the Executive**.
2. They can lower Parliamentary productivity and prevent the Legislature from performing its responsibilities effectively.

18. Why is disruption of Question Hour particularly harmful to Parliamentary accountability?

Answer:

1. Question Hour provides MPs with an opportunity to ask ministers about **government policies and activities**.
2. Its disruption reduces Parliament's opportunity to demand explanations and hold the Executive accountable.

19. How can informed citizens improve the quality of democratic governance?**Answer:**

1. Informed citizens can **ask questions, express their views and participate in public discussions** on important issues.
2. Constructive engagement with representatives can contribute to better policies and stronger democratic institutions.

20. Why is citizen participation important even after representatives have been elected?**Answer:**

1. Democracy becomes stronger when citizens remain **informed and engaged** in matters of public importance.
2. Continuous participation allows people to communicate their concerns and constructively engage with representatives on policies.

21. How does the division between Legislature, Executive and Judiciary protect citizens' rights?**Answer:**

1. The division distributes governmental powers among different organs instead of concentrating them in one institution.
2. Their system of checks and balances helps ensure that laws and government actions respect the **Constitution and Fundamental Rights**.

22. Why might reduced Parliamentary sittings be a matter of concern in a democracy?**Answer:**

1. Fewer sittings can reduce opportunities to **deliberate on proposed laws and discuss important governance issues**.
2. They can also limit the time available for Parliament to seek explanations from the Executive.

23. How does the Concurrent List demonstrate cooperation in Indian federalism?**Answer:**

1. It allows **both Union and State governments to legislate** on certain important subjects.
2. Subjects such as education and environmental policy therefore require collaboration between the Union and States.

24. Why is collective responsibility of the Council of Ministers important?**Answer:**

1. The Prime Minister and Council of Ministers take decisions and run the government while remaining **collectively responsible to the Lok Sabha**.
2. This connects executive authority with accountability to the elected House of the people.

25. How can young people contribute to strengthening Parliament in the future?**Answer:**

1. Young people can become informed about public issues and participate constructively in discussions about governance.
2. As future voters, their **choices and participation** can help Parliament and State Assemblies serve the people more effectively.

6.9. Three-mark questions with Answers of LOTS Type: (20 Questions)**Three-Mark Descriptive Questions with Answers – LOTS Type:****1. What is the composition of the Indian Parliament?**

Answer:

1. The Indian Parliament consists of the **President and two Houses**.
2. The two Houses are the **Lok Sabha (House of the People)** and the **Rajya Sabha (Council of States)**.
3. Since Parliament has two Houses, India follows a **bicameral system**.

2. Explain how members of the Lok Sabha and Rajya Sabha are elected.

Answer:

1. Members of the **Lok Sabha are directly elected by the people** on the basis of universal adult suffrage.
2. Members of the **Rajya Sabha are elected indirectly** by an electoral college.
3. The number of seats represented in the two Houses is linked to the **population of each state**.

3. State three important functions of the presiding officers of Parliament.

Answer:

1. The presiding officers ensure that **debates and discussions are conducted in an orderly manner**.
2. The Speaker of the Lok Sabha **allows members to speak and maintains discipline**.
3. The presiding officers ensure that the **rules of the House are followed** during proceedings.

4. Mention the major legislative functions of Parliament.

Answer:

1. Parliament performs important **constitutional functions**, including participation in constitutional amendments.
2. It performs the primary legislative function of **making laws for the country**.
3. It also ensures **executive and financial accountability** of the government.

5. Explain any three constitutional values upheld by Parliament.

Answer:

1. Parliament enables **parliamentary democracy through universal adult suffrage**.
2. It follows the **separation of powers** among the Legislature, Executive and Judiciary.
3. It promotes **federalism and upholds Fundamental Rights and Directive Principles of State Policy** through laws and policies.

6. Explain three important stages through which a Bill becomes an Act.

Answer:

1. A Bill is **introduced in either House of Parliament** and is taken up for reading and consideration.
2. It is discussed, amendments are considered and voted upon, and the process is **repeated in the other House**.
3. After receiving **Presidential assent**, it proceeds to Gazette notification as part of becoming law.

7. What is a Standing Committee? Mention its functions.

Answer:

1. A Standing Committee is a **permanent committee consisting of Members of Parliament**.
2. It **scrutinises government activities** and makes recommendations.
3. It also **asks questions about actions taken by the government**.

8. Explain three major responsibilities of the Union Executive.

Answer:

1. The Union Executive is responsible for **implementing and enforcing laws**.
2. It oversees the **effective running and day-to-day functioning of the government**.
3. It takes decisions based on the **principles laid down in the Constitution and laws**.

9. Explain how Parliament holds the Executive accountable.**Answer:**

1. The Prime Minister and Council of Ministers are **answerable to the Lok Sabha**.
2. During **Question Hour**, MPs can question ministers about government policies and activities.
3. Parliamentary committees can also require ministries to **explain their policies and answer questions**.

10. State three important functions of the President of India.**Answer:**

1. The President **appoints the Prime Minister and other ministers**.
2. The President **summons Parliament** when required.
3. The President **gives assent to Bills**, among other constitutional functions.

11. State three important functions of the Prime Minister.**Answer:**

1. The Prime Minister **leads the Council of Ministers**.
2. The Prime Minister **advises the President and coordinates the work of different ministries**.
3. The Prime Minister plays an important role in **shaping national policies**.

12. Explain the role of civil servants in the government.**Answer:**

1. Civil servants are permanent officials who are also called **administrators or bureaucrats**.
2. They help the government in **implementing laws and policies**.
3. They work under the direction of ministers and ensure that **government departments function smoothly**.

13. State three differences between the Legislature and the Executive.**Answer:**

1. The **Legislature makes laws**, while the Executive **enforces the laws** made by the Legislature.
2. The Legislature questions and seeks explanations from the Executive, while the Executive **provides information and explanations** about its decisions.
3. The Legislature sanctions government-related expenditure, while the Executive **prepares and implements the budget approved by Parliament**.

14. Explain three important functions of the Judiciary.**Answer:**

1. The Judiciary is responsible for **interpreting and applying the laws of the land**.
2. It **resolves disputes and safeguards Fundamental Rights**.
3. It acts as the **custodian of the Constitution**, ensuring that government organs function within constitutional limits.

15. Explain the system of checks and balances among the organs of government.**Answer:**

1. The Legislature makes laws and **keeps a check on the Executive**.
2. The Judiciary checks whether laws and their implementation **comply with the Constitution**.
3. These checks prevent any one organ—the Legislature, Executive or Judiciary—from **becoming too powerful**.

16. Explain the Union List, State List and Concurrent List.**Answer:**

1. The **Union List** contains subjects on which the Union Government can exclusively legislate.

2. The **State List** contains subjects on which State Governments can exclusively legislate.
3. The **Concurrent List** contains subjects on which both Union and State governments can legislate.

17. Describe the structure of State Legislatures in India.

Answer:

1. State legislatures may be either **unicameral or bicameral**.
2. The **Vidhan Sabha** is the Legislative Assembly and functions as the lower House.
3. In states with two Houses, the **Vidhan Parishad** functions as the Legislative Council or upper House.

18. Mention three important functions performed by the Indian Legislature.

Answer:

1. The Legislature **enacts laws** for the governance of the country or state.
2. It **oversees administrative processes and approves the budget**.
3. It provides a platform for discussing **national policies, development plans, international relations and public grievances**.

19. Mention three challenges to the effective functioning of legislatures.

Answer:

1. **Regular absenteeism of members** can affect the functioning of legislatures.
2. **Non-cooperative conduct and reduced quality of important debates** can weaken legislative proceedings.
3. **Disruptions of Question Hour** can reduce the Legislature's effectiveness in holding the Executive accountable.

20. Describe the sessions and sittings of Parliament.

Answer:

1. Parliament typically meets three times a year in the **Budget, Monsoon and Winter Sessions**.
2. Each session contains sittings in which members deliberate on proposed laws and **discuss important matters of governance**.
3. Parliament usually sits for about **six hours a day**, though the duration may be extended when necessary.

6.10. Three-mark questions with Answers of HOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers – HOTS Type:

1. Why is a bicameral Parliament considered suitable for India?

Answer:

1. A bicameral Parliament provides representation through both the **Lok Sabha and Rajya Sabha**.
2. The Rajya Sabha provides representation to the states and supports the principle of **federalism**.
3. This arrangement helps maintain a balance between **national unity and local interests**.

2. How does Universal Adult Franchise strengthen Parliamentary democracy?

Answer:

1. Universal Adult Franchise gives all eligible adult citizens the **right to vote without discrimination**.
2. Citizens directly elect representatives who become members of the Lok Sabha.
3. As a result, the government can be viewed as functioning with the **consent of the people**.

3. Why is it necessary for a Bill to pass through several stages before becoming a law?

Answer:

1. Multiple stages allow MPs to **read, discuss and carefully examine** the proposed law.
2. Clause-by-clause discussion allows necessary **amendments to be proposed and voted upon**.
3. Passage through the Houses and Presidential assent provide a structured process before the proposal becomes law.

4. Analyse how Question Hour helps in maintaining executive accountability.

Answer:

1. Question Hour enables MPs to ask ministers questions about **government policies and activities**.
2. Ministers are required to **justify their actions and decisions** before Parliament.
3. It therefore provides Parliament with an important mechanism for holding the **Executive accountable**.

5. Why are Standing Committees important for effective Parliamentary functioning?

Answer:

1. Standing Committees provide an opportunity for the **detailed scrutiny of government activities**.
2. They can ask questions and make recommendations regarding actions taken by the government.
3. Their work strengthens Parliament's ability to **examine and oversee the functioning of the Executive**.

6. Suppose Parliament did not monitor government expenditure. What problems could arise?

Answer:

1. Parliament would lose an important **means** of checking how the government **uses public funds**.
2. Government expenditure and the distribution of money among ministries would receive less legislative scrutiny.
3. This would weaken the system of **financial accountability** described in the Parliamentary system.

7. If no political party secures a clear majority in the Lok Sabha, how does the President's role become significant?

Answer:

1. Normally, the President appoints the leader of the majority party or coalition as Prime Minister.
2. When no party has a clear majority, the President may exercise **discretionary powers**.
3. The President's constitutional role therefore becomes particularly important during such a **political crisis**.

8. Why is the Prime Minister called the de facto executive authority of India?

Answer:

1. The President is the nominal head, while the Prime Minister and Council of Ministers are responsible for **running the government**.
2. The Prime Minister leads the Council of Ministers and **coordinates the work of different ministries**.
3. The Prime Minister also advises the President and plays an important role in **shaping national policies**.

9. What does Lal Bahadur Shastri's resignation as Railway Minister teach us about ministerial responsibility?

Answer:

1. Lal Bahadur Shastri resigned after a train accident even though he was **not personally blamed for it**.

2. He believed that a minister should take **moral responsibility** for what happens within the ministry.
3. His action illustrates the importance of **responsibility and accountability in public office**.

10. How does the Judiciary prevent any organ of government from exercising unlimited power?

Answer:

1. The Judiciary checks whether laws passed by Parliament are consistent with the **constitutional framework**.
2. It can also intervene when implementation of laws by the Executive violates the Constitution.
3. This contributes to the system of **checks and balances** and prevents excessive concentration of power.

11. What might happen if the Legislature, Executive and Judiciary were not separated?

Answer:

1. Power could become concentrated in a single organ without adequate checks from the others.
2. Such concentration could affect the protection of people's **rights and constitutional safeguards**.
3. Separation of powers and checks and balances therefore help ensure that **no one organ becomes too powerful**.

12. How does the Concurrent List demonstrate the interdependent nature of Indian federalism?

Answer:

1. The Concurrent List contains subjects on which **both Union and State governments can legislate**.
2. Subjects such as education and environmental policy require cooperation between the two levels of government.
3. It therefore demonstrates how Union and State governments can work together within India's **federal structure**.

13. Why is the RTE Act applicable throughout India even though education is on the Concurrent List?

Answer:

1. Education is included in the **Concurrent List**, on which both Union and State governments can legislate.
2. The chapter states that when the Union government legislates on a Concurrent List subject, the state government is **bound to follow it**.
3. Therefore, the **Right to Education Act applies throughout India**.

14. Analyse how repeated disruptions can reduce the effectiveness of Parliament.

Answer:

1. Disruptions reduce the time available for **meaningful debates and discussions**.
2. They can interfere with Question Hour, lawmaking and Parliament's ability to seek explanations from the Executive.
3. As a result, repeated disruptions can lower **Parliamentary productivity** and weaken effective legislative functioning.

15. Why might a decline in the number of Parliamentary sittings be a matter of concern?

Answer:

1. Fewer sittings mean less time for Parliament to **deliberate upon proposed laws**.
2. They may reduce opportunities to discuss important governance issues and examine government actions.

3. This can limit Parliament's ability to perform its **legislative and accountability functions effectively**.

16. How can absenteeism of MPs affect Parliamentary democracy?

Answer:

1. Regular absenteeism reduces the participation of representatives in **Parliamentary proceedings**.
2. It can weaken debates and discussions on important laws, policies and public concerns.
3. Consequently, the Legislature may become less effective in carrying out its **law-making and oversight responsibilities**.

17. How does the Legislature maintain a check on the Executive even though the Executive is connected with Parliament?

Answer:

1. The Legislature can ask the Executive questions and seek **explanations for its decisions and actions**.
2. Mechanisms such as Question Hour and Parliamentary Committees enable MPs to scrutinise government functioning.
3. Thus, the close relationship between the two does not remove the Executive's **accountability to the Legislature**.

18. Why is citizen participation necessary for overcoming challenges faced by legislatures?

Answer:

1. Citizens can stay informed about **issues of importance to society** and participate in public discussions.
2. They can constructively engage with political representatives and express their views on policies.
3. Such active participation can help strengthen **Parliament and State Assemblies** and make them more responsive to people.

19. How can technology contribute to strengthening Parliamentary democracy?

Answer:

1. Technology makes it easier for citizens to **stay connected and involved with governance**.
2. Digital spaces offered by government departments can provide opportunities for public participation during policymaking.
3. This can encourage informed participation and help citizens engage more constructively with **democratic processes**.

20. Why should democratic values remain protected even when governments and political parties change?

Answer:

1. Governments and political parties may change, but the country's **democratic institutions must continue to function**.
2. Democratic values ensure that public power remains subject to constitutional principles and accountability.
3. Protecting these values helps Parliament continue to serve the **people and the nation**, irrespective of political changes.

6.11 Five-mark questions with Answers of LOTS Type: (10 Questions)

Five-Mark Descriptive Questions with Answers – LOTS Type:

1. Explain the composition and structure of the Indian Parliament.

Answer:

1. The Indian Parliament is composed of the **President and two Houses—the Lok Sabha and the Rajya Sabha**.
2. The Lok Sabha is known as the **House of the People or Lower House**.
3. The Rajya Sabha is known as the **Council of States or Upper House**.
4. Members of the Lok Sabha are **directly elected by the people**, while members of the Rajya Sabha are elected indirectly.
5. Since Parliament consists of two Houses, India follows a **bicameral system of legislature**.

2. Explain the major legislative functions of Parliament.

Answer:

1. Parliament performs important **constitutional functions**, including participation in the election of the President and Vice President and amendments to the Constitution.
2. It performs the important function of **making laws for the country**.
3. It ensures **executive accountability** by requiring the government to explain and justify its decisions.
4. It ensures **financial accountability** by approving and monitoring government expenditure.
5. Through these functions, Parliament upholds constitutional principles such as **parliamentary democracy, federalism, Fundamental Rights and separation of powers**.

3. Describe the process through which a Bill becomes an Act.

Answer:

1. A **Bill**, which is a draft of a proposed law, is introduced in either House of Parliament.
2. The Bill is read and may be referred to a **Standing Committee** for detailed scrutiny.
3. It is taken up for consideration, followed by **clause-by-clause discussion**, amendments and voting.
4. The process is repeated in the **other House**, where the Bill must also be considered and passed.
5. After receiving **Presidential assent**, it proceeds to Gazette notification as part of becoming law.

4. Explain the role of Parliament in ensuring executive accountability.

Answer:

1. The Prime Minister and Council of Ministers are part of the **Union Executive** and are collectively responsible to the Lok Sabha.
2. The Executive is responsible for **implementing and enforcing laws** and overseeing the effective running of the government.
3. During **Question Hour**, MPs can question ministers about government policies and activities.
4. Ministers are required to **justify their actions and decisions** before Parliament.
5. Parliamentary committees also examine government policies and require ministries to **provide explanations and answer questions**.

5. Explain the position and functions of the President of India.

Answer:

1. The President is the **Head of State and nominal head of the Executive**.
2. The President **appoints the Prime Minister and other ministers**.
3. The President **summons Parliament** and gives assent to Bills.
4. The **Council of Ministers aids and advises the President** in carrying out executive responsibilities.
5. In specific circumstances, such as when no party has a clear majority in the Lok Sabha, the President may exercise **discretionary powers**.

6. Explain the position and major functions of the Prime Minister and Council of Ministers.

Answer:

1. The Prime Minister is the **de facto executive authority** in India's Parliamentary system.
2. The President appoints the leader of the **majority party or coalition in the Lok Sabha** as the Prime Minister.
3. The Prime Minister **leads the Council of Ministers and advises the President**.
4. The Prime Minister coordinates different ministries and plays an important role in **shaping national policies**.
5. The Prime Minister and Council of Ministers run the government and are **collectively responsible to the Lok Sabha**.

7. Explain five differences between the Legislature and the Executive.

Answer:

1. The Legislature consists of the **President, Lok Sabha and Rajya Sabha**, while the Executive consists of the President, Vice President and Council of Ministers headed by the Prime Minister.
2. The Legislature primarily **makes laws**, while the Executive primarily **implements and enforces laws**.
3. The Legislature questions and seeks explanations from the Executive, while the Executive **provides information and explanations** about its decisions.
4. The Legislature sanctions government-related expenditure, while the Executive **prepares and implements the budget approved by Parliament**.
5. The Legislature consults Parliamentary committees, while the Executive can function independently in **day-to-day matters** and may consult committees when required.

8. Explain the role of the Judiciary in maintaining checks and balances.

Answer:

1. The Judiciary is responsible for **interpreting and applying the laws of the land**.
2. It resolves disputes and plays an important role in **safeguarding Fundamental Rights**.
3. It acts as the **custodian of the Constitution** and ensures that all branches of government operate within constitutional limits.
4. It checks whether laws passed by Parliament violate the **constitutional framework** and can intervene when executive implementation violates the Constitution.
5. These functions contribute to **separation of powers and checks and balances**, ensuring that no organ becomes too powerful.

9. Explain the legislative and executive structure at the State level.

Answer:

1. Each State has its own **legislature and executive**, broadly corresponding to the structure at the Union level.
2. Members of the Legislative Assembly, called **MLAs**, make laws on subjects in the State List and Concurrent List.
3. The **Governor** is the nominal head, while the **Chief Minister is the de facto executive authority** of the State.
4. State legislatures may be **unicameral**, with only a Vidhan Sabha, or **bicameral**, with a Vidhan Sabha and Vidhan Parishad.
5. The State Council of Ministers is selected by the Chief Minister and is **collectively responsible to the Vidhan Sabha**.

10. Explain the major challenges to the effective functioning of legislatures.

Answer:

1. **Regular absenteeism of members** can reduce effective participation in legislative proceedings.

2. **Non-cooperative conduct or communication** among members can interfere with the functioning of the House.
3. A **reduced quality of important debates** can affect careful discussion of laws and public issues.
4. **Disruptions of Question Hour** can weaken Parliament's ability to hold the Executive accountable.
5. When debates are disrupted and sessions are cut short, Bills may take longer to be discussed and passed, affecting the Legislature's effectiveness.

6.12 Five-mark questions with Answers of HOTS Type: (10 Questions)

Five-Mark Descriptive Questions with Answers – HOTS Type:

1. Analyse why the system of checks and balances is essential for the successful functioning of Indian democracy.

Answer:

1. The Legislature, Executive and Judiciary have **different responsibilities**, preventing governmental power from being concentrated in one organ.
2. The Legislature checks the Executive by **asking questions, seeking explanations and examining government actions**.
3. The Judiciary checks whether laws passed by Parliament are consistent with the **constitutional framework**.
4. It can also intervene when the Executive's implementation of laws violates the Constitution.
5. Thus, checks and balances protect constitutional governance and ensure that **no single organ becomes too powerful**.

2. Suppose Question Hour and Parliamentary Committees did not exist. How might this affect executive accountability?

Answer:

1. MPs would have fewer opportunities to question ministers about **government policies and activities**.
2. Ministers would face fewer formal opportunities in Parliament where they must **justify their actions and decisions**.
3. Ministries would receive less detailed scrutiny through committees consisting of MPs.
4. Parliament's ability to obtain explanations about government policies would therefore be weakened.
5. Consequently, the Legislature would find it more difficult to **hold the Executive accountable**.

3. Why is a detailed lawmaking process necessary before a Bill becomes an Act?

Answer:

1. A Bill represents a **proposed law**, so it needs careful consideration before affecting citizens.
2. Reading and discussion enable MPs to understand and debate its provisions.
3. Standing Committee scrutiny, when used, can provide detailed examination and recommendations.
4. **Clause-by-clause discussion and voting on amendments** allow Parliament to consider changes before passing the Bill.
5. Passage through the Parliamentary process followed by **Presidential assent** provides a structured method of making laws.

4. Analyse how the Lok Sabha connects the people with the Executive in India's Parliamentary system.

Answer:

1. Citizens directly elect their representatives to the **Lok Sabha through universal adult suffrage**.
2. The leader of the majority party or coalition in the Lok Sabha is appointed Prime Minister.
3. The Prime Minister and Council of Ministers exercise executive authority in running the government.
4. The Council of Ministers remains **collectively responsible to the Lok Sabha**.
5. Therefore, the Lok Sabha creates an important democratic link between **citizens, their representatives and the Executive**.

5. Suppose one organ of government acquired all legislative, executive and judicial powers. What problems could arise?**Answer:**

1. The **separation of powers** among the Legislature, Executive and Judiciary would disappear.
2. The organ holding all powers would no longer face effective checks from the other branches.
3. Laws could be made and implemented without adequate independent constitutional scrutiny.
4. The protection of **Fundamental Rights** and constitutional limits could consequently be weakened.
5. Hence, checks and balances are necessary to ensure that **no one organ becomes too powerful**.

6. Analyse how India's bicameral Parliament supports both democracy and federalism.**Answer:**

1. The Lok Sabha consists of representatives **directly elected by the people**, reflecting popular representation.
2. The Rajya Sabha functions as the **Council of States**, giving the states representation at the Union level.
3. The Constitution makers considered a single directly elected House inadequate for India's needs.
4. The Rajya Sabha was therefore considered necessary in the spirit of **federalism**.
5. The bicameral arrangement helps balance **national unity with state and local interests**.

7. Examine why Parliament's control over government expenditure is important in a democracy.**Answer:**

1. Government expenditure involves the use of funds that must be subject to **public accountability**.
2. Parliament approves and monitors government expenditure through the **annual budget**.
3. It also examines how funds are distributed among different ministries.
4. The government is expected to provide Parliament with **timely and accurate information** about such matters.
5. Parliamentary supervision of expenditure therefore strengthens **financial accountability** in government.

8. Analyse the importance of ministerial responsibility using Lal Bahadur Shastri's resignation as an example.**Answer:**

1. Lal Bahadur Shastri resigned as Railway Minister following a train accident in **1956**.

2. Although he was not blamed personally, he believed that a minister should accept responsibility for events occurring within the ministry.
3. His decision demonstrated the idea of **moral responsibility in public office**.
4. Such responsibility encourages ministers to remain accountable for the functioning of departments under their charge.
5. The example therefore illustrates the broader democratic principle that **executive authority should be accompanied by responsibility**.

9. Analyse how repeated disruptions and absenteeism can weaken the functioning of Parliament.

Answer:

1. Regular absenteeism reduces members' participation in **legislative debates and proceedings**.
2. Disruptions can reduce the quality and duration of important Parliamentary discussions.
3. Disruption of Question Hour can weaken opportunities to **question the Executive**.
4. Reduced functioning can lower Parliamentary productivity and leave less time to deliberate on proposed laws and governance issues.
5. Therefore, absenteeism and disruptions can prevent Parliament from performing its **legislative and accountability functions effectively**.

10. Evaluate how informed and active citizens can strengthen the functioning of Parliament and State Assemblies.

Answer:

1. Citizens strengthen democracy when they remain **informed about matters important to society**.
2. They can ask questions, express their views and participate in public discussions.
3. Digital spaces provided by government departments can enable citizens to participate in **policymaking discussions**.
4. Citizens can also constructively engage with their political representatives regarding policies.
5. As future voters, young people's **choices and participation** can help Parliament and State Assemblies serve the people more effectively.

6.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Five-Mark Descriptive Questions with Answers – Applied Type:

1. During a Parliamentary session, several MPs ask a minister why a government welfare programme has not reached the intended beneficiaries. Explain how Parliament can use its mechanisms to hold the minister and government accountable.

Answer:

1. MPs can raise questions during **Question Hour** about the implementation of the welfare programme.
2. The concerned minister must provide information and **justify the government's actions and decisions**.
3. A Parliamentary Committee may examine the functioning of the concerned ministry in greater detail.
4. The committee can ask questions, scrutinise government activities and make recommendations for improvement.
5. Thus, Parliamentary questioning and committee scrutiny help maintain **executive accountability**.

2. A new Bill dealing with children's education is introduced in Parliament. Explain the stages it should undergo before becoming a law.

Answer:

1. The proposed **Bill is introduced in one House of Parliament** and taken up for reading.
2. It may be referred to a **Standing Committee** for detailed examination and recommendations.
3. The House considers it clause by clause, discusses possible amendments and votes on it.
4. The Bill then goes through the required process in the **other House of Parliament**.
5. After Parliamentary approval, it receives **Presidential assent** and proceeds to Gazette notification as part of becoming law.

3. Imagine that after a general election no political party or coalition has a clear majority in the Lok Sabha. Explain how the constitutional system would deal with this situation.

Answer:

1. Normally, the President appoints the leader of the **majority party or coalition** in the Lok Sabha as Prime Minister.
2. When there is no clear majority, the President may exercise **discretionary powers** in dealing with the political situation.
3. The person appointed Prime Minister must be able to obtain **majority support in the Lok Sabha**.
4. The Prime Minister then leads the Council of Ministers and runs the government.
5. The Council of Ministers remains **collectively responsible to the Lok Sabha**.

4. Suppose the government proposes a large increase in expenditure for a new national programme. Explain how Parliament can ensure financial accountability.

Answer:

1. The proposed government expenditure would be examined as part of Parliament's **financial responsibilities**.
2. Parliament approves and monitors government expenditure through the **annual budget**.
3. Members can examine how funds are distributed among different ministries and programmes.
4. The government must provide **timely and accurate information** to Parliament regarding its financial decisions.
5. Therefore, Parliamentary scrutiny helps ensure that government expenditure remains subject to **financial accountability**.

5. Suppose Parliament passes a law that is challenged for violating Fundamental Rights. Explain how the Judiciary can respond.

Answer:

1. The Judiciary can examine whether the law is consistent with the **constitutional framework**.
2. It interprets and applies laws while acting as the **custodian of the Constitution**.
3. The Judiciary has an important responsibility to **safeguard Fundamental Rights**.
4. It checks whether laws passed by Parliament and their implementation by the Executive comply with the Constitution.
5. This judicial role maintains **checks and balances** and prevents any organ of government from becoming too powerful.

6. A state government wants to make a law concerning education. Apply your knowledge of the Union, State and Concurrent Lists to explain its legislative authority.

Answer:

1. Education is a subject included in the **Concurrent List**.
2. Therefore, both the **Union and State governments can legislate** on matters relating to education.

3. The state legislature can make laws relating to education within this constitutional arrangement.
4. The chapter explains that if the Union legislates on a Concurrent List subject, the state is **bound to follow the Union law**.
5. This arrangement illustrates the need for **cooperation between Union and State governments** in India's federal system.

7. Imagine that repeated disruptions prevent Question Hour from taking place during several Parliamentary sittings. Explain the likely consequences.

Answer:

1. MPs would lose an important opportunity to **question ministers about government policies and activities**.
2. Ministers would have fewer opportunities where they are required to justify government decisions before Parliament.
3. Parliament's ability to **hold the Executive accountable** would consequently be weakened.
4. Repeated disruptions would also reduce the productive time available for legislative business and debate.
5. Therefore, such disruptions can negatively affect both **Parliamentary productivity and democratic accountability**.

8. A minister's department faces a serious administrative failure even though the minister was not personally responsible. Using the example from the chapter, explain how the minister could demonstrate accountability.

Answer:

1. The minister may recognise that holding ministerial office involves responsibility for the functioning of the department.
2. The chapter gives the example of **Lal Bahadur Shastri**, who resigned as Railway Minister after a train accident in 1956.
3. He resigned even though he was **not personally blamed** for the accident.
4. His decision demonstrated the principle of accepting **moral responsibility** for events occurring within one's ministry.
5. A minister in a similar situation could therefore demonstrate accountability by accepting responsibility for serious failures under the ministry's charge.

9. Suppose the Executive begins taking major decisions without providing sufficient explanations to Parliament. How can the Legislature respond?

Answer:

1. MPs can use **Question Hour** to seek information about government policies and activities.
2. Ministers can be required to explain and justify the decisions taken by the Executive.
3. Parliamentary Committees can scrutinise the activities and policies of concerned ministries.
4. Parliament can also examine government expenditure and demand **timely and accurate information** from the government.
5. These mechanisms enable the Legislature to exercise its constitutional role of **checking and holding the Executive accountable**.

10. Your class is discussing how students can contribute to democracy even before they become voters. Suggest five actions based on the chapter.

Answer:

1. Students can remain **informed about issues** that are important to society.
2. They can ask meaningful questions and **share their views responsibly**.
3. They can participate in constructive **public discussions** on issues affecting society.

4. They can use appropriate digital spaces to understand and participate in discussions about **policymaking and governance**.
5. By developing responsible democratic habits, students can prepare themselves to become **informed and active future voters**.

6.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams: (20 MCQs of LOTS & 20 MCQs of HOTS Type)

Olympiad-Type Multiple Choice Questions with Answers:

Below are **30 MCQs** combining conceptual understanding, application, reasoning, comparison, and analytical thinking based on the uploaded chapter.

1. **Which of the following correctly describes the composition of the Indian Parliament?**
 - A. Prime Minister, Lok Sabha and Rajya Sabha
 - B. President, Lok Sabha and Rajya Sabha
 - C. President, Prime Minister and Supreme Court
 - D. Lok Sabha, Rajya Sabha and Supreme Court

Answer: B. President, Lok Sabha and Rajya Sabha
2. **India is said to have a bicameral Parliament because:**
 - A. Parliament meets twice every year
 - B. Parliament has two presiding officers
 - C. Parliament has two Houses
 - D. MPs are elected in two stages

Answer: C. Parliament has two Houses
3. **Which combination correctly matches the House with its method of election?**
 - A. Lok Sabha—Indirect; Rajya Sabha—Direct
 - B. Lok Sabha—Direct; Rajya Sabha—Indirect
 - C. Both—Direct
 - D. Both—Indirect

Answer: B. Lok Sabha—Direct; Rajya Sabha—Indirect
4. **The Rajya Sabha is particularly important to India's federal system because it:**
 - A. appoints all Governors
 - B. represents the States at the Union level
 - C. controls the Judiciary
 - D. elects all Lok Sabha members

Answer: B. represents the States at the Union level
5. **Which pair is correctly matched?**
 - A. Lok Sabha — Vice President
 - B. Rajya Sabha — Speaker
 - C. Lok Sabha — Speaker
 - D. Rajya Sabha — Prime Minister

Answer: C. Lok Sabha — Speaker
6. **Which of the following is NOT one of Parliament's major functions discussed in the chapter?**
 - A. Making laws
 - B. Ensuring executive accountability
 - C. Ensuring financial accountability
 - D. Deciding every judicial dispute

Answer: D. Deciding every judicial dispute

7. **A draft of a proposed law placed before Parliament is called a:**

- A. Gazette
- B. Bill
- C. Judgment
- D. Ordinance

Answer: B. Bill

8. **Which sequence most accurately represents the Parliamentary lawmaking process described in the chapter?**

- A. Presidential assent → Bill introduced → voting → discussion
- B. Bill introduced → consideration/discussion → passage by Houses → Presidential assent
- C. Committee examination → Presidential assent → introduction → voting
- D. Presidential assent → Gazette → introduction → discussion

Answer: B. Bill introduced → consideration/discussion → passage by Houses → Presidential assent

9. **Why may a Bill be sent to a Standing Committee?**

- A. To conduct general elections
- B. To appoint ministers
- C. To allow detailed scrutiny
- D. To dissolve Parliament

Answer: C. To allow detailed scrutiny

10. **Which statement regarding a Money Bill is correct?**

- A. It can originate only in the Rajya Sabha.
- B. It can originate in either House.
- C. It can be introduced only in the Lok Sabha with the President's prior recommendation.
- D. It does not require Parliamentary consideration.

Answer: C. It can be introduced only in the Lok Sabha with the President's prior recommendation.

11. **During Question Hour, an MP asks a minister to explain the failure of a government scheme. Which democratic principle is being exercised most directly?**

- A. Judicial independence
- B. Executive accountability
- C. Universal adult franchise
- D. Federal supremacy

Answer: B. Executive accountability

12. **Parliament examines the annual budget and asks a ministry to explain its expenditure. This is an example of:**

- A. judicial review
- B. federalism
- C. financial accountability
- D. universal suffrage

Answer: C. financial accountability

13. **Which of the following best describes the President's position in the Union Executive?**

- A. Head of State and nominal head of the Executive
- B. Head of the Judiciary
- C. Directly elected head of the Lok Sabha

D. De facto head of the Council of Ministers

Answer: A. Head of State and nominal head of the Executive

14. **Who exercises the de facto executive authority in the Parliamentary system described in the chapter?**

- A. Speaker
- B. Chief Justice
- C. Prime Minister
- D. Vice President

Answer: C. Prime Minister

15. **A Prime Minister who loses majority support in the Lok Sabha faces a fundamental problem because:**

- A. the Prime Minister must have majority support in the Lok Sabha
- B. the Prime Minister must be elected by the Judiciary
- C. the Rajya Sabha appoints the Prime Minister
- D. the President cannot appoint ministers

Answer: A. the Prime Minister must have majority support in the Lok Sabha

16. **The Council of Ministers is collectively responsible to the:**

- A. Supreme Court
- B. Rajya Sabha
- C. Lok Sabha
- D. Election Commission

Answer: C. Lok Sabha

17. **Civil servants primarily help the government by:**

- A. electing MPs
- B. implementing laws and policies
- C. passing constitutional amendments independently
- D. presiding over Parliament

Answer: B. implementing laws and policies

18. **Lal Bahadur Shastri's resignation as Railway Minister after a train accident is presented mainly as an example of:**

- A. judicial independence
- B. universal adult suffrage
- C. moral responsibility
- D. bicameralism

Answer: C. moral responsibility

19. **Which option correctly distinguishes the Legislature from the Executive?**

- A. Legislature implements laws; Executive interprets laws.
- B. Legislature makes laws; Executive implements laws.
- C. Legislature interprets laws; Executive makes constitutional judgments.
- D. Legislature appoints judges; Executive conducts elections.

Answer: B. Legislature makes laws; Executive implements laws.

20. **A law passed by Parliament is challenged because it allegedly violates Fundamental Rights. Which organ has the responsibility to examine its constitutional validity?**

- A. Executive
- B. Election Commission
- C. Judiciary
- D. Civil Services

Answer: C. Judiciary

21. **The Judiciary is called the custodian of the Constitution mainly because it:**

- A. prepares the annual budget
- B. ensures that government organs operate within constitutional limits
- C. directly elects the President
- D. introduces Money Bills

Answer: B. ensures that government organs operate within constitutional limits

22. **Which principle prevents any one organ of government from becoming too powerful?**

- A. Universal adult franchise alone
- B. Checks and balances
- C. Indirect election
- D. Parliamentary privilege alone

Answer: B. Checks and balances

23. **Consider the following statements:**

- I.** The Union Government can legislate exclusively on subjects in the Union List.
- II.** State Governments can legislate exclusively on subjects in the State List.
- III.** Both Union and State governments can legislate on subjects in the Concurrent List.

Which is correct?

- A. I only
- B. I and II only
- C. II and III only
- D. I, II and III

Answer: D. I, II and III

24. **Education provides an example of cooperative federalism in the chapter because:**

- A. only Parliament can legislate on education
- B. only states can legislate on education
- C. education is on the Concurrent List and involves both Union and State governments
- D. education is outside the legislative powers of governments

Answer: C. education is on the Concurrent List and involves both Union and State governments

25. **A state has both a Vidhan Sabha and a Vidhan Parishad. Its legislature is therefore:**

- A. federal
- B. unicameral
- C. bicameral
- D. judicial

Answer: C. bicameral

26. **Which of the following states is identified in the chapter as having a bicameral legislature?**

- A. Karnataka
- B. Kerala
- C. Tamil Nadu
- D. Odisha

Answer: A. Karnataka

27. **Which set correctly identifies the three usual sessions of Parliament?**

- A. Spring, Monsoon and Autumn
- B. Budget, Monsoon and Winter
- C. Budget, Summer and Judicial

D. Financial, Legislative and Winter

Answer: B. Budget, Monsoon and Winter

28. If Parliament was scheduled to function for 100 hours but actually functioned for 75 hours, its productivity would be:

A. 25%
B. 50%
C. 75%
D. 175%

Answer: C. 75%

Explanation: Productivity = (Actual hours functioning ÷ Scheduled time) × 100 = (75 ÷ 100) × 100 = **75%**.

29. Which situation would **MOST** directly reduce Parliament's ability to hold the Executive accountable?

A. More detailed committee scrutiny
B. Regular disruption of Question Hour
C. Increased participation in debates
D. Ministers providing accurate information

Answer: B. Regular disruption of Question Hour

30. Which action best reflects the chapter's idea of responsible citizen participation in democracy?

A. Participating only during elections
B. Ignoring government policies after voting
C. Staying informed, asking questions and constructively engaging with representatives
D. Leaving all public decisions entirely to elected representatives

Answer: C. Staying informed, asking questions and constructively engaging with representatives

6.15 Best Practices Opportunity List from the Chapter: (10 Ideas)

“Best Practices” Opportunities for Teaching:

- (1) **Mock Parliament / Role-Play Activity:**

Organise a classroom **Mock Parliament** where students take the roles of the Speaker, Prime Minister, ministers, Lok Sabha and Rajya Sabha members. Include a short **Question Hour** so students experience how the Legislature holds the Executive accountable.

- (2) **Bill-to-Act Classroom Simulation:**

Ask students to propose a simple classroom or school-related Bill, discuss its provisions, suggest amendments, vote on it and simulate assent. This helps students understand the stages involved in the **lawmaking process** rather than merely memorising them.

- (3) **Legislature–Executive–Judiciary Concept Map:**

Have students prepare a three-column concept map showing the composition, functions and relationships of the **Legislature, Executive and Judiciary**. Students should use arrows to demonstrate **separation of powers and checks and balances**.

- (4) **Union–State–Concurrent List Classification Activity:**

Provide students with subject cards and ask them to classify them under the **Union List, State List and Concurrent List** using the distinctions explained in the chapter. Follow the activity with a discussion on why areas such as education require cooperation between Union and State governments.

(5) Compare Union and State Government Structures:

Students can prepare a comparison chart connecting **President–Prime Minister–Parliament** at the Union level with **Governor–Chief Minister–State Legislature** at the State level. This makes similarities and differences in India's Parliamentary structure easier to understand.

(6) Parliamentary Productivity Data Activity:

Use the chapter's data on sessions and sittings of different Lok Sabhas to ask students to calculate averages, identify trends and discuss what declining or disrupted sittings might mean for democracy. This integrates **Civics with Mathematics and data interpretation**.

(7) Case Study on Ministerial Responsibility:

Use **Lal Bahadur Shastri's resignation as Railway Minister in 1956** as a short case study. Ask students to discuss why accepting moral responsibility is important for accountability in public office.

(8) Question Hour in Every Lesson:

Reserve the final five minutes of the class as a miniature **Question Hour**, where students ask questions about concepts taught that day. Rotate the role of “minister” among students, requiring them to answer using evidence from the chapter.

(9) Think–Pair–Share on Democratic Challenges:

Give students issues mentioned in the chapter, such as **absenteeism, disruptions, reduced quality of debates and disruption of Question Hour**. Students first think individually, then discuss in pairs and finally suggest solutions to the class.

(10) Responsible Citizenship Activity:

Ask students to identify a school or community issue, gather information, formulate questions and suggest constructive solutions. Connect this exercise to the chapter's emphasis on citizens **staying informed, asking questions, sharing views and engaging constructively with representatives**.

Best-practice outcome: These activities shift the chapter from **memorising institutions and definitions** to **experiencing democratic processes, analysing situations, collaborating, questioning and applying constitutional concepts**.

6.16 Innovations Opportunity List from the Chapter: (10 Ideas)

“Innovations” Opportunities in Teaching–Learning for 8th Standard:**(1) Digital Mock Parliament:**

Create a technology-supported **Mock Parliament** where students act as the Speaker, Prime Minister, ministers and MPs. Students can digitally submit questions and conduct a simulated **Question Hour**, helping them understand executive accountability through experience.

(2) Interactive “Bill to Act” Game:

Convert the lawmaking process into a classroom board game or digital flow game. Students move a proposed Bill through **introduction, committee scrutiny, discussion, amendments, voting, the other House, Presidential assent and Gazette notification**, earning points for correctly completing each stage.

(3) Three-Organ Democracy Simulation:

Divide the class into **Legislature, Executive and Judiciary** teams and give them a fictional governance problem. Each team must act according to its assigned powers, while other teams identify appropriate **checks and balances**, allowing students to experience separation of powers practically.

(4) Interactive Federalism Map:

Students can create a digital or wall-based map showing the relationship between **Union and State governments**. Add movable cards for the Union, State and Concurrent Lists so students can classify subjects and understand how federalism distributes legislative responsibilities.

(5) Parliamentary Productivity Data Lab:

Turn the chapter's information on Parliamentary sessions and sittings into a mini **data-analysis project**. Students can calculate averages, prepare graphs, compare different Lok Sabhas and discuss how disruptions or reduced sittings may influence Parliamentary effectiveness.

(6) “Constitutional Crisis” Challenge Cards:

Give groups situation cards such as **“No political party gets a clear majority in the Lok Sabha.”** Students identify the constitutional authorities involved and explain how the President, Prime Minister and Lok Sabha would function in the situation.

(7) Accountability Case-Study Theatre:

Students can dramatise the chapter's example of **Lal Bahadur Shastri resigning as Railway Minister after a train accident in 1956**. After the performance, groups discuss concepts such as moral responsibility, accountability and responsible leadership.

(8) QR-Code Learning Stations:

Create classroom learning stations titled **Parliament, Lawmaking, Executive, Judiciary, Federalism and State Legislature**. Each station can contain a QR code leading to teacher-created quizzes, diagrams, short explanations or challenges, allowing students to rotate and learn collaboratively.

(9) Democracy Escape-Room Challenge:

Design a classroom “escape room” where teams solve clues involving **Lok Sabha, Rajya Sabha, Money Bills, Question Hour, Judiciary, Concurrent List and State Legislatures**. Each correct solution reveals the next clue, transforming chapter revision into collaborative problem-solving.

(10) Young Citizen Digital Forum:

Create a safe classroom forum where students identify a school or community issue, formulate questions, discuss possible solutions and present recommendations. This directly reflects the chapter's emphasis on citizens **remaining informed, asking questions, sharing views and constructively engaging in democratic processes**.

These innovations can make the chapter **experiential, technology-enabled, collaborative and competency-based**, while developing **critical thinking, communication, problem-solving, constitutional awareness and responsible citizenship** among Grade 8 students.

6.17: Practicing Questions/Question Bank

A. Fill-in-the-Blank Questions:

- The Indian Parliament consists of the President, Lok Sabha and _____.
Answer: Rajya Sabha
- A legislature consisting of two Houses is called a _____ legislature.
Answer: Bicameral
- Members of the _____ are directly elected by the people.
Answer: Lok Sabha

4. The _____ presides over the Lok Sabha.
Answer: Speaker
5. The Vice President of India is the Chairperson of the _____.
Answer: Rajya Sabha
6. A draft of a proposed law is called a _____.
Answer: Bill
7. After completing the required legislative process, a Bill becomes an _____.
Answer: Act
8. A Money Bill can be introduced only in the _____.
Answer: Lok Sabha
9. The _____ is the de facto executive authority at the Union level.
Answer: Prime Minister
10. The _____ acts as the custodian of the Constitution.
Answer: Judiciary

B. One-Mark Descriptive Questions:

1. **What is Universal Adult Franchise?**
Answer: It is the right of all eligible adult citizens to vote without discrimination based on factors such as social or economic background, gender, race or religion.
2. **What is a bicameral legislature?**
Answer: A bicameral legislature is a legislature consisting of two Houses.
3. **Name the two Houses of the Indian Parliament.**
Answer: The two Houses are the **Lok Sabha and Rajya Sabha**.
4. **Who presides over the Lok Sabha?**
Answer: The **Speaker** presides over the Lok Sabha.
5. **What is a Bill?**
Answer: A Bill is a **draft of a proposed law**.
6. **What is Question Hour?**
Answer: Question Hour is the period when MPs question ministers about government policies and activities.
7. **Who is the nominal head of the Union Executive?**
Answer: The **President of India** is the nominal head of the Union Executive.
8. **Who is the de facto executive authority at the Union level?**
Answer: The **Prime Minister** is the de facto executive authority.
9. **What is the Concurrent List?**
Answer: It contains subjects on which both Union and State governments can legislate.
10. **What is Parliamentary productivity?**
Answer: Parliamentary productivity compares the actual hours Parliament functions with its scheduled time.

C. Two-Mark Descriptive Questions:

1. Differentiate between the Lok Sabha and Rajya Sabha.**Answer:**

1. Lok Sabha members are **directly elected by the people**.
2. Rajya Sabha members are **indirectly elected** and the House represents the States at the Union level.

2. Mention two functions of Standing Committees.**Answer:**

1. They scrutinise government activities.
2. They make recommendations and ask questions about government actions.

3. How does Question Hour promote accountability?**Answer:**

1. MPs question ministers about government policies and activities.
2. Ministers must explain and justify government decisions before Parliament.

4. Mention two functions of the President.**Answer:**

1. The President appoints the Prime Minister and other ministers.
2. The President summons Parliament and gives assent to Bills.

5. State two functions of the Judiciary.**Answer:**

1. The Judiciary interprets laws and resolves disputes.
2. It safeguards Fundamental Rights and ensures constitutional compliance.

6. Differentiate between the Union List and Concurrent List.**Answer:**

1. The Union List contains subjects on which the Union Government can exclusively legislate.
2. The Concurrent List contains subjects on which both Union and State governments can legislate.

7. Why is the Rajya Sabha important in a federal system?**Answer:**

1. It provides representation to the States at the Union level.
2. It helps balance national unity with State interests.

8. How can citizens strengthen democracy?**Answer:**

1. Citizens can remain informed and participate in public discussions.
2. They can ask questions and constructively engage with their representatives.

D. Three-Mark Descriptive Questions:

1. **Explain three major functions of Parliament.**

Answer:

1. Parliament performs the primary function of **making laws**.
2. It ensures **executive accountability** by questioning and scrutinising the government.
3. It ensures **financial accountability** by approving and monitoring government expenditure.

2. **Explain three stages involved in converting a Bill into law.**

Answer:

1. A Bill is introduced and considered in a House of Parliament.
2. It undergoes discussion, possible amendments and voting, followed by consideration in the other House.
3. After Parliamentary passage, **Presidential assent** is required before the process is completed.

3. **Explain the role of the Prime Minister.**

Answer:

1. The Prime Minister leads the **Council of Ministers**.
2. The Prime Minister coordinates ministries and advises the President.
3. The Prime Minister plays an important role in shaping **national policies**.

4. **How does the Judiciary maintain checks and balances?**

Answer:

1. It checks whether laws comply with the Constitution.
2. It can examine whether executive implementation violates constitutional provisions.
3. It thereby helps prevent any organ of government from becoming too powerful.

5. **Explain the Union, State and Concurrent Lists.**

Answer:

1. The Union List contains subjects exclusively under Union legislative authority.
2. The State List contains subjects exclusively under State legislative authority.
3. The Concurrent List contains subjects on which both levels can legislate.

6. **How can disruptions affect Parliament?**

Answer:

1. Disruptions reduce the time available for meaningful debates.
2. Disruption of Question Hour can weaken executive accountability.
3. Repeated disruptions can lower overall **Parliamentary productivity**.

E. Five-Mark Descriptive Questions:

1. **Explain the composition and functioning of the Indian Parliament.**

Answer:

1. Parliament consists of the **President, Lok Sabha and Rajya Sabha**.
2. Lok Sabha members are directly elected by citizens through universal adult suffrage.
3. Rajya Sabha members are indirectly elected and the House represents the States.
4. Parliament performs important functions such as **lawmaking and ensuring executive and financial accountability**.
5. Through these functions, Parliament plays a central role in India's Parliamentary democracy.

2. **Describe how a Bill becomes a law in Parliament.**

Answer:

1. A proposed law begins as a **Bill introduced in a House of Parliament**.
2. It is read and may be referred to a Standing Committee for detailed scrutiny.
3. The Bill undergoes clause-by-clause discussion, amendments and voting.
4. The required process is then completed in the other House.
5. After **Presidential assent**, it proceeds to Gazette notification as part of becoming law.

3. **Explain how the Legislature holds the Executive accountable.**

Answer:

1. The Council of Ministers is **collectively responsible to the Lok Sabha**.
2. MPs use Question Hour to question ministers about government activities.
3. Ministers are expected to explain and justify their actions and decisions.
4. Parliamentary committees scrutinise ministries and make recommendations.
5. Parliament also monitors government expenditure, thereby ensuring **financial accountability**.

4. **Explain the relationship among the Legislature, Executive and Judiciary.**

Answer:

1. The Legislature primarily **makes laws** and oversees the Executive.
2. The Executive primarily **implements and enforces laws**.
3. The Judiciary interprets and applies laws and resolves disputes.
4. The Judiciary also safeguards Fundamental Rights and constitutional limits.
5. Their interaction creates a system of **separation of powers and checks and balances**.

5. **Discuss the major challenges affecting the effective functioning of legislatures and suggest how democracy can be strengthened.**

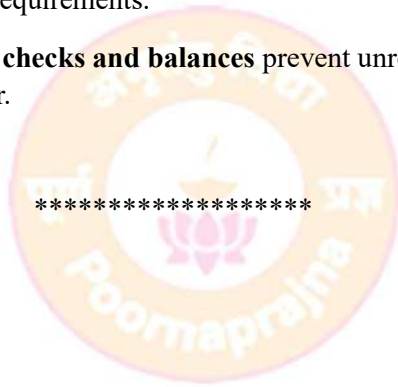
Answer:

1. **Absenteeism** can reduce representatives' participation in legislative work.
2. Non-cooperative conduct and disruptions can affect meaningful debate.

3. Disruption of Question Hour can weaken executive accountability.
 4. Citizens can strengthen democracy by staying informed, asking questions and participating in public discussions.
 5. Constructive engagement between citizens and representatives can help democratic institutions serve people more effectively.
6. **A law passed by Parliament is alleged to violate Fundamental Rights. Explain how India's system of checks and balances would address the situation.**

Answer:

1. Parliament has legislative authority, but its laws must operate within the **constitutional framework**.
2. The Judiciary can examine whether the law is consistent with the Constitution.
3. Safeguarding **Fundamental Rights** is an important responsibility of the Judiciary.
4. The Judiciary also checks whether the Executive's implementation of laws complies with constitutional requirements.
5. This illustrates how **checks and balances** prevent unrestricted exercise of governmental power.



8th Standard Social Science Book Part 1 Chapter 7

Chapter 7: FACTORS OF PRODUCTION

7.1 Summary of the Chapter:

Summary Key Points:

- (1) **Meaning of Factors of Production:** The resources or inputs used to produce goods and services are called **factors of production**. Businesses combine these inputs to carry out production and create economic opportunities.
- (2) **Four Main Factors:** The four basic factors of production are **land, labour, capital, and entrepreneurship**. **Technology** acts as an important facilitator that can increase production with the same or fewer inputs.
- (3) **Land – Natural Resources:** In economics, **land** includes not only geographical land but also natural resources such as **soil, forests, water, air, sunlight, minerals, oil, and natural gas**.
- (4) **Labour – Human Effort:** **Labour** refers to the physical and mental effort used in production. Farmers, carpenters, construction workers, teachers, doctors and other workers contribute their knowledge, skills and effort to produce goods and services.
- (5) **Human Capital:** Human capital refers to the **specialised skills, knowledge, abilities and expertise** that improve the quality and efficiency of labour. It therefore goes beyond basic physical or mental effort.
- (6) **Development of Human Capital:** **Education, training and healthcare** are important facilitators of human capital. Education builds knowledge, training develops practical skills, and good health improves people's ability to learn and work productively.
- (7) **Social and Cultural Influences:** Values such as **hard work, punctuality, attention to quality and continuous improvement** can strengthen human capital. The chapter illustrates this through Japan's concept of **kaizen** and the German work ethic.
- (8) **India's Skill Heritage:** India has a rich tradition of skill-based knowledge in which **kalā (art)** and **vidyā (knowledge)** were combined. Traditional knowledge was passed across generations, as seen in sculpture, architecture, jewellery and ancient stitched-shipbuilding techniques.
- (9) **Capital:** **Capital** includes money as well as human-made assets such as **machinery, tools, equipment, vehicles, computers, factories and buildings** used to produce goods and services. Businesses may obtain financial capital through savings, loans and, for large companies, the stock market.
- (10) **Entrepreneurship:** An **entrepreneur** identifies problems, develops innovative solutions, takes risks, combines the factors of production and makes important business decisions. Entrepreneurs also create employment and contribute to society through new products and services.
- (11) **Technology and Interconnection of Factors:** Technology enables production by applying scientific knowledge and can improve **efficiency, communication, learning, skills and access to jobs**. Land, labour, capital, entrepreneurship and technology are interconnected, and the proportion in which they are combined varies according to the type of production.
- (12) **Responsible and Sustainable Production:** Producers must use natural resources carefully, **reduce waste and pollution, protect the environment**, and adopt sustainable practices. Businesses also have responsibilities towards workers through **fair wages, safe working conditions, skill development, workplace rights and Corporate Social Responsibility (CSR)**.

In short: Production depends on the effective combination of **land + labour + capital + entrepreneurship**, supported by **technology and strong human capital**. All these factors are interconnected and should be used efficiently, responsibly and sustainably.

7.2 Important Formulas:

Important Formulas / Quantitative Relationships:

This chapter is **mainly conceptual and does not prescribe many mathematical formulas**. However, the following simple formulas and quantitative relationships are useful for solving application-based numerical problems connected with **production, productivity, labour, capital, loans, interest, dividends and literacy**.

No.	Concept	Formula
1	Productivity	$\text{Productivity} = \text{Total Output} \div \text{Total Input}$
2	Labour Productivity	$\text{Labour Productivity} = \text{Total Output} \div \text{Number of Workers}$
3	Output per Hour	$\text{Output per Hour} = \text{Total Output} \div \text{Total Working Hours}$
4	Total Production	$\text{Total Production} = \text{Productivity per Worker} \times \text{Number of Workers}$
5	Percentage Increase in Production	$\% \text{ Increase} = [(\text{New Output} - \text{Old Output}) \div \text{Old Output}] \times 100$
6	Percentage Decrease in Production	$\% \text{ Decrease} = [(\text{Old Output} - \text{New Output}) \div \text{Old Output}] \times 100$
7	Total Capital Required	$\text{Total Capital} = \text{Financial Capital} + \text{Value of Physical Capital}$
8	Capital per Worker	$\text{Capital per Worker} = \text{Total Capital} \div \text{Number of Workers}$
9	Simple Interest	$\text{SI} = (P \times R \times T) \div 100$
10	Amount Payable on Loan	$\text{Amount} = \text{Principal} + \text{Interest}$
11	Profit	$\text{Profit} = \text{Total Revenue} - \text{Total Cost}$
12	Profit Percentage	$\text{Profit \%} = (\text{Profit} \div \text{Total Cost}) \times 100$
13	Total Revenue	$\text{Total Revenue} = \text{Selling Price per Unit} \times \text{Quantity Sold}$
14	Total Production Cost	$\text{Total Cost} = \text{Fixed Cost} + \text{Variable Cost}$
15	Cost per Unit	$\text{Cost per Unit} = \text{Total Production Cost} \div \text{Number of Units Produced}$
16	Dividend per Share	$\text{Dividend per Share} = \text{Total Dividend} \div \text{Number of Shares}$
17	Individual Dividend	$\text{Dividend Received} = \text{Dividend per Share} \times \text{Number of Shares Held}$
18	Adult Literacy Rate	$\text{Literacy Rate} = (\text{Number of Literate Adults} \div \text{Total Adult Population}) \times 100$
19	Working Population Percentage	$\text{Working Population \%} = (\text{Working Population} \div \text{Total Population}) \times 100$
20	Resource/Production Efficiency	$\text{Efficiency} = (\text{Useful Output} \div \text{Total Input}) \times 100$

Important Symbols:

P = Principal amount, R = Rate of interest per year, T = Time in years, SI = Simple Interest, Output = quantity of goods/services produced, and Input = resources used in production.

The chapter specifically discusses **productivity**, defines **interest** as the money paid by a borrower for using borrowed money, explains **dividends** as payments to shareholders from profits, and uses **adult literacy rate** as a percentage measure.

7.3 Fill-Up the Blank LOTS type questions with Answers: (30 Questions)**Fill-in-the-Blank Questions with Answers – LOTS Type:**

1. The resources or inputs used for producing goods and services are called _____.
Answer: Factors of production
2. The four main factors of production are land, labour, capital and _____.
Answer: Entrepreneurship
3. _____ is a facilitator that enables enterprises to produce more goods with the same or fewer inputs.
Answer: Technology
4. In economics, land includes soil, forests, water, air, sunlight and other _____.
Answer: Natural
5. The physical and mental effort used in production is called _____.
Answer: Labour
6. The specialised skills, knowledge, abilities and expertise required to perform labour are called _____.
Answer: Human capital
7. _____ helps individuals gain knowledge, beginning with basic literacy and extending to expertise in specific fields.
Answer: Education
8. The process of learning the required skills to perform a particular job or activity is called _____.
Answer: Training
9. Good _____ enables workers to give their best physically and mentally.
Answer: Health / Healthcare
10. The Japanese concept meaning “continuous improvement” is called _____.
Answer: Kaizen
11. The ability to do more in a particular period of time is called _____.
Answer: Productivity
12. The benefit a country receives from having a large number of young and working people is called the _____ **dividend**.
Answer: Demographic
13. Ancient Indian production involved a unique combination of **kalā** (art) and _____ (knowledge).
Answer: Vidyā
14. The ancient Indian texts containing detailed design guidelines for sculptures, paintings, buildings and other crafts are called _____.
Answer: Śilpa Śāstras
15. Money and human-made resources used to produce goods and services are called _____.
Answer: Capital

16. The amount of money paid by a borrower to a lender for using the lender's money is called _____.

Answer: Interest

17. The market where shares are bought and sold is called the _____ **market**.

Answer: Stock

18. An amount paid by a company to its shareholders out of its profits is called a _____.

Answer: Dividend

19. A person who comes up with an idea, takes risks and combines different factors of production is called an _____.

Answer: Entrepreneur

20. An entrepreneurial venture with limited resources that aims at rapid growth and expansion while leveraging technology is called a _____.

Answer: Startup

21. Technology means the application of _____ **knowledge**.

Answer: Scientific

22. Agriculture, construction and handicraft sectors rely more heavily on labour and are therefore called _____ **-intensive**.

Answer: Labour

23. Semiconductor chips and satellites require more capital and specialised machinery and are therefore _____ **-intensive**.

Answer: Capital

24. A network of individuals, organisations, resources, activities and technology involved in the production and sale of goods is called a _____.

Answer: Supply chain

25. Businesses contribute to society and the environment beyond merely earning profits through _____.

Answer: Corporate Social Responsibility (CSR)

26. Employers should ensure that workers receive fair _____ for their labour.

Answer: Compensation

27. Businesses should provide workers with a safe _____ **environment**.

Answer: Working

28. Producers should reduce waste, avoid pollution and protect the _____ while producing goods.

Answer: Environment

29. Land, labour, capital and entrepreneurship _____ each other in the production process.

Answer: Complement

30. The four factors of production are _____ because they work together in producing goods and services.

Answer: Interconnected

These LOTS questions focus mainly on **remembering and recalling definitions, concepts, terminology and basic facts** directly from Chapter 7.

7.4 Fill-Up the Blank HOTS type questions with Answers: (30 Questions)

Fill-in-the-Blank Questions with Answers – HOTS Type:

The following questions require students to **apply, analyse, compare, infer, and reason** using the concepts of land, labour, human capital, capital, entrepreneurship, technology, sustainability, and their interconnections discussed in the chapter.

1. A farmer installs an automatic irrigation system and produces more crops using the same amount of land. In this case, _____ has improved the efficiency of production.
Answer: Technology
2. A carpenter attends an advanced furniture-design course and becomes more efficient at work. The training has improved his _____.
Answer: Human capital
3. A factory has modern machines but cannot operate because trained workers are unavailable. This shows that factors of production are _____.
Answer: Interconnected
4. A restaurant has enough money and workers but cannot operate because it has no suitable premises. The missing factor of production is _____.
Answer: Land
5. Two workers have equal physical strength, but one produces better-quality goods because of specialised training. The difference is mainly due to _____.
Answer: Human capital
6. A healthy worker completes more work in less time than an unhealthy worker. This demonstrates the positive relationship between healthcare and _____.
Answer: Productivity
7. A company purchases new machines, computers and vehicles to expand production. These assets are classified as _____.
Answer: Capital
8. A business owner identifies a social problem, develops a new product to solve it and risks money to launch it. The person is acting as an _____.
Answer: Entrepreneur
9. A young person has an innovative business idea but lacks money to purchase equipment. The factor of production that is insufficient is _____.
Answer: Capital
10. A business owner brings together land, workers, machinery and money to produce a new product. This coordinating role represents _____.
Answer: Entrepreneurship
11. A construction company needs many workers, while a semiconductor factory requires expensive specialised machinery. The former is _____-intensive.
Answer: Labour
12. A satellite-manufacturing enterprise depends heavily on expensive machinery and specialised equipment. It is therefore described as _____-intensive.
Answer: Capital
13. If machines reduce the number of workers required to perform a particular production activity, technology has changed the _____ of factors used in production.
Answer: Proportion
14. During a disruption, a factory cannot obtain essential components from distant suppliers and stops production. This illustrates a _____ challenge.
Answer: Supply chain
15. A manufacturer begins sourcing some inputs locally to reduce dependence on distant suppliers. This can reduce the risk of _____ disruptions.
Answer: Supply chain
16. A leather factory treats its wastewater before releasing it into a river. This is an example of a _____ practice.
Answer: Sustainable

17. A smartphone manufacturer recycles old devices instead of allowing harmful substances to enter soil and water. This demonstrates responsible use of _____ **resources**.
Answer: Natural
18. A company provides fair wages, safe working conditions and training opportunities to employees. These actions demonstrate its responsibilities towards _____.
Answer: Workers / employees
19. A company reduces pollution and supports the well-being of local communities even though these activities are not directly aimed at earning profit. This reflects _____.
Answer: Corporate Social Responsibility (CSR)
20. A student uses an online platform to learn a new skill from home. This demonstrates how technology can overcome _____ **barriers** to learning.
Answer: Geographical
21. A country has a large young population, but many young people lack education, healthcare and skills. To fully benefit from its demographic dividend, the country must strengthen its _____.
Answer: Human capital
22. When workers continuously improve their methods and strive for higher quality, they demonstrate the principle of _____ discussed through the Japanese example.
Answer: Kaizen
23. A craftsperson combines artistic creativity with specialised traditional knowledge to produce a sculpture. This reflects the ancient Indian combination of **kalā** and _____.
Answer: Vidyā
24. A business replaces some manual activities with machines but continues to require people to design, supervise and improve production. This shows that technology does not completely eliminate the need for _____.
Answer: Human effort / labour
25. A company has sufficient land, labour and capital but lacks anyone willing to take risks and make key business decisions. The missing factor is _____.
Answer: Entrepreneurship
26. When one essential factor is missing or misused and the production process stops, it demonstrates the _____ among factors of production.
Answer: Interdependence / interconnectedness
27. A farmer uses machinery to perform activities previously carried out by several workers. This reduces the production process's dependence on _____.
Answer: Labour
28. A company trains existing workers instead of immediately replacing them when production methods change. This investment strengthens the workers' _____.
Answer: Human capital
29. An entrepreneur introduces an innovative product that solves a problem and simultaneously creates employment. This shows that entrepreneurship can contribute to the _____ **of society**.
Answer: Welfare
30. Producers meet present needs while conserving resources so that future generations can also meet their needs. This approach represents _____ **production**.
Answer: Sustainable

These HOTS fill-ups particularly reflect the chapter's emphasis that the factors of production **complement one another**, that changing technology can alter the proportion in which they are used, and that missing or misused factors can make production inefficient or even halt it. The sustainability-based questions are grounded in the chapter's discussion of reducing waste, preventing pollution and protecting resources for future generations.

7.5 One-mark questions with Answers of LOTS Type: (35 Questions)

One-Mark Descriptive Questions with Answers – LOTS Type:

- What are factors of production?**
Answer: Factors of production are the resources or inputs used to produce goods and services.
- Name the four main factors of production.**
Answer: The four main factors of production are **land, labour, capital, and entrepreneurship**.
- What does land mean in economics?**
Answer: Land includes geographical land as well as natural resources such as soil, forests, water, air, sunlight, minerals, oil, and natural gas.
- What is labour?**
Answer: Labour is the **physical and mental effort** used in the production of goods and services.
- What is a skill?**
Answer: A skill is the ability to perform an activity or job well through **practice and training**.
- What is human capital?**
Answer: Human capital refers to the **specialised skills, knowledge, abilities, and expertise** required to perform labour efficiently.
- Name two important facilitators of human capital.**
Answer: **Education and training** are two important facilitators of human capital.
- How does education contribute to human capital?**
Answer: Education helps individuals acquire knowledge and develop the ability to solve real-world problems.
- What is training?**
Answer: Training is the process of learning the **required skills to perform a particular job or activity**.
- How does good health improve human capital?**
Answer: Good health enables people to work and learn better, thereby improving their **productivity**.
- What is productivity?**
Answer: Productivity is the **ability to do more in a particular period of time**.
- What is Kaizen?**
Answer: **Kaizen** is a Japanese concept that means **continuous improvement**.
- What is demographic dividend?**
Answer: Demographic dividend is the benefit a country gains when it has a **large number of young and working people**.
- What are Śhīlpa Śhāstras?**
Answer: Śhīlpa Śhāstras are ancient Indian texts containing detailed design guidelines for sculptures, paintings, buildings, wooden items, and jewellery.
- What was unique about ancient Indian stitched shipbuilding?**
Answer: Ancient Indian shipbuilders stitched wooden planks together using **cords instead of nails**.

16. **What is capital in economics?**

Answer: Capital is any **physical or financial asset used to produce goods and services.**

17. **Give two examples of physical capital.**

Answer: **Machinery and equipment** are examples of physical capital.

18. **Mention one source of capital for starting a business.**

Answer: **Personal savings** can be a source of capital for starting a business.

19. **What is interest?**

Answer: Interest is the money paid by a borrower to a lender for using the lender's money for a specific period.

20. **What is a stock market?**

Answer: A stock market is a special type of market where **shares are bought and sold.**

21. **What is a dividend?**

Answer: A dividend is an amount of money paid by a company to its shareholders out of its profits.

22. **What is entrepreneurship?**

Answer: Entrepreneurship means **starting one's own enterprise or creating something new to solve a problem.**

23. **Who is an entrepreneur?**

Answer: An entrepreneur is a person who develops an idea, takes risks, combines factors of production, and works to make the idea successful.

24. **What is a startup?**

Answer: A startup is an entrepreneurial venture with limited resources that aims at **rapid growth and expansion while leveraging technology.**

25. **Mention one important task performed by an entrepreneur.**

Answer: An entrepreneur **combines various factors of production** to operate a business.

26. **What is technology?**

Answer: Technology is the **application of scientific knowledge.**

27. **Give one example of technology used in agriculture.**

Answer: **Drones used for spraying fertilisers** are an example of technology in agriculture.

28. **What is a labour-intensive activity?**

Answer: A labour-intensive activity is one that depends more heavily on **human labour for production.**

29. **What is a capital-intensive activity?**

Answer: A capital-intensive activity is one that requires more **capital and specialised machinery** for production.

30. **What is a supply chain?**

Answer: A supply chain is a network of individuals, organisations, resources, activities, and technology involved in the **production and sale of goods.**

31. **Why are factors of production said to be interconnected?**

Answer: Factors of production are interconnected because they **complement one another in producing goods and services.**

32. **What is Corporate Social Responsibility (CSR)?**

Answer: CSR refers to the responsibility of businesses to address **social and environmental concerns** through their operations.

33. **Mention one responsibility of businesses towards workers.**

Answer: Businesses should provide workers with **fair compensation and safe working conditions**.

34. **Why should businesses provide skill development and training to workers?**

Answer: Businesses should provide training so that workers develop the skills needed to **remain competitive in the labour market**.

35. **Why should producers use natural resources responsibly?**

Answer: Producers should use natural resources responsibly to meet present needs **without reducing the ability of future generations to meet their needs**.

These questions cover the chapter's core recall-level concepts of **land, labour, human capital, capital, entrepreneurship, technology, interconnected production factors, sustainability, and CSR**.

7.6 One-mark questions with Answers of HOTS Type: (30 Questions)

One-Mark Descriptive Questions with Answers – HOTS Type:

1. **A farmer uses a drone to spray fertilisers. Which facilitator of production is being used?**

Answer: The farmer is using **technology** to make agricultural production more efficient.

2. **A carpenter improves the quality of his furniture after specialised training. What has improved?**

Answer: The carpenter's **human capital** has improved through training.

3. **A factory has machines and raw materials but no workers. What is likely to happen?**

Answer: Production may stop because **labour** is an essential factor of production.

4. **Why can two workers doing the same job have different levels of productivity?**

Answer: Their productivity may differ because of differences in **skills, knowledge, training, health, and experience**.

5. **A business owner rents a building instead of purchasing one. Which factor of production does the building represent?**

Answer: The building or business premises represents **land** when considered as the location used for production.

6. **Why is good healthcare considered important for human capital?**

Answer: Good healthcare keeps people physically and mentally fit and enables them to work more productively.

7. **A student learns a job-related skill through an online course. How has technology helped the student?**

Answer: Technology has enabled the student to access **knowledge and skill development despite geographical barriers**.

8. **Why can India's young population become an economic advantage?**

Answer: A large young and productive population can provide India with a **demographic dividend** when supported by education, health, training, and skills.

9. **Why is education alone not sufficient for developing effective human capital?**

Answer: Education needs to be complemented by **training and practical application** to develop job-related skills.

10. **How can the principle of Kaizen improve production?**

Answer: **Continuous improvement** can increase the quality and efficiency of work.

11. **Why were ancient Indian crafts dependent on human capital?**
Answer: They required specialised **knowledge, skills, regular practice, and techniques** passed across generations.
12. **Why did stitched ships made with cords suit Indian Ocean navigation?**
Answer: Stitching wooden planks with cords made the ships **flexible and easier to navigate in the Indian Ocean.**
13. **A restaurant owner borrows money from a bank to purchase kitchen equipment. Which factor of production is being strengthened?**
Answer: The borrowed money and purchased equipment strengthen the restaurant's **capital.**
14. **Why might a large company use the stock market to raise funds?**
Answer: A large company may use the stock market because it requires substantial **financial capital to expand its business.**
15. **An individual identifies a problem and develops a new business solution for it. Which factor of production does this demonstrate?**
Answer: This demonstrates **entrepreneurship.**
16. **Why is risk-taking an important characteristic of an entrepreneur?**
Answer: An entrepreneur must risk **money and time** while trying to turn an innovative idea into a successful enterprise.
17. **How can entrepreneurship contribute to society apart from generating profit?**
Answer: Entrepreneurship can introduce useful innovations, **create jobs, and support livelihoods.**
18. **Why is agriculture generally considered more labour-intensive than satellite production?**
Answer: Agriculture generally relies more on **labour**, whereas satellite production requires greater capital and specialised machinery.
19. **How can greater use of machines change agricultural production?**
Answer: Greater use of machines can **reduce agriculture's dependence on labour.**
20. **Why are the factors of production compared to pieces of a puzzle?**
Answer: They are compared to puzzle pieces because **all the inputs work together to complete the production process.**
21. **What may happen if one important factor of production is missing or misused?**
Answer: Production may become **inefficient or may even come to a halt.**
22. **Why can dependence on distant sources of inputs create problems for businesses?**
Answer: Dependence on distant inputs can expose businesses to **supply-chain disruptions that may interrupt production.**
23. **A manufacturer obtains raw materials from several different regions. What does this illustrate?**
Answer: It illustrates the **geographical interconnectedness of production inputs.**
24. **Why does human effort remain important even in technologically advanced production?**
Answer: Human effort is still needed to **design, supervise, manage, and improve products and processes.**
25. **Why should a factory treat polluted wastewater before releasing it?**
Answer: Treating wastewater helps **prevent environmental damage and supports sustainable production.**
26. **How can improper disposal of old smartphones harm natural resources?**
Answer: Harmful substances such as **lead and mercury** can leak into the soil and water.

27. **Why should producers conserve natural resources for future generations?**

Answer: Producers should conserve resources so that **future generations can also meet their needs.**

28. **A company gives employees fair wages and safe working conditions. Which responsibility is it fulfilling?**

Answer: The company is fulfilling its **responsibility towards its workers and employees.**

29. **Why should businesses invest in employee training?**

Answer: Training helps employees **develop the skills necessary to remain competitive in the labour market.**

30. **A company reduces pollution and supports the well-being of nearby communities. Which concept does this represent?**

Answer: These actions represent **Corporate Social Responsibility (CSR).**

31. **Why cannot modern technology completely replace all old technologies?**

Answer: Some older technologies, such as **pulleys and wheelbarrows, remain useful and effective for particular tasks.**

32. **How can GPS improve the transportation of goods?**

Answer: GPS can identify **shorter routes**, making transportation more efficient.

33. **Why is technology considered an enabler rather than one of the four main factors of production in this chapter?**

Answer: Technology is an enabler because it helps enterprises **use the main factors of production more efficiently.**

34. **If a helper suddenly leaves a restaurant, how could production be affected?**

Answer: The remaining workers may be **unable to maintain the same level of work** because the available **labour has decreased.**

35. **If a restaurant receives a loan to purchase better technology, what benefit might result?**

Answer: Better technology may **increase production, improve quality, or help the restaurant reach more customers.**

7.7 Two-mark questions with Answers of LOTS Type: (25 Questions)

Two-Mark Descriptive Questions with Answers – LOTS Type:

1. **What are factors of production? Name the four main factors.**

Answer:

1. Factors of production are the **resources or inputs used to produce goods and services.**
2. The four main factors are **land, labour, capital, and entrepreneurship.**

2. **What is meant by 'land' as a factor of production? Give examples.**

Answer:

1. In economics, land includes geographical land as well as **natural resources provided by nature.**
2. Examples include **soil, forests, water, air, sunlight, minerals, oil, and natural gas.**

3. **What is labour? Give two examples of labour.**

Answer:

1. Labour refers to the **physical and mental effort used in production.**
2. Farmers, carpenters, construction workers, teachers, and doctors are examples of people providing labour.

4. **What is human capital? How is it different from labour?**

Answer:

1. Human capital refers to the **specialised skills, knowledge, abilities, and expertise** required to perform work.
2. Labour is the physical and mental effort used in production, whereas human capital represents the **quality and efficiency of that labour**.

5. **How do education and training develop human capital?**

Answer:

1. **Education** helps individuals acquire knowledge, from basic literacy to expertise in specialised fields.
2. **Training** develops the practical skills required to perform a particular job or activity effectively.

6. **How does healthcare contribute to human capital?**

Answer:

1. Good health supports **cognitive development** and enables children to attend school and learn better.
2. Healthy workers can work efficiently, be creative, and remain productive with fewer absences due to illness.

7. **What is Kaizen? How did it help Japan?**

Answer:

1. **Kaizen** is a Japanese concept that means **continuous improvement**.
2. Its application helped Japan achieve higher standards of living through a culture of hard work and improvement.

8. **What is productivity? How can good health improve it?**

Answer:

1. Productivity is the **ability to do more in a particular period of time**.
2. Good health enables workers to perform better physically and mentally and complete more work in less time.

9. **What is demographic dividend? How can India benefit from it?**

Answer:

1. Demographic dividend is the benefit a country receives when it has a **large number of young and working people**.
2. India can benefit from it by providing people with **quality education, health, training, and skilling**.

10. **What was special about India's ancient skill heritage?**

Answer:

1. Ancient Indian production combined **kalā (art) and vidyā (knowledge)**, and specialised knowledge was passed from generation to generation.
2. The **Śilpa Śāstras** contained detailed guidelines for sculptures, paintings, buildings, wooden items, and jewellery.

11. **Explain the ancient Indian technique of stitched shipbuilding.**

Answer:

1. Indian shipbuilders stitched **wooden planks together using cords instead of nails**.
2. This made the ships flexible and helped them navigate the Indian Ocean with ease.

12. **What is capital? Give examples of capital.**

Answer:

1. Capital includes **money and human-made resources used to produce goods and services**.

2. Machinery, tools, equipment, vehicles, computers, shops, factories, and office buildings are examples of capital.

13. **Mention two sources from which businesses can obtain capital.**

Answer:

1. Individuals may obtain capital from **personal savings, family, friends, or bank loans.**
2. Large companies may raise financial capital from the public through the **stock market.**

14. **What are interest and dividend?**

Answer:

1. **Interest** is the money paid by a borrower to a lender for using the lender's money for a specified period.
2. A **dividend** is money paid by a company to its shareholders out of its profits.

15. **What is entrepreneurship? Who is an entrepreneur?**

Answer:

1. Entrepreneurship means **starting one's own enterprise or creating something new to solve a problem.**
2. An entrepreneur develops an idea, takes risks, gathers the factors of production, and works to make the idea successful.

16. **Mention any two functions of an entrepreneur.**

Answer:

1. An entrepreneur **identifies problems and develops innovative solutions.**
2. An entrepreneur **combines factors of production, takes risks, and makes key business decisions.**

17. **What is a startup? Mention one important feature of it.**

Answer:

1. A startup is an **entrepreneurial venture with limited resources.**
2. It aims at **rapid growth and expansion while leveraging technology.**

18. **What is technology? Give two examples of its use.**

Answer:

1. Technology means the **application of scientific knowledge.**
2. Examples include **UPI for digital payments, GPS for finding transport routes, and drones for agricultural activities.**

19. **Distinguish between labour-intensive and capital-intensive production.**

Answer:

1. **Labour-intensive production** relies more heavily on human labour, as in agriculture, construction, and handicrafts.
2. **Capital-intensive production** requires more capital and specialised machinery, as in semiconductor chip or satellite production.

20. **How are the factors of production interconnected?**

Answer:

1. Land, labour, capital, entrepreneurship, and technology **complement one another in producing goods and services.**
2. If an important factor is missing or misused, production may become inefficient or even stop.

21. **What is a supply chain?**

Answer:

1. A supply chain is a network of **individuals, organisations, resources, activities, and technology.**
2. These elements work together in the **production and sale of goods.**

22. **Mention two responsibilities of producers towards natural resources.**

Answer:

1. Producers should **reduce waste and avoid pollution** while producing goods.
2. They should protect natural resources so that **future generations can also meet their needs.**

23. **Mention two responsibilities of businesses towards workers.**

Answer:

1. Businesses should provide workers with **fair compensation and safe working conditions.**
2. They should provide opportunities for **skill development and training.**

24. **What is Corporate Social Responsibility (CSR)? Mention one activity under CSR.**

Answer:

1. CSR refers to businesses addressing **social and environmental concerns** through their operations.
2. CSR activities may include **reducing pollution or supporting the well-being of local communities.**

25. **How does technology help people acquire skills and find jobs?**

Answer:

1. Online learning platforms enable people to **develop knowledge and skills from different locations.**
2. Online career portals help people **find job opportunities across different sectors.**

7.8. Two-mark questions with Answers of HOTS Type: (25 Questions)

Two-Mark Descriptive Questions with Answers – HOTS Type:

1. **A farmer has fertile land and enough money but cannot find skilled workers. How will this affect production?**

Answer:

1. Production may decrease or stop because the required **labour** is unavailable.
2. This shows that the factors of production are **interconnected and complement one another.**

2. **Two workers use the same tools, but one produces better-quality goods. What could be the reason?**

Answer:

1. The more productive worker may possess better **knowledge, skills, training, or experience.**
2. This demonstrates how stronger **human capital** improves the quality and efficiency of labour.

3. **Why would investing in workers' education and training benefit a business?**

Answer:

1. Education and training improve workers' **knowledge and job-related skills.**
2. Better-skilled workers can perform their jobs more effectively and contribute to higher productivity.

4. **A worker frequently remains absent because of poor health. How can this affect production?**

Answer:

1. Frequent absence can reduce the worker's contribution to production and lower productivity.

2. Good healthcare helps workers remain physically and mentally capable of performing efficiently.
5. **India has a large young population. What should be done to convert this into a demographic dividend?**
Answer:
1. Young people should have access to **quality education, healthcare, training, and skilling.**
 2. These investments can make the young population productive and contribute to national progress.
6. **How can the principle of Kaizen help a manufacturing company?**
Answer:
1. Kaizen encourages workers and organisations to practise **continuous improvement.**
 2. Such a work culture can help improve quality, efficiency, and standards of production.
7. **Why should traditional Indian skills and production techniques be preserved?**
Answer:
1. They represent valuable **knowledge, workmanship, and skills passed across generations.**
 2. Preserving them can protect India's skill heritage and enable future generations to learn from traditional knowledge.
8. **A small entrepreneur has a good business idea but insufficient savings. How can the entrepreneur overcome this problem?**
Answer:
1. The entrepreneur may obtain the required financial capital through a **bank loan.**
 2. The borrowed funds can help purchase equipment and other resources needed to start the enterprise.
9. **Why is entrepreneurship considered important even when land, labour, and capital are available?**
Answer:
1. An entrepreneur **combines the different factors of production and makes key decisions** about the business.
 2. The entrepreneur also takes risks and develops innovative solutions to make the enterprise successful.
10. **An entrepreneur develops an innovative product that solves a community problem. How does this benefit society?**
Answer:
1. The innovative product can provide a useful solution to the problem faced by people.
 2. The enterprise can also **create jobs and support livelihoods.**
11. **Why is profit not necessarily the only motivation for an entrepreneur?**
Answer:
1. An entrepreneur may also aim to **solve problems, serve people, and contribute to society.**
 2. Entrepreneurs can gain satisfaction from turning their ideas into reality and creating useful products or services.
12. **A farmer replaces some manual activities with machines. How will this change the factors used in production?**
Answer:

1. Greater use of machinery can **reduce dependence on labour**.
 2. It changes the proportion of labour and capital used in the production process.
13. **Why is a semiconductor manufacturing unit more capital-intensive than a handicraft unit?**

Answer:

1. Semiconductor production requires greater **capital and specialised machinery**.
 2. Handicraft production relies comparatively more on **human labour and skill**.
14. **A company has advanced machines but no skilled workers to operate them. Can technology alone ensure production? Explain.**

Answer:

1. No, technology alone cannot ensure production because skilled human effort is required to operate, supervise, and improve processes.
 2. This shows that **labour, human capital, capital, and technology complement one another**.
15. **How can technology help a person living far from a training institution develop new skills?**

Answer:

1. Online learning platforms allow learners to access courses **from anywhere and learn at their own pace**.
 2. Technology therefore reduces geographical barriers to knowledge and skill development.
16. **Why can a disruption in the supply chain stop production in a factory?**

Answer:

1. A supply-chain disruption may prevent essential raw materials or components from reaching the factory.
 2. Without the required inputs, production can become inefficient or come to a halt.
17. **Why might sourcing some production inputs locally be useful to a business?**

Answer:

1. Local sourcing can reduce dependence on inputs transported from **far-off locations**.
 2. It may therefore reduce the risk of production stopping when distant supply chains are disrupted.
18. **Why does human effort remain important in mobile-phone manufacturing despite advanced technology?**

Answer:

1. Engineers and managers are needed to **design, supervise, test, and improve products and processes**.
 2. Human expertise therefore remains essential at different stages of technologically advanced production.
19. **A leather factory provides employment but pollutes a nearby river. What should the factory do?**

Answer:

1. The factory should **treat its wastewater, reduce pollution, and use natural resources responsibly**.
 2. It should balance economic production with protection of the environment and resources for future generations.
20. **Why is improper disposal of old smartphones a sustainability concern?**

Answer:

1. Harmful substances such as **lead and mercury** may leak into the ground and water.
 2. Proper recycling can reduce pollution and protect people, animals, plants, and natural resources.
21. **A company pays good salaries but provides unsafe working conditions. Is it fulfilling its responsibility towards workers? Why?**
Answer:
1. No, fair compensation alone is insufficient because employers must also provide a **safe working environment**.
 2. Businesses are responsible for both fair treatment and proper protection of their workers.
22. **Why should a company train its workers when new technology is introduced?**
Answer:
1. Training helps workers acquire the **skills required to use new technology effectively**.
 2. It also helps them remain competitive as production methods and job requirements change.
23. **How can Corporate Social Responsibility benefit both society and the environment?**
Answer:
1. CSR can encourage businesses to **reduce pollution and address the well-being of local communities**.
 2. It promotes responsible business behaviour towards employees, customers, society, and biodiversity.
24. **Suppose the rent of a restaurant suddenly doubles. What two choices could the entrepreneur consider?**
Answer:
1. The entrepreneur could **raise food prices** to help cover the increased cost.
 2. Alternatively, the entrepreneur could **look for a cheaper location** to control expenses.
25. **A new restaurant opens near an existing restaurant. How can the existing entrepreneur respond to the competition?**
Answer:
1. The entrepreneur may **improve service or offer something new** to attract and retain customers.
 2. The entrepreneur may also reconsider prices and other business decisions to remain competitive.

7.9. Three-mark questions with Answers of LOTS Type: (22 Questions)

Three-Mark Descriptive Questions with Answers – LOTS Type:

1. What are factors of production? Explain their main types.

Answer:

1. Factors of production are the **resources or inputs used to produce goods and services**.
2. They are classified into four main types—**land, labour, capital, and entrepreneurship**.
3. **Technology** acts as a facilitator that helps enterprises produce more efficiently.

2. Explain land as a factor of production.

Answer:

1. In economics, land includes **geographical land as well as natural resources**.
2. Natural resources include **soil, forests, water, air, sunlight, minerals, oil, and natural gas**.
3. Businesses may either purchase the required land or **pay rent to use it for a period of time**.

3. Explain labour as a factor of production.

Answer:

1. Labour refers to the **physical and mental effort used in production**.
2. Carpenters, farmers, construction workers, teachers, and doctors contribute different levels of strength, knowledge, and skill.
3. Through their work, labourers help to **create goods and services required by society**.

4. What is human capital? How does it differ from labour?

Answer:

1. Human capital refers to the **specialised skills, knowledge, abilities, and expertise** required to perform labour.
2. Labour refers to the **physical and mental effort** used in production.
3. Human capital represents the **quality and efficiency of labour**, rather than merely the basic effort involved.

5. Explain the role of education and training in developing human capital.

Answer:

1. Education enables individuals to acquire **knowledge**, beginning with basic literacy and extending to specialised expertise.
2. Training provides **practical experience and job-related skills** required to perform activities effectively.
3. Together, education and training prepare individuals to **perform well in their careers**.

6. Explain the importance of healthcare in developing human capital.

Answer:

1. Good health supports **cognitive development** and helps children attend school regularly and learn better.
2. Healthy workers are able to give their best **physically and mentally**.
3. They can work more efficiently, be creative, and avoid frequent absence from work due to illness.

7. Explain the influence of social and cultural factors on human capital.

Answer:

1. A culture of **hard work and continuous improvement** can strengthen human capital.
2. Japan's concept of **Kaizen** emphasises continuous improvement and has contributed to higher standards of living.
3. The German work ethic emphasises **punctuality, attention to detail, and quality**, supporting excellence in technology and manufacturing.

8. What is demographic dividend? How can India benefit from it?

Answer:

1. Demographic dividend refers to the benefit a country receives when it has a **large number of young and working people**.
2. More working and earning people can help the country **grow businesses and improve living standards**.
3. To realise this potential, people need access to **quality education, healthcare, training, and skilling**.

9. Describe India's ancient skill heritage.

Answer:

1. In ancient India, work involved a combination of **kalā (art) and vidyā (knowledge)** and was often performed with devotion.
2. Knowledge and specialised skills were **passed from generation to generation and further developed.**
3. The **Śilpa Śāstras** contained detailed guidelines relating to sculptures, paintings, buildings, wooden items, and jewellery.

10. Describe the ancient Indian stitched shipbuilding technique.

Answer:

1. Indians used a unique stitched shipbuilding technique dating back **over 2,000 years.**
2. Wooden planks were **stitched together using cords instead of nails.**
3. This technique made ships flexible and helped them navigate the **Indian Ocean with ease.**

11. Explain capital as a factor of production with examples.

Answer:

1. Capital consists of **monetary resources and durable human-made assets** used for production.
2. It includes machinery, tools, equipment, vehicles, computers, shops, factories, and office buildings.
3. Capital is essential for the **day-to-day operation of manufacturing and service enterprises.**

12. Explain the different sources through which businesses can obtain capital.

Answer:

1. Individuals may initially obtain funds through **personal savings, family, and friends.**
2. When these funds are insufficient, businesses may obtain **loans from banks and pay interest** on the borrowed amount.
3. Large companies may raise financial capital from the public by **selling shares through the stock market.**

13. Explain entrepreneurship and the role of an entrepreneur.

Answer:

1. Entrepreneurship means **starting an enterprise or creating something new to solve a problem.**
2. An entrepreneur develops an idea, **takes risks, and gathers the factors of production.**
3. Entrepreneurs bring innovative goods and services to the market while also **creating employment and supporting livelihoods.**

14. Mention any three important tasks performed by an entrepreneur.

Answer:

1. An entrepreneur **identifies a problem and develops an innovative solution.**
2. The entrepreneur **combines various factors of production and takes risks by investing money and time.**
3. The entrepreneur makes **key decisions regarding the operation and functioning of the business.**

15. Explain the role of technology as an enabler of production.

Answer:

1. Technology means the **application of scientific knowledge** and is used in different production-related activities.
2. Modern technologies such as **UPI, weather forecasting, GPS, drones, and robots** make various activities easier and more efficient.

3. Technological development can help people and businesses **improve the way they work and reduce time and costs.**

16. How does technology help people gain knowledge, skills, and employment opportunities?

Answer:

1. Online platforms such as **SWAYAM** provide courses through which learners can acquire knowledge and new skills.
2. Online career portals such as the **National Career Service** help people find employment opportunities in different sectors.
3. Technology reduces **geographical barriers** and enables access to learning, skill development, and jobs.

17. Explain how the factors of production are interconnected.

Answer:

1. **Land, labour, capital, entrepreneurship, and technology** are combined to produce goods and services.
2. The proportion of each factor required varies according to the **type of product or production activity.**
3. If an important factor is missing or misused, production may become **inefficient or may come to a halt.**

18. Distinguish between labour-intensive and capital-intensive production.

Answer:

1. **Labour-intensive production** depends more heavily on human labour, as seen in agriculture, construction, and handicrafts.
2. **Capital-intensive production** requires greater capital and specialised machinery.
3. Semiconductor chips and satellites are examples of products requiring relatively **capital-intensive production.**

19. What is a supply chain? Why is it important in production?

Answer:

1. A supply chain is a network of **individuals, organisations, resources, activities, and technology** involved in production and sale.
2. It enables enterprises to obtain inputs from **different geographical locations.**
3. Disruptions in the supply chain can interrupt the availability of inputs and may **halt production.**

20. Explain the responsibilities of producers towards natural resources.

Answer:

1. Producers should use **land, water, minerals, and other natural resources responsibly** because these resources are limited.
2. They should **reduce waste, avoid pollution, and protect the environment** during production.
3. Sustainable practices help preserve resources so that **future generations can also meet their needs.**

21. Explain the responsibilities of businesses towards their workers.

Answer:

1. Businesses should provide workers with **fair compensation and safe working conditions.**
2. They should invest in **education, training, and skill development** for their employees.
3. They should respect workplace rights relating to **fair treatment, non-discrimination, healthcare, and paid leave.**

22. What is Corporate Social Responsibility (CSR)? Explain its importance.

Answer:

1. CSR involves businesses addressing **social and environmental concerns** through their operations.
2. It includes reducing pollution, supporting local communities, and treating **employees and customers with respect**.
3. CSR enables businesses to contribute to the **well-being of society and biodiversity** beyond merely earning profits.

7.10. Three-mark questions with Answers of HOTS Type: (20 Questions)

Three-Mark Descriptive Questions with Answers – HOTS Type:

1. A farmer owns fertile land and modern machinery but does not have skilled workers. Analyse how this may affect production.

Answer:

1. Production may become inefficient because **skilled labour** is required to operate machinery and perform specialised tasks.
2. Land and capital alone cannot ensure successful production without the required human effort and skills.
3. This situation demonstrates that the **factors of production are interconnected and complement one another**.

2. Two workers perform the same job, but one produces more and better-quality output. Explain three possible reasons.

Answer:

1. The more productive worker may possess **better education, knowledge, and specialised skills**.
2. Greater training and experience may enable the worker to perform the task more efficiently.
3. Better health may also improve the worker's **physical and mental ability and productivity**.

3. India has a large young population. Analyse how this can become an advantage for the economy.

Answer:

1. A large number of young and working people can provide the country with a **demographic dividend**.
2. More people working and earning can support business growth and improve standards of living.
3. This advantage can be realised effectively when young people receive **quality education, healthcare, training, and skilling**.

4. A student drops out of school because of financial difficulties. How could this affect the student's future human capital?

Answer:

1. Loss of schooling may reduce the student's opportunities to acquire **knowledge and specialised skills**.
2. This may limit the range of jobs for which the student can become qualified in the future.
3. Therefore, interrupted education can negatively affect the development and productivity of the student's **human capital**.

5. A company introduces the Japanese idea of Kaizen in its workplace. Predict how this could affect its production.

Answer:

1. **Kaizen** encourages workers to continuously improve the way they perform their tasks.
2. Continuous improvement can promote greater attention to efficiency and quality.
3. Over time, such a work culture can strengthen **human capital and productivity**.

6. An entrepreneur has an excellent business idea but lacks sufficient money. Suggest how the problem can be addressed.

Answer:

1. The entrepreneur may first use **personal savings or obtain support from family and friends**.
2. If these funds are insufficient, the entrepreneur may obtain a **bank loan** and repay it along with interest.
3. Securing adequate financial capital will enable the entrepreneur to acquire the resources needed to start the enterprise.

7. Why can entrepreneurship be considered a driving force that brings the other factors of production together?

Answer:

1. An entrepreneur identifies a problem and develops an **innovative solution** to address it.
2. The entrepreneur combines land, labour, and capital and **takes risks by investing money and time**.
3. The entrepreneur also makes key decisions regarding the **operation and functioning of the enterprise**.

8. A farmer introduces machines to perform work previously done manually. Analyse its effect on the factors of production.

Answer:

1. Greater machine use increases the role of **capital and technology** in agricultural production.
2. It can reduce the farm's dependence on manual **labour** for certain activities.
3. Thus, technology can change the **proportion of different factors of production** used to produce output.

9. Can technology completely replace labour in production? Give reasons.

Answer:

1. Technology can replace or reduce some forms of manual labour by performing certain activities more efficiently.
2. However, human effort is still required to **design, supervise, manage, and improve products and production processes**.
3. Therefore, technology generally changes the nature and amount of labour required rather than eliminating human contribution altogether.

10. A student living in a remote area wants to acquire specialised skills. Explain how technology can help.

Answer:

1. Online learning platforms can provide access to courses without requiring the student to travel to a distant institution.
2. The student can learn **at their own pace and from anywhere** while developing specialised knowledge and skills.
3. Technology therefore helps overcome **geographical barriers to education and skill development**.

11. A factory depends entirely on components supplied from a distant country. What risks could the factory face?

Answer:

1. A disruption in transportation or supply can prevent essential components from reaching the factory.
2. Without these inputs, production may become inefficient or even **come to a halt**.
3. The situation demonstrates the importance of managing **supply-chain risks and geographical interconnectedness**.

12. A leather factory creates employment but releases untreated wastewater into a river. Evaluate the situation.

Answer:

1. The factory contributes economically by providing **employment and supporting livelihoods**.
2. However, untreated industrial waste can pollute water and soil and harm people, animals, plants, and biodiversity.
3. The factory should therefore adopt **sustainable practices such as treating wastewater and reducing pollution**.

13. Why should old smartphones be recycled properly instead of simply being discarded?

Answer:

1. Old smartphones may contain harmful substances such as **lead and mercury**.
2. Improper disposal can allow these substances to leak into the ground and water and damage living organisms.
3. Proper recycling reduces pollution and promotes the **responsible and sustainable use of resources**.

14. A company pays high wages but does not provide safe working conditions or training. Is it fulfilling its responsibilities towards workers?

Answer:

1. No, fair compensation is only **one part of an employer's responsibility** towards workers.
2. Businesses should also provide safe working conditions and invest in **skill development and training**.
3. They must also respect workplace rights concerning fair treatment, protection, healthcare, and other benefits.

15. A company spends money on reducing pollution and improving the well-being of nearby communities. Explain why these activities are important.

Answer:

1. Such activities demonstrate the company's commitment to **Corporate Social Responsibility (CSR)**.
2. Reducing pollution helps protect natural resources and biodiversity, while community programmes support social well-being.
3. CSR therefore enables businesses to contribute to **society and the environment beyond merely earning profits**.

16. Ratna's restaurant receives a loan to purchase better technology. Analyse three possible benefits to the business.

Answer:

1. Better technology may help the restaurant **increase its production or improve the quality** of its products and services.
2. Improved technology may make business operations more efficient and help Ratna serve customers better.
3. It may also help the restaurant **reach more customers and strengthen its business operations**.

17. Suppose the rent of Ratna's restaurant suddenly doubles. What decisions could she consider?

Answer:

1. Ratna could consider **increasing food prices** to recover part of the additional cost.
2. She could alternatively search for a **cheaper location** to reduce the burden of rent.
3. Before deciding, she should consider how each option would affect costs, customers, and the overall functioning of her business.

18. Another restaurant opens near Ratna's restaurant. How can she respond to the increased competition?

Answer:

1. Ratna could **improve the quality of her service** to retain existing customers.
2. She could reconsider prices or introduce **something new and distinctive** to attract customers.
3. Such decisions demonstrate the entrepreneur's role in responding to changing business conditions through innovation and decision-making.

19. Why is mobile-phone manufacturing a good example of the interconnection of factors of production?

Answer:

1. Production requires land and factory space, machinery, raw materials, skilled workers, and **financial resources**.
2. Engineers and managers contribute specialised human capital, while entrepreneurs guide how resources are used.
3. All these inputs work together like **pieces of a puzzle** to produce the finished mobile phone.

20. A business wants to increase production without unnecessarily exhausting natural resources. What approach should it adopt?

Answer:

1. It should use available resources **efficiently and responsibly** while avoiding unnecessary waste.
2. It should reduce pollution, recycle materials where possible, and adopt sustainable production practices.
3. Such an approach can meet present production needs while **preserving resources for future generations**.

7.11 Five-mark questions with Answers of LOTS Type: (12 Questions)

Five-Mark Descriptive Questions with Answers – LOTS Type:

1. Explain the four main factors of production.

Answer:

1. **Land** includes geographical land and natural resources such as soil, forests, water, air, sunlight, minerals, oil, and natural gas.
2. **Labour** refers to the physical and mental effort used by people in producing goods and services.
3. **Capital** includes money and human-made resources such as machinery, tools, equipment, vehicles, and buildings used in production.
4. **Entrepreneurship** involves starting an enterprise, taking risks, combining different factors of production, and making business decisions.
5. These factors work together in different proportions to enable enterprises to **produce goods and services**.

2. Explain human capital and the factors that facilitate its development.

Answer:

1. **Human capital** refers to the specialised skills, knowledge, abilities, and expertise required to perform labour efficiently.
2. **Education** develops knowledge, beginning with basic literacy and extending to specialised expertise.
3. **Training** provides practical skills and hands-on experience required to perform particular jobs effectively.
4. **Healthcare** supports physical and mental well-being, enabling people to learn and work productively.
5. Social and cultural values such as **hard work, continuous improvement, punctuality, and attention to quality** can also strengthen human capital.

3. Describe India's ancient skill heritage with suitable examples.

Answer:

1. In ancient India, work was viewed as a means of striving for **perfection and was often performed with devotion**.
2. Production involved a unique combination of **kalā (art) and vidyā (knowledge)**.
3. Knowledge and specialised skills were passed from **generation to generation and continuously developed**.
4. The **Śhīlpa Śhāstras** provided detailed guidelines for sculptures, paintings, buildings, wooden items, and jewellery.
5. Ancient Indian **stitched shipbuilding** used cords instead of nails to join wooden planks, making ships flexible for navigation.

4. Explain capital as a factor of production and describe the major sources of financial capital.

Answer:

1. Capital includes **monetary resources and durable human-made assets** used in producing goods and services.
2. Machinery, tools, equipment, vehicles, computers, shops, factories, and office buildings are examples of capital.
3. **Personal savings, family, and friends** can provide initial funds for starting a business.
4. When these funds are insufficient, entrepreneurs may obtain **bank loans** and repay them along with interest.
5. Large companies may raise financial capital from the public through the **stock market by selling shares**.

5. Explain the meaning and functions of entrepreneurship.

Answer:

1. **Entrepreneurship** means starting one's own enterprise or creating something new to solve a problem.
2. An entrepreneur **identifies a problem and develops an innovative solution** to address it.
3. The entrepreneur combines the **various factors of production** needed for the enterprise.
4. The entrepreneur **takes risks by investing money and time and makes key decisions** about business operations.
5. Entrepreneurs contribute to society by introducing innovations, **creating jobs, supporting livelihoods, and serving people's needs**.

6. Explain technology as an enabler of production.

Answer:

1. **Technology** means the application of scientific knowledge and is used in different production-related activities.

2. New technologies help people and businesses **perform activities more easily and efficiently**.
3. **UPI** enables quick digital payments, while weather information helps farmers plan their activities.
4. **GPS** helps identify shorter transportation routes, while drones can be used for agricultural activities such as spraying fertilisers.
5. Technological progress does not always replace older technologies because simple tools such as **pulleys and wheelbarrows continue to be useful**.

7. Explain how technology facilitates access to knowledge, skills, and job opportunities.

Answer:

1. Technology has made **online learning** available to people from different geographical locations.
2. Government platforms such as **SWAYAM** provide courses through which learners can explore different subjects and develop skills.
3. Learners can study **at their own pace and from anywhere** while pursuing other activities.
4. The **National Career Service** helps people find job opportunities across various sectors.
5. Thus, technology reduces **geographical barriers to knowledge, skill development, and employment opportunities**.

8. Explain how different factors of production are interconnected.

Answer:

1. **Land, labour, capital, entrepreneurship, and technology** are combined to produce goods and services.
2. The proportion of each factor required varies according to the **nature of the product or production activity**.
3. Agriculture, construction, and handicrafts are relatively **labour-intensive**, while semiconductor chips and satellites are more capital-intensive.
4. The factors complement one another, and if an important factor is missing or misused, **production may become inefficient or stop**.
5. New technologies can change the proportion of factors used, such as machinery reducing the dependence on labour in agriculture.

9. Explain the importance of supply chains in the production process.

Answer:

1. Production inputs may be available at **different geographical locations** and are brought together by enterprises.
2. A **supply chain** is a network of individuals, organisations, resources, activities, and technology involved in producing and selling goods.
3. Supply chains help businesses obtain the **different inputs required for production**.
4. Dependence on inputs from distant places can make businesses vulnerable to **supply-chain disruptions**.
5. Such disruptions may interrupt or halt production, as experienced during the **COVID-19 pandemic**.

10. Explain the responsibilities of producers towards natural resources and the environment.

Answer:

1. Producers use natural resources such as **land, water, and minerals**, which are limited and can be degraded.
2. Industrial activities can cause pollution; for example, factory waste can contaminate **rivers and soil**.

3. Improperly recycled electronic products can release harmful substances such as **lead and mercury** into land and water.
4. Producers should therefore **reduce waste, avoid pollution, protect the environment, and use resources responsibly**.
5. Sustainable production helps meet present needs without making it difficult for **future generations to meet their needs**.

11. Explain the responsibilities of businesses towards their workers.

Answer:

1. Employers should provide workers with **fair compensation** for their labour.
2. They should ensure that employees work in a **safe working environment**.
3. Businesses should invest in **skill development, training, and education** to improve workers' capabilities.
4. Employers should respect workplace rights relating to **fair treatment and prevention of discrimination**.
5. They should also follow regulations concerning employee benefits such as **healthcare and paid leave**.

12. Explain Corporate Social Responsibility (CSR) and its role in responsible business.

Answer:

1. **Corporate Social Responsibility (CSR)** encourages businesses to address social and environmental concerns through their operations.
2. Businesses can practise CSR by **reducing polluting activities** and protecting the environment.
3. They can contribute to the **well-being of local communities** affected by their activities.
4. CSR also includes treating **employees and customers with respect**.
5. The chapter notes that India introduced a CSR law in **2014**, mandating qualifying companies to spend 2% of their average profits of the previous three years on CSR activities.

7.12 Five-mark questions with Answers of HOTS Type: (12 Questions)

Five-Mark Descriptive Questions with Answers – HOTS Type:

1. A farmer has fertile land and sufficient capital but lacks skilled workers and modern technology. Analyse how this situation can affect production and suggest improvements.

Answer:

1. Fertile land and capital alone cannot ensure efficient production because **skilled labour** is also required to carry out agricultural activities.
2. Lack of skilled workers may reduce the quality and quantity of output because human capital influences the efficiency of labour.
3. Limited use of technology may prevent the farmer from improving production methods and reducing dependence on manual labour.
4. The farmer can improve production by providing workers with **training and adopting suitable technology or machinery**.
5. This situation shows that land, labour, capital, human capital, and technology **complement one another in the production process**.

2. India has a large population below the age of 35. Analyse how this can become either an opportunity or a challenge for the country.

Answer:

1. A large young population can become a valuable productive workforce and provide India with a **demographic dividend**.

2. When young people are educated, healthy, trained, and skilled, they can contribute effectively to economic activities.
3. A productive working population can help businesses grow and contribute to improved standards of living.
4. However, inadequate education, healthcare, training, or employment opportunities may prevent the country from fully benefiting from its young population.
5. Therefore, investment in **quality education, health, training, and skilling** is essential to realise the potential demographic dividend.

3. A company purchases highly advanced machinery but does not train its workers to operate it. Evaluate this decision.

Answer:

1. Purchasing advanced machinery increases the company's **capital and technological capacity**, but this alone may not improve production.
2. Workers require appropriate knowledge and skills to operate new machinery efficiently.
3. Without training, the machinery may be underused or misused, resulting in inefficient production.
4. The company should invest in **training and skill development** along with investment in technology.
5. The situation demonstrates that **capital, technology, labour, and human capital are interconnected factors of production**.

4. A young entrepreneur has an innovative idea but limited money and resources. Explain how the entrepreneur can convert the idea into a successful enterprise.

Answer:

1. The entrepreneur should first **identify the problem clearly and develop an innovative solution**.
2. The required factors of production, such as land, labour, and capital, should then be brought together appropriately.
3. Financial capital may be obtained from **personal savings, family, friends, or a bank loan** if necessary.
4. The entrepreneur must be willing to **take risks, invest time and money, and make key business decisions**.
5. By effectively coordinating these resources, the entrepreneur can transform the idea into an enterprise that may create jobs and support livelihoods.

5. A factory creates many jobs but releases untreated waste into a nearby river. Evaluate whether its contribution to society can be considered responsible.

Answer:

1. The factory contributes positively by creating **employment and livelihoods** for people.
2. However, untreated waste can pollute water and soil and negatively affect people, animals, plants, and biodiversity.
3. Economic production should therefore not take place at the cost of the **environment and natural resources**.
4. The factory should treat its waste, reduce pollution, and adopt sustainable production practices.
5. Responsible production requires balancing economic activities with the **protection of resources for present and future generations**.

6. A business depends on raw materials and components supplied from distant countries. Analyse the risks involved and suggest a suitable approach.

Answer:

1. Obtaining inputs from distant locations shows the **geographical interconnectedness of factors of production**.

2. Transportation problems or other disruptions may prevent essential materials and components from reaching the business.
3. Such **supply-chain disruptions** can reduce production or even bring it to a halt.
4. The chapter's example of disruptions during the COVID-19 pandemic demonstrates the risks of dependence on far-off sources.
5. Therefore, businesses should recognise supply-chain risks while planning how and from where their essential production inputs are obtained.

7. Ratna receives a bank loan to introduce better technology in her restaurant. Analyse how this decision could affect different factors of production.

Answer:

1. The bank loan increases the **financial capital** available to Ratna for improving her restaurant.
2. Better technology can help improve the efficiency, quality, or scale of the restaurant's operations.
3. Workers may need additional **training and skills** to use the new technology effectively.
4. The improved operations may help Ratna serve customers better and possibly attract more customers.
5. The example shows how **capital, technology, labour, human capital, and entrepreneurship** can work together to strengthen an enterprise.

8. A new restaurant opens next to Ratna's restaurant and offers similar food at lower prices. As an entrepreneur, how should Ratna respond?

Answer:

1. Ratna should first recognise that the new restaurant has created **greater competition** for customers.
2. She can improve the quality of her food or service to provide customers with greater value.
3. She may reconsider her prices while ensuring that the business can continue to meet its costs.
4. She can also introduce **something new or distinctive** to differentiate her restaurant from the competitor.
5. Such actions demonstrate the entrepreneur's role in **innovation, risk-taking, decision-making, and responding to changing business conditions**.

9. Explain why technology cannot be considered a complete substitute for human labour, using mobile-phone manufacturing as an example.

Answer:

1. Technology and machinery can perform many production activities efficiently and may reduce dependence on manual labour.
2. However, mobile-phone production still requires **human effort at different stages of production**.
3. Engineers use specialised knowledge to design products and improve technological processes.
4. Project managers and other workers are needed to **supervise, manage, test, and coordinate production activities**.
5. Thus, technology changes the nature and proportion of labour required, but **human capital continues to play an essential role**.

10. A company pays its workers high salaries but does not provide training, healthcare benefits, or safe working conditions. Assess its treatment of labour.

Answer:

1. High salaries provide workers with **financial compensation**, but fair wages alone do not fulfil all employer responsibilities.

- Workers should also be provided with a **safe and secure working environment**.
- Training and skill development are important because they help workers improve their abilities and remain competitive.
- Employers should respect workplace rights and applicable protections relating to **healthcare, paid leave, fair treatment, and non-discrimination**.
- Therefore, responsible treatment of labour requires both **fair compensation and concern for workers' development and well-being**.

11. A village has skilled traditional artisans, but younger generations are no longer learning their crafts. Analyse the possible consequences.

Answer:

- Traditional knowledge and specialised skills that were passed from generation to generation may gradually be **lost**.
- The decline of such skills can weaken an important part of India's **indigenous skill heritage and human capital**.
- Traditional knowledge represented the combination of **kalā (art) and vidyā (knowledge)** developed over generations.
- Encouraging younger people to learn these skills can help preserve valuable craftsmanship and knowledge.
- At the same time, suitable modern methods can be combined with traditional skills to help keep such knowledge relevant to changing conditions.

12. A company wants to increase production while also protecting the environment. Suggest how it can balance both objectives.

Answer:

- The company should use **natural resources judiciously** because resources such as land, water, and minerals are limited.
- It should reduce waste and prevent harmful substances from polluting soil and water.
- Production methods should be designed to minimise environmental damage while still meeting the demand for goods and services.
- The company can also incorporate **social and environmental concerns through Corporate Social Responsibility (CSR)**.
- Such responsible and sustainable practices can support present production while protecting resources and biodiversity for the future.

7.13 Five-mark questions with Answers of Applied Type: (10 Questions)

Five-Mark Descriptive Questions with Answers – Applied Type:

1. Ravi wants to start an organic vegetable farm. He has agricultural land but needs workers, equipment, money, and suitable technology. Explain how he should organise the factors of production to run the farm successfully.

Answer:

- Ravi should use the available **land and natural resources** such as soil, water, and sunlight appropriately for cultivation.
- He should employ suitable **labour** and ensure that workers possess the knowledge and skills required for farming activities.
- He should arrange **capital** for seeds, tools, machinery, irrigation facilities, and other production requirements.
- As an **entrepreneur**, Ravi must combine these resources, take risks, and make important decisions about the farm.
- He can use suitable **technology** to improve efficiency because all the factors of production complement one another.

2. Meera owns a small tailoring unit and purchases modern sewing machines, but her workers do not know how to use them. What steps should she take to improve production?

Answer:

1. Meera should recognise that purchasing machinery increases **capital**, but machinery alone cannot ensure efficient production.
2. She should provide workers with **training** so that they acquire practical skills to operate the new machines.
3. Training will strengthen the workers' **human capital** by improving their knowledge, skills, and abilities.
4. Skilled workers will be able to use the available technology and capital more effectively in the production process.
5. Thus, Meera should combine investment in **technology with investment in human capital** to improve production.

3. Arjun has developed an innovative idea for a startup but has very little money. Apply your understanding of entrepreneurship and capital to suggest how he can proceed.

Answer:

1. Arjun should first clearly identify the **problem his idea will solve** and develop an innovative solution.
2. He should identify the land, labour, capital, and other resources required to turn the idea into an enterprise.
3. He may initially use **personal savings or seek financial support from family and friends**.
4. If additional funds are required, he may approach a **bank for a loan** and repay the borrowed amount with interest.
5. As an entrepreneur, Arjun must be prepared to **take risks, invest time and money, combine resources, and make key decisions**.

4. A factory near a village provides employment but releases wastewater into a nearby river. Suggest five measures or considerations for making its production more responsible.

Answer:

1. The factory should recognise that natural resources such as **water and land are limited and can be degraded by pollution**.
2. It should treat wastewater properly before releasing it into the environment.
3. It should adopt production practices that **reduce waste and pollution** and use resources responsibly.
4. The factory should consider the well-being of the **local community and biodiversity** while conducting its activities.
5. By following sustainable practices and **Corporate Social Responsibility**, the factory can balance production with environmental and social responsibility.

5. A mobile-phone company depends on components supplied from many distant locations. A major disruption prevents some components from reaching the factory. Explain how the company's production may be affected.

Answer:

1. Mobile-phone production depends on a **supply chain** connecting different individuals, organisations, resources, activities, and technologies.
2. If essential components fail to reach the factory, some stages of production cannot be completed.
3. Even if labour, machinery, and finance are available, the absence of a required input may make production **inefficient or bring it to a halt**.

4. The situation demonstrates the **geographical interconnectedness** of factors of production and the risks associated with distant sources.
5. Therefore, enterprises need to recognise possible supply-chain disruptions when organising the different inputs required for production.

6. A school-leaver wants to learn a new skill and find employment but lives far away from major educational and employment centres. Explain how technology can help.

Answer:

1. The learner can use online platforms such as **SWAYAM** to access courses and develop new knowledge and skills.
2. Online learning allows the learner to study **from anywhere and at their own pace**.
3. Technology can therefore overcome geographical barriers that might otherwise restrict access to education and training.
4. The learner can use platforms such as the **National Career Service** to explore employment opportunities in different sectors.
5. Thus, technology can support the development of **human capital as well as access to employment opportunities**.

7. A company introduces new technology that reduces the need for manual work. Explain how the company should manage this change responsibly.

Answer:

1. The company should understand that technology can change the **proportion of labour and capital** required for production.
2. Workers should be provided with **training and skill development** so that they can adapt to changing job requirements.
3. New skills can help employees operate, supervise, or work alongside modern technologies effectively.
4. The company should continue to provide workers with **fair compensation, safe working conditions, and workplace protections**.
5. This approach enables the business to adopt technology while also supporting the development and well-being of its workforce.

8. Ratna's restaurant faces a sudden increase in rent, and a new competitor has also opened nearby. As an entrepreneur, what actions could Ratna take?

Answer:

1. Ratna should first examine how the **increase in rent** affects the cost of running her restaurant.
2. She may consider increasing food prices or searching for a **less expensive location**.
3. To face competition, she can improve the quality of her food or service and introduce **something new** for customers.
4. She should carefully combine her labour, capital, technology, and other resources while making these decisions.
5. These actions demonstrate the entrepreneur's role in **decision-making, innovation, risk-taking, and coordinating factors of production**.

9. A company has many young employees but their productivity remains low because they lack training and suffer from poor health. Suggest how the company can improve its human capital.

Answer:

1. The company should provide employees with suitable **education and training opportunities** to improve their knowledge and job-related skills.
2. Practical training can help employees apply their knowledge effectively in the workplace.

3. The company should support workers' **health and well-being**, as good health contributes to physical and mental efficiency.
4. A healthy and skilled workforce can perform tasks more effectively and contribute to improved productivity.
5. Therefore, investment in **education, training, skills, and healthcare** can strengthen the company's human capital.

10. A company manufactures electronic products and wants to expand production without harming the environment. Suggest an appropriate sustainable approach.

Answer:

1. The company should use **natural resources judiciously** because many resources are limited and can be degraded.
2. It should reduce waste and prevent harmful substances from entering the **soil and water**.
3. Electronic waste should be handled responsibly because it may contain harmful substances such as **lead and mercury**.
4. The company should adopt sustainable practices that protect the environment while continuing its production activities.
5. It should also use **CSR initiatives** to address environmental concerns and contribute to the well-being of society and biodiversity.

7.14 Multiple Choice Questions with answers for Olympiad type Competitive Exams:

Olympiad-Type Multiple Choice Questions:

The following MCQs are designed to test **conceptual understanding, application, reasoning, analysis, and interpretation** based on the uploaded chapter.

1. A farmer owns fertile land and modern machinery but cannot begin harvesting because no workers are available. Which idea is best illustrated?

- A) Capital can completely replace labour
- B) Land is the only essential factor
- C) Factors of production are interconnected
- D) Technology eliminates entrepreneurship

Answer: C) Factors of production are interconnected

2. Which of the following is correctly classified as a natural resource under the factor 'land'?

- A) Tractor
- B) Computer
- C) Mineral deposit
- D) Factory building

Answer: C) Mineral deposit

3. A worker receives specialised training and can now produce more accurate products in less time. Which factor has primarily improved?

- A) Geographical land
- B) Human capital
- C) Financial capital
- D) Natural capital

Answer: B) Human capital

4. Which statement best distinguishes labour from human capital?

- A) Labour is money, while human capital is machinery.
- B) Labour is natural resources, while human capital is technology.
- C) Labour is physical and mental effort, while human capital represents specialised

knowledge, skills, abilities, and expertise.

D) Labour and human capital have exactly the same meaning.

Answer: C) Labour is physical and mental effort, while human capital represents specialised knowledge, skills, abilities, and expertise.

5. Which combination would most directly strengthen human capital?

A) More land + more minerals

B) Education + training + healthcare

C) Machinery + buildings + vehicles

D) Shares + dividends + interest

Answer: B) Education + training + healthcare

6. A country has a very large young population. For this to become a demographic dividend, which combination is most important?

A) More natural resources only

B) More imports and exports only

C) Quality education, health, training, and skilling

D) Replacement of all workers with machines

Answer: C) Quality education, health, training, and skilling

7. The Japanese concept of *Kaizen* is most closely associated with:

A) continuous improvement

B) borrowing capital

C) reducing education

D) replacing natural resources

Answer: A) Continuous improvement

8. The German work ethic mentioned in the chapter emphasises:

A) low production and high consumption

B) punctuality, attention to detail, and quality

C) dependence only on natural resources

D) avoidance of technology

Answer: B) Punctuality, attention to detail, and quality

9. In ancient Indian traditions, the combination of *kalā* and *vidyā* refers respectively to:

A) capital and labour

B) land and water

C) art and knowledge

D) money and technology

Answer: C) Art and knowledge

10. Why were cords used instead of nails in the ancient Indian stitched shipbuilding technique?

A) To make ships heavier

B) To make ships flexible

C) To prevent the use of wood

D) To eliminate human skill

Answer: B) To make ships flexible

11. Which of the following groups contains only examples of capital?

A) Soil, forests, machines

B) Machinery, tools, computers

C) Workers, computers, sunlight

D) Minerals, vehicles, water

Answer: B) Machinery, tools, computers

12. An entrepreneur borrows ₹5 lakh from a bank to purchase equipment. The additional amount paid to the bank for using this money is called:

- A) Dividend
- B) Wage
- C) Interest
- D) Rent

Answer: C) Interest

13. A company distributes part of its profits among its shareholders. This payment is known as:

- A) Rent
- B) Dividend
- C) Wage
- D) Loan

Answer: B) Dividend

14. Which activity most clearly represents entrepreneurship?

- A) Discovering a mineral deposit
- B) Receiving a salary for routine work
- C) Identifying a problem, developing a solution, gathering resources, and taking risks
- D) Purchasing goods only for personal consumption

Answer: C) Identifying a problem, developing a solution, gathering resources, and taking risks

15. Which of the following best describes a startup according to the chapter?

- A) Any old business using traditional tools
- B) An entrepreneurial venture with limited resources aiming at rapid growth while leveraging technology
- C) Only a government-owned enterprise
- D) A business that cannot use technology

Answer: B) An entrepreneurial venture with limited resources aiming at rapid growth while leveraging technology

16. Which sequence best represents the entrepreneur's role?

- A) Identify problem → develop solution → combine factors → take risks → make decisions
- B) Borrow money → stop production → remove labour → close business
- C) Purchase land → avoid decisions → eliminate technology → earn dividends
- D) Employ workers → avoid capital → ignore consumers → reduce skills

Answer: A) Identify problem → develop solution → combine factors → take risks → make decisions

17. Which of the following is the best example of technology acting as an enabler?

- A) A farmer using weather updates to plan agricultural activities
- B) A factory leaving machinery unused
- C) A worker refusing training
- D) A company wasting raw materials

Answer: A) A farmer using weather updates to plan agricultural activities

18. Which statement about technology is supported by the chapter?

- A) Every new technology completely replaces old technology.
- B) Technology is useful only in manufacturing.
- C) Older technologies may continue to be useful even after newer ones appear.
- D) Technology eliminates the need for all other factors of production.

Answer: C) Older technologies may continue to be useful even after newer ones appear.

19. Which of the following pairs is correctly matched?

- A) Agriculture — generally capital-intensive only
- B) Handicrafts — relatively labour-intensive
- C) Semiconductor production — labour-intensive only

D) Satellite production — requires no capital

Answer: B) Handicrafts — relatively labour-intensive

20. A factory installs machinery that performs some tasks previously carried out manually. What is the most likely change?

A) Dependence on labour for those tasks decreases.

B) Land becomes unnecessary in every situation.

C) Entrepreneurship disappears.

D) Human capital becomes completely irrelevant.

Answer: A) Dependence on labour for those tasks decreases.

21. Which statement best explains why production factors are compared to complementary elements?

A) Each factor always works independently.

B) Only capital determines production.

C) Different factors must work together, and the absence or misuse of one may reduce efficiency.

D) Technology is identical to all other factors.

Answer: C) Different factors must work together, and the absence or misuse of one may reduce efficiency.

22. A mobile-phone factory cannot obtain an essential component because international transportation has been disrupted. This is primarily an example of:

A) demographic dividend

B) supply-chain disruption

C) human-capital development

D) CSR

Answer: B) Supply-chain disruption

23. Which sequence most logically represents mobile-phone production as discussed in the chapter?

A) Distribution → R&D → raw materials → factory

B) R&D → factory/resources → raw materials → assembly → testing → mass production → distribution

C) Testing → distribution → R&D → assembly

D) Packaging → raw materials → R&D → testing

Answer: B) R&D → factory/resources → raw materials → assembly → testing → mass production → distribution

24. Even in a highly automated mobile-phone factory, why is human capital still necessary?

A) Machines cannot be purchased with capital.

B) Humans are needed to design, supervise, manage, test, and improve production processes.

C) Technology cannot be used in factories.

D) Workers are classified as natural resources.

Answer: B) Humans are needed to design, supervise, manage, test, and improve production processes.

25. Which action represents the most sustainable use of factors of production?

A) Discharging untreated industrial waste into rivers

B) Using resources without considering future availability

C) Reducing waste and pollution while protecting natural resources

D) Discarding electronic waste anywhere

Answer: C) Reducing waste and pollution while protecting natural resources

26. Why is careless disposal of electronic waste potentially harmful?

A) It increases human capital.

- B) It may release harmful substances such as lead and mercury into land and water.
- C) It automatically creates new natural resources.
- D) It increases demographic dividend.

Answer: B) It may release harmful substances such as lead and mercury into land and water.

27. A business provides high salaries but ignores workplace safety. Which conclusion is most appropriate?

- A) It has fulfilled all responsibilities towards workers.
- B) Workplace safety is unrelated to production.
- C) Fair compensation alone is insufficient; safe working conditions are also important.
- D) Workers should provide their own safety arrangements.

Answer: C) Fair compensation alone is insufficient; safe working conditions are also important.

28. Which of the following would best represent Corporate Social Responsibility?

- A) Increasing pollution to reduce costs
- B) Ignoring the local community
- C) Addressing social and environmental concerns through business activities
- D) Eliminating all employee training

Answer: C) Addressing social and environmental concerns through business activities

29. Consider the following statements:

I. Labour-intensive production relies relatively more on human labour.

II. Capital-intensive production requires relatively more capital and specialised machinery.

Which option is correct?

- A) Only I is correct
- B) Only II is correct
- C) Both I and II are correct
- D) Neither I nor II is correct

Answer: C) Both I and II are correct

30. Consider the following statements about human capital:

I. Education contributes to knowledge.

II. Training develops practical skills.

III. Healthcare can influence productivity.

IV. Human capital has no relationship with labour efficiency.

Which combination is correct?

- A) I and II only
- B) II and IV only
- C) I, II and III only
- D) I, II, III and IV

Answer: C) I, II and III only

31. Ratna's restaurant receives a loan to purchase better technology. Which combination of factors is most directly involved in this decision?

- A) Capital and technology
- B) Land and sunlight only
- C) Labour and minerals only
- D) Natural resources and demographic dividend

Answer: A) Capital and technology

32. A competitor opens next to Ratna's restaurant. Which response best demonstrates entrepreneurship?

- A) Ignore customers completely

- B) Stop making business decisions
- C) Improve service or introduce something new to attract customers
- D) Eliminate every factor of production

Answer: C) Improve service or introduce something new to attract customers

33. Which situation best illustrates geographical interconnectedness in production?

- A) Every production input is obtained from one room.
- B) A manufacturer obtains different components and resources from several locations.
- C) A worker performs only one activity.
- D) A student studies without technology.

Answer: B) A manufacturer obtains different components and resources from several locations.

34. If one essential factor of production is missing, which outcome is most consistent with the chapter?

- A) Production always doubles.
- B) Production may become inefficient or halt.
- C) All other factors automatically replace it.
- D) Production costs always become zero.

Answer: B) Production may become inefficient or halt.

35. Which statement gives the most complete understanding of successful production?

- A) Natural resources alone determine production.
- B) Machinery alone guarantees success.
- C) Labour alone is sufficient for every production activity.
- D) Different factors of production must be appropriately combined, supported by technology and used responsibly.

Answer: D) Different factors of production must be appropriately combined, supported by technology and used responsibly.

7.15 Best Practices Opportunity List from the Chapter: (15 Ideas)

“Best Practices” Opportunities for Teaching:

The following best practices can make the chapter **interactive, application-oriented, collaborative, and connected to students’ everyday experiences.**

No.	Best Practice	Suggested Classroom Implementation
1	Local Business Case Study	Ask students to select a familiar business such as a restaurant, bakery, farm, tailoring shop, or grocery store and identify its land, labour, capital, entrepreneurship, and technology. This reinforces the chapter’s explanation that factors of production work together.
2	Ratna’s Restaurant Activity	Use the chapter's Ratna restaurant example and give groups situations such as increased rent, a worker leaving, obtaining a loan for technology, or a new competitor entering the market . Ask each group to explain which factor is affected and recommend a suitable response.
3	Factors of Production Sorting Game	Prepare cards containing examples such as soil, water, carpenter, computer, machinery, entrepreneur, factory, and minerals . Students classify each card under land, labour, capital, or entrepreneurship and justify their choices.

No.	Best Practice	Suggested Classroom Implementation
4	Human Capital Profile Activity	Ask students to select an occupation such as doctor, farmer, carpenter, teacher, engineer, or craftsperson and identify the education, training, skills, and health requirements associated with it. This helps distinguish labour from human capital .
5	Young India and Demographic Dividend Discussion	Conduct a guided classroom discussion on how a large young population can become an economic advantage. Students can suggest how education, healthcare, training, and skilling can strengthen India's human capital.
6	Traditional Skills Appreciation Activity	Display or discuss examples of Indian craftsmanship and the chapter's stitched shipbuilding technique . Students can explore how <i>kalā</i> (art), <i>vidyā</i> (knowledge), and specialised skills represent India's traditional human capital.
7	Young Entrepreneur Challenge	Divide students into groups and ask each group to identify a simple school/community problem and propose a startup idea to solve it. They should specify the land, labour, capital, entrepreneurship, and technology required for their idea.
8	Technology: Old vs New Comparison	Ask students to compare an older technology with a newer one, such as manual agricultural work versus machinery or traditional payment methods versus UPI . They should identify how technology changes efficiency and the proportion of other factors required.
9	Supply-Chain Mapping	Using the chapter's mobile-phone manufacturing example, students can create a flowchart from R&D and raw materials through assembly, testing, packaging, and distribution. Ask them to mark where land, labour, capital, entrepreneurship, and technology are required.
10	Sustainable Production Audit	Give students a hypothetical factory and ask them to identify possible resource wastage, water pollution, or e-waste problems . Students then recommend sustainable practices to reduce waste, pollution, and environmental damage.
11	Worker Welfare Role-Play	Assign students roles such as employer, employee, manager, and community representative . Let them discuss fair compensation, workplace safety, training, healthcare, paid leave, and fair treatment of workers.
12	CSR Mini-Project	Groups can design a simple Corporate Social Responsibility plan for an imaginary company, covering environmental protection and community welfare. They can present how responsible businesses can contribute to society beyond earning profits.
13	Concept Map / Mind Map	At the end of the chapter, students create a concept map connecting Land → Labour → Human Capital → Capital → Entrepreneurship → Technology → Production → Sustainability . This helps consolidate the interconnected concepts presented throughout the chapter.
14	Think–Pair–Share Questions	Give real-life questions such as, “What happens if a factory has machines but no skilled workers?” or “Can technology completely replace labour?” Students first think individually,

No.	Best Practice	Suggested Classroom Implementation
		discuss with a partner, and then share their reasoning with the class.
15	Exit Ticket Assessment	At the end of the lesson, ask each student to write one factor of production, one real-life example, one connection with another factor, and one sustainable practice . This provides a quick formative assessment of conceptual understanding.

Recommended Best-Practice Combination:

For Grade 8, a particularly effective sequence would be **Local Business Case Study → Sorting Game → Ratna's Restaurant Problem-Solving → Young Entrepreneur Challenge → Mobile-Phone Supply-Chain Mapping → Sustainability/CSR Project → Exit Ticket**. This moves students progressively from **identification and understanding to application, analysis, and real-life problem-solving**, while remaining closely aligned with the chapter.

7.16 Innovations Opportunity List from the Chapter: (10 Ideas)

“Innovations” Opportunities in Teaching–Learning for Grade 8:

The following innovative activities can make the chapter more **experiential, technology-enabled, interdisciplinary, creative, and problem-solving oriented**.

No.	Innovation	Innovative Teaching–Learning Activity
1	Build-a-Business Simulation	Create a classroom “mini economy” where student teams establish a restaurant, farm, handicraft unit, or technology startup . Give them limited resources and ask them to select and combine land, labour, capital, entrepreneurship, and technology to operate their enterprise.
2	Digital Factors-of-Production Map	Students create an interactive digital mind map connecting a familiar product—such as a mobile phone —with the land, raw materials, workers, machinery, entrepreneurs, technology, and supply chain involved in producing it. This visually demonstrates how the factors complement one another.
3	“Be an Entrepreneur for a Day” Challenge	Students identify a small problem in their school or community and design a startup solution. Each team prepares a mini business pitch explaining the problem, solution, required factors of production, risks, technology, and possible social benefit.
4	QR-Code Learning Stations	Set up classroom stations for Land, Labour, Human Capital, Capital, Entrepreneurship, Technology, and Sustainability . QR codes can lead students to teacher-prepared questions, diagrams, short scenarios, or quizzes, after which groups record their conclusions on a worksheet.
5	Human Capital Skill Lab	Create short practical tasks involving communication, problem-solving, designing, organising, or craftsmanship and let students reflect on the knowledge, skills, training, and abilities required for each. This makes the difference between ordinary labour and human capital experiential.
6	Ancient Technology Innovation Studio	Use the chapter's stitched shipbuilding technique as an inspiration for students to construct small models using cardboard, sticks, thread, or other safe materials. Students then

No.	Innovation	Innovative Teaching–Learning Activity
		explain how <i>kalā</i> (art) and <i>vidyā</i> (knowledge) worked together in India's traditional skill heritage.
7	Mobile-Phone Supply-Chain Challenge	Give groups cards representing R&D, land/factory, raw materials, assembly, software installation, testing, packaging, and distribution . Students arrange them into a production flow and then remove one card to predict how the entire production process would be affected.
8	Technology Replacement Debate	Conduct a classroom debate on “ Can technology completely replace human labour? ” One team presents how machinery reduces dependence on labour, while another explains why engineers, managers, skilled workers, and other human inputs remain necessary.
9	Sustainable Factory Design Challenge	Students design an imaginary eco-friendly factory showing how it will use water and other natural resources, manage waste, prevent pollution, handle e-waste, protect workers, and contribute to society. This integrates production with sustainability and CSR.
10	Ratna’s Restaurant Decision Game	Convert Ratna's restaurant case into a branching decision game. Present situations such as rent doubling, a helper leaving, receiving a technology loan, or a competitor opening nearby , and allow teams to choose actions and defend their decisions.
11	Kaizen Classroom Experiment	Introduce the chapter's concept of Kaizen—continuous improvement by giving groups the same simple classroom task repeatedly. After each round, they suggest one improvement in organisation, time, quality, or teamwork and observe how small improvements affect performance.
12	Demographic Dividend Future Lab	Students imagine themselves as planners for “ India of the Future ” and prepare proposals for improving education, healthcare, training, and skilling among young people. They then explain how these investments could help convert a young population into productive human capital.
13	Virtual Entrepreneur Interview	Students prepare questions and interview a local entrepreneur in person or through video interaction about capital, workers, technology, risks, decision-making, and challenges . They then connect the entrepreneur's responses with concepts from the chapter.
14	Production Puzzle Game	Give each group puzzle pieces labelled Land, Labour, Capital, Entrepreneurship, Technology, Human Capital, and Supply Chain . Students construct a complete production system and explain what happens when one or more pieces are removed, reinforcing the chapter's interconnectedness concept.
15	Digital Portfolio – “From Resource to Product”	Each student selects one everyday product and creates a digital portfolio tracing it from natural resources to production and distribution . The portfolio should identify the factors of production, technology, human skills, supply-chain connections, and sustainability concerns involved.

Suggested Innovation Project:

A strong culminating activity would be a “**Young Entrepreneurs & Sustainable Production Expo.**” Student teams can create a miniature enterprise, identify all its **factors of production**, prepare a supply-chain diagram, demonstrate the role of **technology and human capital**, estimate possible risks, and propose **sustainable/CSR practices**. This integrates nearly all the major ideas of the chapter into one Grade 8 project.

7.17: Practicing Questions/Question Bank

A. Fill in the Blanks:

1. The resources or inputs used to produce goods and services are called _____.
Answer: Factors of production
2. The four main factors of production are land, labour, capital, and _____.
Answer: Entrepreneurship
3. Soil, forests, water, sunlight, and minerals are included under the factor _____.
Answer: Land
4. Physical and mental effort used in production is called _____.
Answer: Labour
5. Specialised knowledge, skills, abilities, and expertise constitute _____.
Answer: Human capital
6. The Japanese concept of continuous improvement is known as _____.
Answer: Kaizen
7. A large productive young population can provide a country with a demographic _____.
Answer: Dividend
8. In ancient Indian tradition, *kalā* means art, while _____ means knowledge.
Answer: Vidyā
9. Machinery, tools, computers, and factory buildings are examples of _____.
Answer: Capital
10. Money paid by a borrower for using a lender's money is called _____.
Answer: Interest
11. Money distributed by a company to its shareholders from profits is called a _____.
Answer: Dividend
12. A person who develops a business idea, takes risks, and combines factors of production is an _____.
Answer: Entrepreneur
13. The application of scientific knowledge is called _____.
Answer: Technology
14. Agriculture, construction, and handicrafts are relatively _____-intensive activities.
Answer: Labour
15. A network involved in the production and sale of goods is called a _____.
Answer: Supply chain

B. One-Mark Descriptive Questions:

1. **What are factors of production?**

Answer: Factors of production are the resources or inputs used to produce goods and services.

2. **Name the four main factors of production.**

Answer: The four main factors are land, labour, capital, and entrepreneurship.

3. **What is labour?**

Answer: Labour is the physical and mental effort used in producing goods and services.

4. **What is human capital?**

Answer: Human capital refers to the specialised knowledge, skills, abilities, and expertise that improve the quality and efficiency of labour.

5. **What is Kaizen?**

Answer: Kaizen is the Japanese concept of continuous improvement.

6. **What is productivity?**

Answer: Productivity refers to the ability to do more in a particular period of time.

7. **What is demographic dividend?**

Answer: Demographic dividend is the potential benefit arising from having a large young and productive working population.

8. **What is capital?**

Answer: Capital includes monetary resources and durable human-made assets used to produce goods and services.

9. **Who is an entrepreneur?**

Answer: An entrepreneur is a person who develops an idea, takes risks, gathers factors of production, and works to make the enterprise successful.

10. **What is a startup?**

Answer: A startup is an entrepreneurial venture with limited resources that aims at rapid growth and expansion while leveraging technology.

11. **What is technology?**

Answer: Technology is the application of scientific knowledge.

12. **What is a supply chain?**

Answer: A supply chain is a network of individuals, organisations, resources, activities, and technology involved in producing and selling goods.

13. **Give one example of a labour-intensive activity.**

Answer: Agriculture is an example of a relatively labour-intensive activity.

14. **Name one harmful substance associated with e-waste mentioned in the chapter.**

Answer: Lead is one harmful substance associated with e-waste.

15. **What is CSR?**

Answer: Corporate Social Responsibility refers to businesses addressing social and environmental concerns through their operations.

These concepts and definitions follow the chapter's treatment of human capital, entrepreneurship, technology, and responsible production.

C. Two-Mark Descriptive Questions:

1. Distinguish between labour and human capital.**Answer:**

1. Labour refers to the physical and mental effort used in production.
2. Human capital refers to the specialised knowledge, skills, abilities, and expertise that determine the quality and efficiency of labour.

2. How do education and training contribute to human capital?**Answer:**

1. Education develops knowledge and specialised understanding.
2. Training provides practical experience and job-related skills.

3. Why is healthcare important for productivity?**Answer:**

1. Good health improves people's physical and mental capacity to work.
2. Healthy workers can work efficiently and are less likely to remain absent because of illness.

4. Differentiate between interest and dividend.**Answer:**

1. Interest is paid by a borrower to a lender for using borrowed money.
2. A dividend is money distributed by a company to its shareholders from profits.

5. Why is entrepreneurship important in production?**Answer:**

1. Entrepreneurs bring together different factors of production and take business risks.
2. They introduce innovations and can create employment and livelihoods.

6. Differentiate between labour-intensive and capital-intensive production.**Answer:**

1. Labour-intensive production depends relatively more on human labour.
2. Capital-intensive production depends relatively more on capital and specialised machinery.

7. Why can supply-chain disruption affect production?**Answer:**

1. A disruption may prevent essential raw materials or components from reaching producers.
2. Without required inputs, production can become inefficient or stop.

8. Mention two responsibilities of businesses towards workers.**Answer:**

1. Businesses should provide fair compensation and safe working conditions.
2. They should support workers through training and skill development.

9. How does technology support learning and employment?**Answer:**

1. Online platforms provide access to education and skill development from different locations.
2. Digital career services can help people identify employment opportunities.

10. Why should producers use natural resources responsibly?**Answer:**

1. Natural resources are limited and can be degraded through excessive or careless use.
2. Responsible use protects the environment and preserves resources for future generations.

D. Three-Mark Descriptive Questions:**1. Explain how education, training, and healthcare develop human capital.****Answer:**

1. Education provides knowledge and specialised understanding.
2. Training develops practical and job-related skills.
3. Healthcare supports physical and mental efficiency and thereby improves productivity.

2. Explain three major functions of an entrepreneur.**Answer:**

1. An entrepreneur identifies problems and develops innovative solutions.
2. The entrepreneur combines the different factors of production and takes risks.
3. The entrepreneur makes important decisions concerning the operation of the enterprise.

3. How can India benefit from its large young population?**Answer:**

1. A large young working population can provide a demographic dividend.
2. Young people can contribute productively to businesses and economic activities.
3. Quality education, healthcare, training, and skilling are necessary to realise this potential.

4. Explain how factors of production are interconnected.**Answer:**

1. Land, labour, capital, entrepreneurship, and technology work together in production.
2. Different activities require these factors in different proportions.
3. If an essential factor is missing or misused, production may become inefficient or stop.

5. Explain three ways technology facilitates economic activities.**Answer:**

1. Digital technologies such as UPI make payments easier.
 2. GPS and weather information help people make better transportation and agricultural decisions.
 3. Online platforms improve access to knowledge, skills, and employment opportunities.
6. **A factory has modern machinery but no trained workers. What problems could arise?**
Answer:
1. Workers may be unable to operate the machinery efficiently.
 2. The available capital and technology may therefore be underused or misused.
 3. Training workers would strengthen human capital and improve the use of technology.
7. **Explain three features of India's ancient skill heritage.**
Answer:
1. Traditional work combined *kalā* or art with *vidyā* or knowledge.
 2. Specialised skills were passed from generation to generation.
 3. The Śilpa Śāstras documented knowledge relating to crafts, buildings, sculptures, paintings, and other forms of production.
8. **How can businesses contribute to sustainable production?**
Answer:
1. They can use natural resources judiciously.
 2. They can reduce waste and prevent pollution.
 3. They can adopt practices that protect the environment and preserve resources for future generations.

E. Five-Mark Descriptive / Competency-Based Questions:

1. **Explain the four factors of production and the role of technology in production.**
Answer:
 1. **Land** includes geographical land and natural resources required for production.
 2. **Labour** represents the physical and mental effort contributed by people.
 3. **Capital** consists of money and human-made assets such as tools, machinery, vehicles, and buildings.
 4. **Entrepreneurship** combines the factors, takes risks, introduces ideas, and makes important decisions.
 5. **Technology** acts as an enabler by helping enterprises use resources and perform production activities more efficiently.
2. **A young person wants to start a small food-processing enterprise. Explain how the different factors of production would be required.**
Answer:
 1. Suitable land or premises and natural resources would be required to carry out production.

2. Workers would provide the physical and mental **labour** required for processing, packaging, and related activities.
 3. **Capital** would be needed for machinery, equipment, vehicles, and other business requirements.
 4. The entrepreneur would organise these resources, take risks, and make key business decisions.
 5. Suitable technology could improve efficiency and help the enterprise produce and serve customers more effectively.
3. **A mobile-phone factory cannot obtain essential components because its supply chain has been disrupted. Analyse the situation.**

Answer:

1. Mobile-phone manufacturing requires inputs and resources from different geographical locations.
 2. These different sources are connected through a supply chain.
 3. Failure of an essential component to arrive can interrupt assembly and subsequent stages of production.
 4. Even if workers, machinery, and finance are available, production may become inefficient or halt because one required input is missing.
 5. The situation demonstrates both the **interdependence of factors of production and geographical interconnectedness**.
4. **A company wants to increase profits by reducing worker training and environmental-protection expenditure. Evaluate this decision.**
- Answer:**
1. Reducing training may weaken workers' skills and therefore affect the quality of human capital.
 2. Businesses have a responsibility to support workers through training and skill development.
 3. Ignoring environmental protection can lead to pollution and degradation of limited natural resources.
 4. Responsible businesses should reduce waste and pollution while considering social and environmental concerns.
 5. Therefore, production should balance business objectives with **worker development, sustainability, and social responsibility**.
5. **Ratna's restaurant faces higher rent, loss of a helper, and competition from a new restaurant. Explain how these developments affect her enterprise and how she might respond.**

Answer:

1. Higher rent increases the cost associated with the premises and may require Ratna to reconsider prices or location.

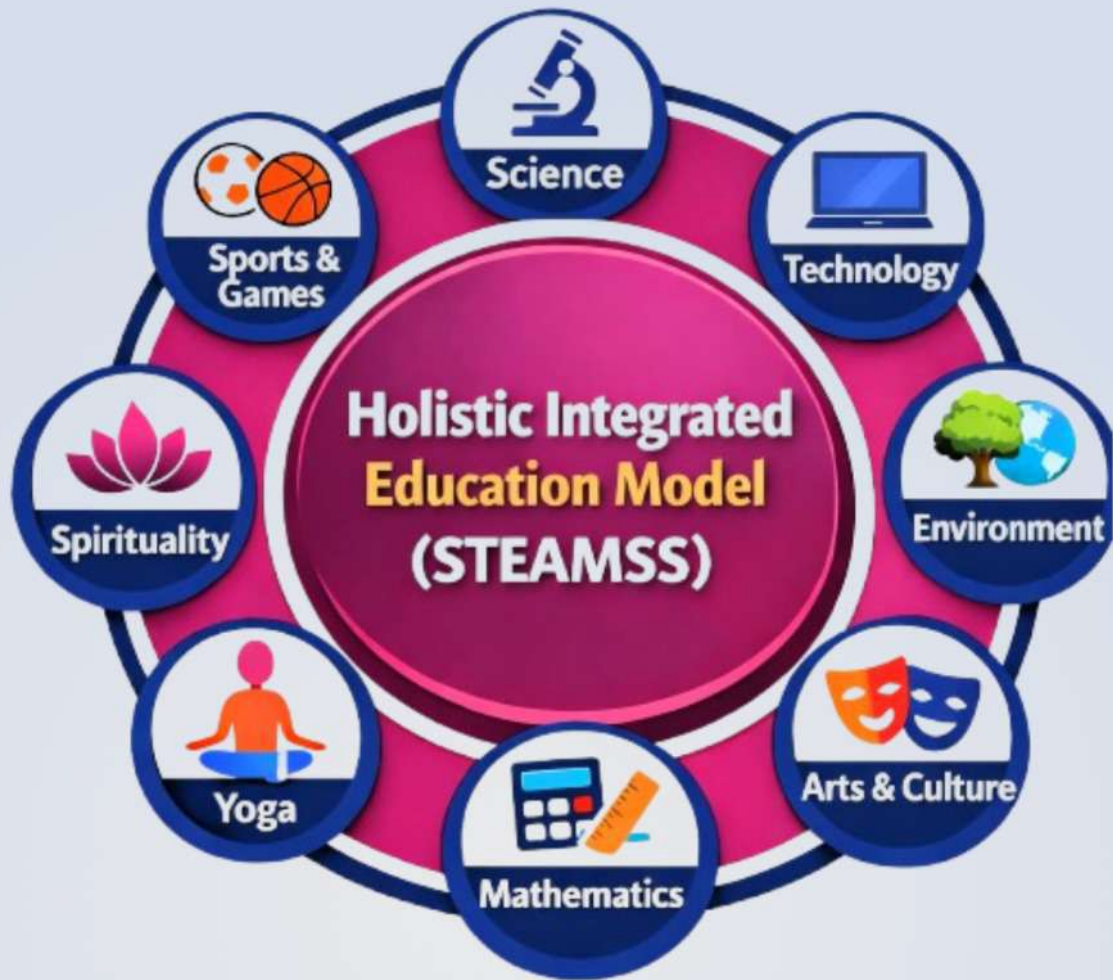
2. The helper leaving reduces available labour and may affect the restaurant's daily operations.
3. A new competitor may require Ratna to improve her service or offer something different to customers.
4. Better technology obtained through additional capital could help improve the efficiency or quality of operations.
5. Ratna must use **entrepreneurial decision-making** to coordinate her factors of production and respond to these changing conditions.





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