

ST ANTONY'S CONVENT
SCHOOL

Gagore Vijaypur

Social Science

CLASS : Xth

TOPIC : History , Civics ,
Geography , Economics

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CLASS: 10TH

SUBJECT: SOCIAL SCIENCE

HISTORY

Chapter1: The Rise of Nationalism in Europe

Question 1(a)

Write a note on Guiseppe Mazzini.

Solution:

Giuseppe Mazzini was born in Genoa in 1807, and he became a member of the secret society of the Carbonari. As a young man of 24, he was sent into exile in 1831 for attempting a revolution in Liguria. He subsequently founded two more underground societies, first, Young Italy in Marseilles, and then, Young Europe in Berne, whose members were like-minded young men from Poland, France, Italy and the German states. Mazzini believed that God had intended nations to be the natural units of mankind.

Question 1(b)

Write a note on Count Camillo de Cavour.

Solution:

Chief Minister Cavour who led the movement to unify the regions of Italy was neither a revolutionary nor a democrat. Like many other wealthy and educated members of the Italian elite, he spoke French much better than he did Italian. Through a tactful diplomatic alliance with France engineered by Cavour, Sardinia-Piedmont succeeded in defeating the Austrian forces in 1859. Apart from regular troops, a large

number of armed volunteers under the leadership of Giuseppe Garibaldi joined the fray.

Question 1(c)

Write a note on The Greek war of independence.

Solution:

An event that mobilised nationalist feelings among the educated elite across Europe was the Greek war of independence. Greece had been part of the Ottoman Empire since the fifteenth century. The growth of revolutionary nationalism in Europe sparked off a struggle for independence amongst the Greeks which began in 1821. Nationalists in Greece got support from other Greeks living in exile and also from many West Europeans who had sympathies for ancient Greek culture.

Question 1(d)

Write a note on Frankfurt parliament.

Solution:

In the German regions a large number of political associations whose members were middle-class professionals, businessmen and prosperous artisans came together in the city of Frankfurt and decided to vote for an all-German National Assembly. On 18 May 1848, 831 elected representatives marched in a festive procession to take their places in the Frankfurt parliament convened in the Church of St Paul. They drafted a constitution for a German nation to be headed by a monarchy subject to a parliament. When the deputies offered the crown on these terms to Friedrich Wilhelm IV, King of Prussia, he rejected it and joined other monarchs to oppose the elected assembly

Question 2.

What steps did the French revolutionaries take to create a sense of collective identity among the French people?

Solution:

From the very beginning, the French revolutionaries introduced various measures and practices that could create a sense of collective identity amongst the French people. The ideas of *la patrie* (the fatherland) and *le citoyen* (the citizen) emphasized the notion of a united community enjoying equal rights under a constitution. A new French flag, the tricolour, was chosen to replace the former royal standard. The Estates

General was elected by the body of active citizens and renamed the National Assembly. New hymns were composed, oaths taken and martyrs commemorated, all in the name of the nation. A centralised administrative system was put in place and it formulated uniform laws for all citizens within its territory. Internal customs duties and dues were abolished and a uniform system of weights and measures was adopted. Regional dialects were discouraged and French, as it was spoken and written in Paris, became the common language of the nation.

Question 3.

Who were Marianne and Germania? What was the importance of the way in which they were portrayed?

Solution:

Female allegories were invented by artists in the nineteenth century to represent the nation. In France she was christened Marianne, a popular Christian name, which underlined the idea of a people's nation. Her characteristics were drawn from those of Liberty and the Republic – the red cap, the tricolour, the cockade. Statues of Marianne were erected in public squares to remind the public of the national symbol of unity and to persuade them to identify with it. Marianne images were marked on coins and stamps.

Similarly, Germania became the allegory of the German nation. In visual representations, Germania wears a crown of oak leaves, as the German oak stands for heroism.

Question 4.

Briefly trace the process of German unification.

Solution:

Nationalist feelings were widespread among middle-class Germans, who in 1848 tried to unite the different regions of the German confederation into a nation-state governed by an elected parliament. This liberal initiative to nation-building was, however, repressed by the combined forces of the monarchy and the military, supported by the large landowners (called Junkers) of Prussia. From then on, Prussia took on the leadership of the movement for national unification. Its chief minister, Otto von Bismarck, was the architect of this process carried out with the help of the Prussian army and bureaucracy. Three wars over seven years – with Austria, Denmark and France – ended in Prussian victory and completed the process of unification. In January 1871, the Prussian king, William I, was proclaimed German Emperor in a ceremony held at Versailles.

Question 5.

What changes did Napoleon introduce to make the administrative system more efficient in the territories ruled by him?

Solution:

Within the wide swathe of territory that came under his control, Napoleon set about introducing many of the reforms that he had already introduced in France. Through a return to monarchy Napoleon had, no doubt, destroyed democracy in France, but in the administrative field he had incorporated revolutionary principles in order to make the whole system more rational and efficient. The Civil Code of 1804 – usually known as the Napoleonic Code – did away with all privileges based on birth, established equality before the law and secured the right to property. This Code was exported to the regions under French control. In

the Dutch Republic, in Switzerland, in Italy and Germany, Napoleon simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues. In the towns too, guild restrictions were removed. Transport and communication systems were improved. Peasants, artisans, workers and new businessmen enjoyed a new-found freedom. Businessmen and small-scale producers of goods, in particular, began to realise that uniform laws, standardised weights and measures, and a common national currency would facilitate the movement and exchange of goods and capital from one region to another.

Discuss

Question 1.

Explain what is meant by the 1848 revolution of the liberals. What were the political, social and economic ideas supported by the liberals?

Solution:

Since the French Revolution, liberalism had stood for the end of autocracy and clerical privileges, a constitution and representative government through parliament. Nineteenth-century liberals also stressed the inviolability of private property. The memory of the French Revolution nonetheless continued to inspire liberals. One of the major issues taken up by the liberal-nationalists, who criticised the new conservative order, was freedom of the press.

Parallel to the revolts of the poor, unemployed and starving peasants and workers in many European countries in the year 1848, a revolution led by the educated middle classes was under way. Events of February 1848 in France had brought about the abdication of the monarch and a republic based on universal male suffrage had been proclaimed. In other parts of Europe where independent nation-states did not yet exist – such as Germany, Italy, Poland, the Austro-Hungarian Empire – men and women of the liberal middle classes combined their demands for constitutionalism with national unification. They took advantage of the growing popular unrest to push their demands for the creation of a nation-state on parliamentary principles – a constitution, freedom of the press and freedom of association.

Question 2.

How was the history of nationalism in Britain unlike the rest of Europe?

Solution:

In Britain the formation of the nation-state was not the result of a sudden upheaval or revolution. It was the result of a long-drawn-out process. There was no British nation prior to the eighteenth century. The primary identities of the people who inhabited the British Isles were ethnic ones – such as English, Welsh, Scot or Irish. All of these ethnic groups had their own cultural and political traditions. But as the English nation steadily grew in wealth, importance and power, it was able to extend its influence over the other nations of the islands. The English parliament, which had seized power from the monarchy in 1688 at the end of a protracted conflict, was the instrument through which a nation-state, with England at its centre, came to be forged. The Act of Union (1707) between England and Scotland that resulted in the formation of the 'United Kingdom of Great Britain' meant, in effect, that England was able to impose its influence on Scotland. The British parliament was henceforth dominated by its English members. The growth of a British identity

meant that Scotland's distinctive culture and political institutions were systematically suppressed. The Catholic clans that inhabited the Scottish Highlands suffered terrible repression whenever they attempted to assert their independence. The Scottish Highlanders were forbidden to speak their Gaelic language or wear their national dress, and large numbers were forcibly driven out of their homeland

Question-11

Why did nationalist tensions emerge in the Balkans?

Solution:

The most serious source of nationalist tension in Europe after 1871 was the area called the Balkans. The Balkans was a region of geographical and ethnic variation comprising modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro whose inhabitants were broadly known as the Slavs. A large part of the Balkans was under the control of the Ottoman Empire. The spread of the ideas of romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire made this region very explosive. All through the nineteenth century the Ottoman Empire had sought to strengthen itself through modernisation and internal reforms but with very little success. One by one, its European subject nationalities broke away from its control and declared independence. The Balkan peoples based their claims for independence or political rights on nationality and used history to prove that they had once been independent but had subsequently been subjugated by foreign powers. Hence the rebellious nationalities in the Balkans thought of their struggles as attempts to win back their long-lost independence.

Multiple Choice Questions

1. Who, among the following, hosted the Congress at Vienna in 1815. [AI 2012]

- (a) King of Netherlands
- (b) Giuseppe Mazzini
- (c) Duke Metternich
- (d) Otto von Bismarck

2. Which one of the following is true about the 'Treaty of Constantinople' in 1832. [AI 2012]

- (a) It recognised Turkey as an independent nation.
- (b) It recognised Greece as an independent nation.
- (c) It recognised Germany as an independent nation.
- (d) It recognised France as an independent nation.

3. Who among the following formed the secret society called 'Young Italy'. [Delhi 2012]

- (a) Otto von Bismarck
- (b) Giuseppe Mazzini
- (c) Metternich
- (d) Johann Gottfried Herder

Or

Who among the following took power in the Southern part of Vietnam after the division of the country?

[Delhi 2012]

- (a) Ngo Dinh Diem
- (b) Ho Chi Minh
- (c) Bao Dai
- (d) NLF

4. Which one of the following types of government was functioning in France before the revolution of 1789?

- (a) Dictatorship
- (b) Military
- (c) Body of French Citizen
- (d) Monarchy

Or

Who among the following were known as 'Colons' **[Delhi 2012]**

- (a) French citizens living in Vietnam
- (b) French citizens living in France
- (c) Educated people of Vietnam
- (d) Elites of Vietnam

5. Which one of the following statements is false regarding the Act of Union 1707 ? **[Delhi 2011]**

- (a) It was an agreement between England and Scotland.
- (b) It was an agreement between England and Ireland.
- (c) It resulted in the formation of the 'United Kingdom of Great Britain'.
- (d) It gave England control over Scotland.

6. Which one of the following states was ruled by an Italian princely house before unification of Italy ? **[AI 2011]**

- (a) Kingdom of Two Sicilies
- (b) Lombardy
- (c) Venetia
- (d) Sardinia-Piedmont

7. Which one of the following statements is not true about Giuseppe Mazzini? **[Foreign 2011]**

- (a) He wanted a united Italian Republic.
- (b) He founded an underground society called 'Young Italy'.
- (c) He wanted Italy to be a monarchy.
- (d) He was exiled for attempting a revolution in Liguria.

8. Who said "when France sneezes the rest of Europe catches cold" ?

- (a) Garibaldi
- (b) Mazzini
- (c) Metternich

(d) Bismarck

9. Which treaty recognised Greece as an independent nation ?

- (a) Treaty of Versailles
- (b) Treaty of Vienna
- (c) Treaty of Constantinople
- (d) Treaty of Lausanne

10. Who was responsible *for the Unification of Germany ?

- (a) Bismarck
- (b) Cavour
- (c) Mazzini
- (d) Garibaldi

11. Which area was known as the powder keg of Europe ?

- (a) Germany
- (b) Italy
- (c) Balkans
- (d) Ottoman Empire

12. Elle, the measuring unit in Germany was used to measure

- (a) cloth
- (b) thread
- (c) land
- (d) height

13. Zollverein started in 1834 in Prussia refers to a

- (a) Trade Union
- (b) Customs Union
- (c) Labour Union
- (d) Farmer's Union

14. The Ottoman Empire was ruled by the emperor of

- (a) Turkey
- (b) Russia
- (c) Britain
- (d) Prussia

15. At which of the following places was the Frankfurt Assembly convened

- (a) at the church of St. Paul.
- (b) at the church of St. Peters.
- (c) at the palace of Prussia.

(d) at the Hall of Mirrors in the palace of Versailles.

16. What did the crown of oak leaves symbolise ?

- (a) Courage
- (b) Heroism
- (c) Peace
- (d) Tolerance

17. By which of the following treaties was the United Kingdom of Great Britain formed ?

- (a) Treaty of Versailles
- (b) Act of Union
- (c) Treaty of Paris
- (d) Treaty of Vienna

18. Who was Wolfe Tone ?

- (a) A French revolutionary.
- (b) An Irish Catholic who revolted against the British dominance.
- (c) A German rebel who revolted against Kaiser William IV
- (d) A British protestant leader.

19. Which of the following best explain Utopian society ?

- (a) A society where everybody is equal.
- (b) A democratic society.
- (c) An idealist society which can never be achieved.
- (d) A society with a comprehensive Constitution.

20 After the French Revolution (1789) the right to vote was given to

- (a) all adult population of the country.
- (b) all property owning male citizens of the country.
- (c) all property owning male and women of the country.
- (d) all adults excluding women of the country.

21. The main function of the Prussian Zolleverin was to

- (a) impose custom duty on imported goods.
- (b) abolish tariff barrier.
- (c) reduce custom duties.
- (d) impose new rules for trade.

22. Which of the following group of powers collectively defeated Napoleon ?

- (a) England, France, Italy, Russia.
- (b) England, Austria, Spain, Russia.
- (c) Austria, Prussia, Russia, Britain.

(d) Britain, Prussia, Russia, Italy.

23. Which of the following countries is considered as the 'cradle of civilization' ?

- (a) England
- (b) France
- (c) Greece
- (d) Russia

24. The Treaty of Vienna signed in 1815

- (a) brought the conservative regimes back to power.
- (b) destroyed the conservative powers of Europe.
- (c) introduced democracy in Austria and Prussia.
- (d) set up a new Parliament in Austria.

25. Romanticism refers to a

- (a) cultural movement
- (b) religious movement
- (c) political movement
- (d) literary movement

26. In Prussia, who were referred as 'Junkers' ?

- (a) Military officials
- (b) Large landowners
- (c) Factory owners
- (d) Aristocratic nobles

27. Which of the following is an allegory/attribute for 'liberty' ?

- (a) Crown of Oak
- (b) Red Cap
- (c) Olive Branch
- (d) Sword

28. What does a blind folded woman carrying a pair of weighing scales symbolise ?

- (a) Peace
- (b) Equality
- (c) Justice
- (d) Liberty

29. Who among the following was proclaimed the first King of United Italy ?

- (a) Nicholas II
- (b) King George II
- (c) Wilhelm IV

(d) Victor Emmanuel II

30 A nation-state is a state where

- (a) people of all groups enjoy equal rights.
- (b) where the nation has its own emblem and flag.
- (c) a state which has a contiguous territory.
- (d) a state where people live in a common territory, develop a sense of identity and share a common history.

31. Most important outcome of the French Revolution of 1789 was

- (a) abolition of absolute monarchy.
- (b) making of a new Constitution.
- (c) transfer of sovereignty from monarch to the French citizens.
- (d) Formation of the National Assembly.

32. Identify and mark the incorrect response. The Napoleonic Code

- (a) did away with all the privileges based on birth and established equality.
- (b) destroyed feudalism in France.
- (c) formulated codes for the army.
- (d) ensured right to property for the privileged class.

33. A large number of people were hostile to the Napoleonic code because

- (a) it was not suitable for all.
- (b) it destroyed the special privileges of the rulers.
- (c) administrative changes did not go hand-in-hand with political freedom.
- (d) none of the above.

34. For the middle class of Europe, the most important feature of Liberalism was

- (a) abolition of conservatism.
- (b) right to be liberal and educated.
- (c) individual freedom and equality before law.
- (d) representative government.

35. Why did the Frankfurt Parliament fail to achieve its goal?

- (a) Women were excluded from the membership.
- (b) Did not have the support of the peasants.
- (c) Kaiser William refused to accept the crown and opposed the assembly.
- (d) None of the above.

Multiple Choice Questions

- | | | | | | | | | |
|---------|---------|---------------|---------------|---------|---------|---------|---------|---------|
| 1. (c) | 2. (b) | 3. (b) or (a) | 4. (d) or (a) | 5. (b) | 6. (d) | 7. (c) | 8. (c) | |
| 9. (c) | 10. (a) | 11. (c) | 12. (a) | 13. (b) | 14. (a) | 15. (d) | 16. (b) | 17. (b) |
| 18. (b) | 19. (c) | 20. (b) | 21. (b) | 22. (c) | 23. (c) | 24. (a) | 25. (a) | 26. (b) |
| 27. (b) | 28. (c) | 29. (d) | 30. (d) | 31. (c) | 32. (c) | 33. (c) | 34. (c) | 35. (c) |

Class 10 Civics Chapter 1 – Power-sharing

1. What are the different forms of power-sharing in modern democracies? Give an example of each of these.

Answer.

There are different forms of power-sharing in modern democracies. These are given below:

- a. Horizontal distribution of power – Power is shared among different organs of government, such as the legislature, executive and judiciary. Example – India
- b. The federal division of power – Power can be shared among governments at different levels – a general government for the entire country and governments at the provincial or regional level. Example – India (Union Government & State Government)
- c. Community government – Power may also be shared among different social groups such as the religious and linguistic groups. Example – Belgium
- d. Power-sharing between political parties, pressure groups and movements – Such competition ensures that power does not remain in one hand. In the long run, power is shared among different political parties that represent different ideologies and social groups.

2. State one prudential reason and one moral reason for power-sharing with an example from the Indian context.

Answer.

While prudential reasons stress that power-sharing will bring out better outcomes, In India, the power is shared horizontally among various organs of government. Legislature, Executive and Judiciary are responsible to administer India. Reservation is applicable in India, where various sections are given benefits over others to avoid conflicts.

Moral reasons emphasise the very act of powersharing as valuable. In India, citizens are conferred with fundamental rights and directive principles of state policies are implied on the government.

3. After reading this chapter, three students drew different conclusions. Which of these do you agree with and why? Give your reasons in about 50 words. Thomman – Power sharing is necessary only in societies which have religious, linguistic or ethnic divisions. Mathayi – Power sharing is suitable only for big countries that have regional divisions. Ouseph – Every society needs some form of power sharing even if it is small or does not have social divisions.

Answer.

Ouseph's conclusion is the right one. Every state should have some or the other form of power-sharing. Power-sharing ensures an optimum balance between different sections in the society. The chances of conflict lessen and so does the injustice. Hence, power-sharing becomes the value of democracy. Also, power-sharing is a good way to ensure the stability of political order

4. The Mayor of Merchtem, a town near Brussels in Belgium, has defended a ban on speaking French in the town's schools. He said that the ban would help all non-Dutch speakers integrate into this Flemish town. Do you think that this measure is in keeping with the spirit of Belgium's power-sharing arrangements? Give your reasons in about 50 words.

Answer.

The measure of Mayor of Merchtem to ban on French-speaking in the town's schools near Brussels is unfair. It does not keep with Belgium's power-sharing arrangement. Power-sharing helps maintain a balance between different sections of the society, and in Belgium, there is a need to maintain the power-sharing between Dutch and French to avoid civil unrest. Banning French will promote the tendency of civil unrest. To promote peace among different communities, the Mayor should promote bilingual education system in the town's schools.

5. Read the following passage and pick out any one of the prudential reasons for power sharing offered in this. "We need to give more power to the panchayats to realise the dream of Mahatma Gandhi and the hopes of the makers of our Constitution. Panchayati Raj establishes true democracy. It restores power to the only place where power belongs in a democracy – in the hands of the people. Giving power to Panchayats is also a way to reduce corruption and increase administrative efficiency. When people participate in the planning and implementation of developmental schemes, they would naturally exercise greater control over these schemes. This would eliminate the corrupt middlemen. Thus, Panchayati Raj will strengthen the foundations of our democracy."

Answer.

The prudential reason in the given passage is – "Giving power to Panchayats is also a way to reduce corruption and increase administrative efficiency."

6. Different arguments are usually put forth in favour of and against power-sharing. Identify those which are in favour of power-sharing and select the answer using the codes given below? Power-sharing:

- A. reduces conflict among different communities
- B. decreases the possibility of arbitrariness
- C. delays the decision-making process
- D. accommodates diversities

- E. increases instability and divisiveness
- F. promotes people's participation in government

G. undermines the unity of a country

(a)	A	B	D	F
(b)	A	C	E	F
(c)	A	B	D	G
(d)	B	C	D	G

Answer.

(a)	A	B	D	F
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7. Consider the following statements about power-sharing arrangements in Belgium and Sri Lanka.

- A. In Belgium, the Dutch-speaking majority people tried to impose their domination on the minority French-speaking community.
- B. In Sri Lanka, the policies of the government sought to ensure the dominance of the Sinhala-speaking majority.
- C. The Tamils in Sri Lanka demanded a federal arrangement of power-sharing to protect their culture, language and equality of opportunity in education and jobs.
- D. The transformation of Belgium from unitary government to a federal one prevented a possible division of the country on linguistic lines.

Which of the statements given above are correct?

- (a) A, B, C and D
- (b) A, B and D
- (c) C and D
- (d) B, C and D

Answer.

- (d) B, C and D

8. Match List I (forms of power-sharing) with List-II (forms of government) and select the correct answer using the codes given below in the lists:

	List I	List II
1.	Power shared among different organs of government	A. Community government
2.	Power shared among governments at different levels	B. Separation of powers
3.	Power shared by different social groups	C. Coalition government
4.	Power shared by two or more political parties	D. Federal government

Answer.

	List I	List II
1.	Power shared among different organs of government	Separation of powers
2.	Power shared among governments at different levels	Federal government
3.	Power shared by different social groups	Community government
4.	Power shared by two or more political parties	Coalition government

9. Consider the following two statements on power-sharing and select the answer using the codes given below:

A). Power-sharing is good for democracy.

B). It helps to reduce the possibility of conflict between social groups.

Which of these statements are true and false?

(a) A is true but B is false
(b) Both A and B are true
(c) Both A and B are false
(d) A is false but B is true

Answer.

(b) Both A and B are true

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Gagore Vijaypur

Social Science

CLASS : Xth

TOPIC : Geography

Home assignment of class 10th Geography

Chapter 1 Resources: concept, classification & management

Q1. Very short answer type questions

1. Any means of attaining desired ends can be designated as a _____.
Ans Resource
2. The most clearly recognizable natural resources are those consisting of _____ things.
Ans Valuable
3. The renewability of a living resource varies with the _____ & the _____ involved.
Ans Species & area
4. The usefulness of abiotic resources depends upon its _____ & _____.
Ans Accessibility & concentration
5. _____ energy is an inexhaustible resource relative to the human use & time scale.
Ans Solar

Q2. Short answer type questions

1. Define a resource? Give some examples of resource?

Ans. All the useful elements of our environment which satisfy our basic needs are called resources. A resource is a supply from which benefit is produced.

Examples: - Land, water, air, sunshine, soils, forests, wildlife & minerals.

2. Which three things interact to develop resources for human satisfaction?

Ans. Interaction of following things develop resources:

1) Nature 2) Man 3) man's culture

3. How is manganese ore a renewable resource despite being abiotic?

Ans Though **manganese** is **abiotic** but it is continuously formed in nodules on the ocean floor. The floor mining technology makes it **renewable**. Also the rate at which it is formed through chemical precipitation from sea water exceeds the rate of its use.

4. Define inexhaustible resources give some example?

Ans The resources which are present in unlimited quantity in nature and are not likely to be exhausted by human activities are called Inexhaustible Natural Resources. For example- air, soil, sunlight.

5. Difference between biotic and abiotic resources?

Ans **Biotic factors** are living or once-living organisms in the ecosystem. These are obtained from the biosphere and are capable of reproduction. Examples of biotic factors are animals, birds, plants, fungi, and other similar organisms.

Abiotic factors refer to non-living physical and chemical elements in the ecosystem. Abiotic resources are usually obtained from the lithosphere, atmosphere, and hydrosphere. Examples of abiotic factors are water, air, soil, sunlight, and minerals.

6. Write a short note on resource development?

Ans Resource development is an efficient and effective development of resources, without harming environment, when they are needed.

Resource development is essential because Benefits of resource utilization/development may include increased wealth or wants, proper functioning of a system, or enhanced well being.

7. What is the principle sustainable yield?

Ans Locally available renewable resources should be used where possible, and renewable resources should not be used faster than their replacement by natural processes. This is known as the Principle of Sustainable Yield.

Q3. Long answer type questions

1. The definition of natural resources has changed over time. Discuss?

Ans Natural resources are those resources, which are taken from natural environment. For example: forests , wind , water etc

The definition of natural resources changed over time

Early concept :- Early in the 20th century, natural resources viewed primarily as source of valuable and useful commodities. They were mostly the raw material present in the environment that man could use . For eg minerals, fuels , forest etc

Recent Concept :- In real sense , encompasses the entire surface layer of the earth, because all parts of the earth's surface are of some use to man as they contribute to the production of necessities and amenities that people demand. Thus from this point of view all living and non- living elements of atmosphere, the oceans, The desert , the polar and the interior of the earth , too have become valuable resources .

2. What are exhaustible resources and how are they different from inexhaustible resources?

Ans Exhaustible resources are those resources which cannot be replaced once they are used e. g coal, natural gas, aluminium, iron, copper, thorium, uranium etc.

Inexhaustible resources:-

- 1) These are renewable or replenishable resources.
- 2) These resources have the ability to renew them in a given period of time.
- 3) They do not require conservation steps to be taken as they can be renewed.
- 4) For example, sunlight, water etc.

Exhaustible resource:-

- 1) These resources cannot be renewed once exhausted.
- 2) They are non renewable or non replenishable resources.
- 3) They require conservation steps to be taken so that they can be used in future also.
- 4) For example, iron, coal etc.

3 What is resource planning? Discuss in detail about its various stages?

Ans Resource planning is a method to use the resources in proper way so that maximum benefits should reach maximum people. It also means avoiding wastage, misuse and overuse of resources. There are three stages in resource planning:

- (1) Preparation of inventory of resources.
- (2) Evaluation in terms of availability for development.

(3) Planning for exploitation of resources.

The **first stage** includes surveying, mapping and measurement of the characteristics and properties of resources.

The **second stage** examines resources from the points of view of technology, economy and need.

The **third stage** is related to action-oriented planning which emphasises use and reuse of the resources.

4. What are various methods which help in managing and conserving the resources?

Ans The following principles / methods for managing and conserving the resources are:

1. Locally available renewable resources should be used where possible, and renewable resources should not be used faster than their replacement by natural processes. This is known as the **Principle of Sustainable Yield**.

2. High quality energy should not be used to do something that can be done with lower quality energy. For example, we do not need to use a chain saw to cut butter. This is known as the **Principle of Energy Efficiency**.

3. Pollution prevention and waste reduction are the best and cheapest ways to sustain the earth. The best way to control pollution and waste is to produce minimum possible waste. This is known as the **Principle of Pollution Prevention and Waste Reduction**.

4. Reducing Resource consumption and waste production should be top priority, followed by Reusing items and Recycling key

minerals resources. This is known as the **Principle of Three "R"s of Earth Care**.

5. Products or wastes that can be recycled or reused should not be dispersed, mixed, burned, or buried. This is termed as the **Principle of Resource Conservation**.

6. Last but not least we should consider that everyone is downwind or downstream from everybody. Therefore we should leave all the Global Commons like fresh water and fresh air to our next generation as good as we have received them from our ancestors if not in a better position. This is known as the **Principle of Global Commons**.

ST ANTONY'S CONVENT
SCHOOL

Gagore Vijaypur

Social Science

CLASS : Xth

TOPIC : Economics

10th class Economics assignment.

Chapter-1- DEVELOPMENT

**Q1. Why are rules and regulations required in the market place?
Illustrate with few examples?**

Ans. Rules and regulations are required in the market place to protect the consumers against exploitation by the producers , salers and service providers. They often indulge in unfair trade practices and provide false information about a particular service or product.

Q2. Explain the need for consumer consciousness by giving two examples?

Ans. There is a need for consumer consciousness so that the customer can take action against retailers who are dishonest.
Examples are

- I. The ISI and Agmark logos are quality certification on certain classes of products. Consumer must look for such certification while purchasing items requiring these Mark's.
- II. Consumers must have adequate knowledge about the products that they are buying, so that they can make an informed choice of the correct product to buy.

Q3. Mention a few factors which causes exploitation of consumers.?

Ans. I. Lack of awareness among consumers.

2. Limited competition
3. Illiterate consumer
4. Limited supply of goods/ products
5. Misleading advertisement.

Q4. What is the rationale behind the enactment of consumer production Act, 1986?

Ans. Consumer production Act, 1986, popularly known as COPRA is enacted to save guard interest of consumers and being protected them against exploitation. It led to the formation of the three tier consumer courts at the district, state and national level.

Q5. Describe some of your duties as consumer if you visit a shopping complex in your locality.?

Ans. Some of my duties as a consumer will include the following

- a. Checking expiry dates of the products to be bought.**
- b. Paying no more than the maximum retail price printed on the goods.**
- c. Always asking for a cash memo for the items purchased.**
- d. Ensuring that the retailer does not sell me duplicate or defective products.**