

MBD

**Super
Refresher**

**Social
Science**

10

TERM-I

➡ **NCERT Textbook** and
In-Text Exercises with answers

➡ Large pool of objective, very short, short
and long answer type questions



Highlights important information
which must be remembered

Includes **HOTS** and **Value Based**
questions

Based on the latest syllabus and textbook(s) issued by **CBSE/NCERT**

MBD

Super Refresher

Social Science

10

- ❑ India and the Contemporary World–II
- ❑ Contemporary India–II
- ❑ Democratic Politics–II
- ❑ Understanding Economic Development

Based on the latest syllabus and
textbook(s) issued by **CBSE/NCERT**

TERM I

By

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Notes to the Maps: The external boundary and coastline of India on the maps agree with the record/master copy certified by the Surveyor General, Map Publication, Survey of India, Dehradun vide their letters no. TB 174/62-A-3/A-3, Dated 6/02/2015. Outline of the other maps included in the book are based upon Survey of India maps printed in 2015. © Government of India copyright 2015

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SYLLABUS

SOCIAL SCIENCE-X

TERM I

Time: 3 Hrs.

Marks: 90

No.	Units	Term I	Term II
1.	India and the Contemporary World-II	23	23
2.	Contemporary India-II	23	23
3.	Democratic Politics-II	22	22
4.	Understanding Economics Development	22	22
5.	Disaster Management - only through project work and assignment	-	-
	Total	90	90

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

UNIT I: INDIA AND THE CONTEMPORARY WORLD-II

Themes	Objectives
<p>In sub-units 1.2 and 1.3 students are required to choose any one themes from each. Thus all students are required to study four themes in all.</p> <p>Sub-unit 1.2: Livelihoods, Economies and Societies:</p> <p>Any one of the following themes:</p> <p>4. The Making of Global World: (a) Contrast between the form of industrialization in Britain and India. (b) Relationship between handicrafts and industrial production, formal and informal sectors. (c) Livelihood of workers. Case studies : Britain and India. (Chapter 4)</p> <p>5. The Age of Industrialisation: (a) Patterns of urbanization (b) Migration and the growth of towns. (c) Social change and urban life. (d) Merchants, middle classes, workers and urban poor. (Chapter 5)</p> <p>Case studies: London and Bombay in the nineteenth and twentieth century.</p> <p>6. Work, Life and Leisure: (a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy between the two Wars. (c) Shifts after the 1950s. (d) Implications of globalization for livelihood patterns. Case study : The post War International Economic order, 1945 to 1960s. (Chapter 6)</p> <p>Sub-unit 1.3 : Everyday Life, Culture and Politics</p> <p>Any one of the following themes :</p> <p>7. Print Culture and the Modern World: (a) The history of print in Europe. (b) The growth of press in nineteenth century India. (c) Relationship between print culture, public debate and politics. (Chapter 7)</p>	<ul style="list-style-type: none"> • Discuss two different patterns of industrialization, one in the imperial country and another within a colony. • Show the relationship between different sectors of production. • Show the difference between urbanisation in two different contexts. A focus on Bombay and London will allow the discussions on urbanization and industrialization to complement each other. • Show that globalization has a long history and point to the shifts within the process. • Analyze the implication of globalization for local economies. • Discuss how globalization is experienced differently by different social groups. • Discuss the link between print culture and the circulation of ideas. • Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. • Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.

8. Novels, Society and History: (a) Emergence of the novel as a genre in the west. (b) The relationship between the novel and changes in modern society. (c) Early novels in nineteenth century India. (d) A study of two or three major writers.
(Chapter 8)

- Familiarize students with some of the ideas of writers who have had a powerful impact on society.

UNIT 2: INDIA-CONTEMPORARY WORLD-II

Themes	Objectives
<p>1. Resources and Development: Types-natural and human; Need for resource planning. Natural Resources, Land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures. (Chapter 1)</p> <p>2. Forest and Wildlife Resources: Types and distribution, depletion of flora and fauna; conservation and protection of forest and wildlife. (Chapter 2)</p> <p>3. Water Resources: Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced) (Chapter 3)</p> <p>4. Agriculture: Types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy - employment and output. (Chapter 4)</p> <p>Map Work (3 marks)</p>	<ul style="list-style-type: none"> • Understand the value of resources and the need for their judicious utilisation and conservation. • Identify various types of farming and discuss the various farming methods; Describe the spatial distribution of major crops as well as understand the relation-ship between rainfall regimes and cropping pattern. • Explain various government policies for institutional as well as technological reforms since independence. • Understand the importance of forest and wildlife in our environment as well as develop concept towards depletion of resources. • Understand the importance of agriculture in national economy. • Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation.
<p>Project/Activity:</p> <ul style="list-style-type: none"> • Learners may collect photographs of typical rural houses, and clothing of people from different regions of India and examine whether they reflect any relationship with climatic conditions and relief of the area. • Learners may write a brief report on various irrigation practices in the village and the change in cropping pattern in the last decade. <p>Posters:</p> <ul style="list-style-type: none"> • Pollution of water in the locality. • Depletion of forests and the greenhouse effect. <p>Note: Any similar activities may be taken up.</p>	

UNIT 3: DEMOCRATIC POLITICS-II

Themes	Objectives
<p>1&2. Power sharing and Federalism: Why and how is power shared in democracies? How has federal division of power in India helped national unity? To what extent has decentralisation achieved this objective? How does democracy accommodate different social groups? (Chapter 1 & 2)</p> <p>3&4. Democracy and Diversity & Gender Religion and Caste: Are divisions inherent to the working of democracy? What has been the effect of caste on politics and of politics on caste? How has the gender division shaped politics? How do communal divisions affect democracy? (Chapter 3 & 4)</p>	<ul style="list-style-type: none"> • Analyse the relationship between social cleavages and political competition with reference to Indian situation. • Understand and analyse the challenges posed by communalism to Indian democracy. • Understand the enabling and disabling effects of caste and ethnicity in politics. • Develop a gender perspective on politics. • Introduce students to the centrality of power sharing in a democracy. • Understand the working of spatial and social power sharing mechanisms.

UNIT 4: UNDERSTANDING ECONOMIC DEVELOPMENT-II

Themes	Learning Objectives
<p>1. Development: The traditional notion of development; National Income and Per capita Income. Growth of NI-critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators). The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development). The approach to this theme: Use case study of three states (Kerala, Punjab and Bihar) or take a few countries (India, China, Sri Lanka and one developed country) (Chapter 1)</p> <p>2. Sectors of the Indian Economy: *Sectors of Economic Activities; Historical change in sectors; Rising importance of tertiary sector; Employment Generation; Division of Sectors-Organised and Unorganised; Protective measures for unorganised sector workers. (Chapter 2)</p>	<ul style="list-style-type: none"> • Familiarisation of some macroeconomic concepts. • Sensitizing the child about the rationale for overall human development in our country, which include the rise of income, improvements in health and education rather than income. • It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation. • How and why people should be healthy and provided with education. • Familiarize the concept of money as an economic concept. • Create awareness of the role of financial institutions from the point of view of day-to-day life.

Suggested Activities

Theme II: Theme 2*:

Visit to banks and money lenders/pawnbrokers and discuss various activities that you have observed in banks in the classroom.

Participate in the meetings of self help groups, which are engaged in micro credit schemes in the locality of learners and observe issues discussed.

Suggested Question Paper Designs
Social Science (Code No. 087)
Class X

Time: 3 hrs

Max. Marks: 90

S. No.	Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer-II (SA) (3 Marks)	Long Answer (LA) (5 Marks)	Total Marks	% Weightage
1	Remembering (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information).	2	2	2	18	20%
2	Understanding (Comprehension—to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information).	2	2	2	18	17%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem).	2	4	2	24	26%
4	High Order Thinking Skills (Analysis & Synthesis—Classify, compare, contrast, or differentiates between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources).	2	2	2	18	20%
5	Creating, Evaluation and Multi-Creating, Evaluation and Multi-Disciplinary (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values).	–	3*	–	9	10%
6	Map	–	2	–	6	7%
	Total	8 × 1 = 8	14 × 3 = 42	8 × 5 = 40	90	100%

* Map work in history in term-II only.

* One question of 3 marks will be included to assess the values inherent in the texts.

CONTENTS

PART A: HISTORY

(INDIA AND THE CONTEMPORARY WORLD-II)

1 >>	The Making of a Global World	H-2 – H-20
2 >>	The Age of Industrialisation	H-21 – H-39
3 >>	Work, Life and Leisure: Cities in the Contemporary World	H-40 – H-56
4 >>	Print Culture and the Modern World	H-57 – H-75
5 >>	Novels, Society and History	H-76 – H-89

PART B: GEOGRAPHY

(CONTEMPORARY INDIA-II)

1 >>	Resources and Development	G-2 – G-23
2 >>	Forest and Wildlife Resources	G-24 – G-41
3 >>	Water Resources	G-42 – G-58
4 >>	Agriculture	G-59 – G-79

PART C: POLITICAL SCIENCE

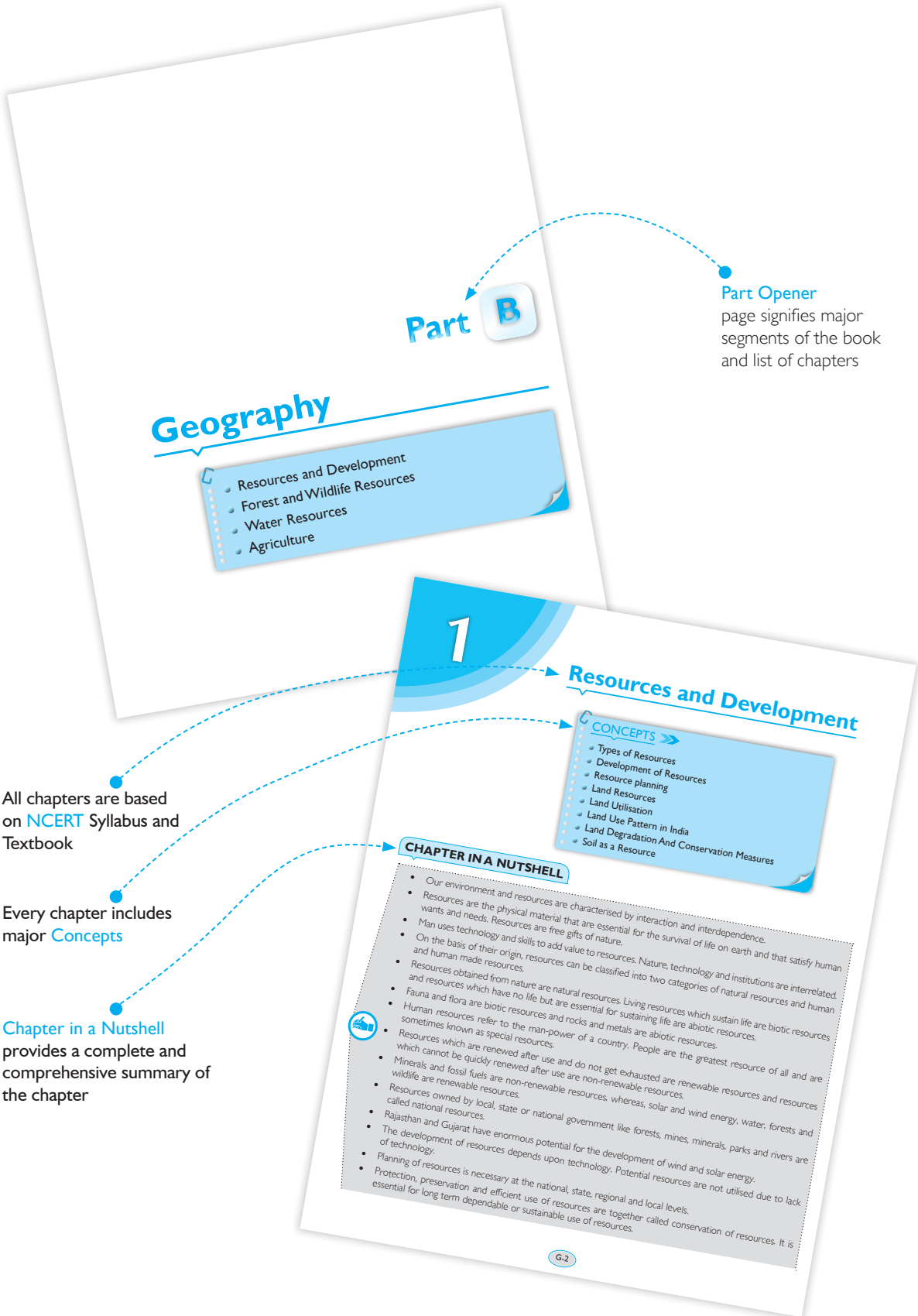
(DEMOCRATIC POLITICS-II)

1 >>	Power Sharing	P-2 – P-18
2 >>	Federalism	P-19 – P-35
3 >>	Democracy and Diversity	P-36 – P-48
4 >>	Gender, Religion and Caste	P-49 – P-63

PART D: ECONOMICS

(UNDERSTANDING ECONOMIC DEVELOPMENT)

1 >>	Development	E-2 – E-24
2 >>	Sectors of the Indian Economy	E-25 – E-50
	Model Test Papers	M-1 – M-9



Social Science

NCERT TEXTBOOK QUESTIONS (SOLVED)

Q.1. Multiple Choice Questions (MCQs)

- (i) Which one of the following types of resources is iron ore?
 (a) Renewable
 (b) Biotic
 (c) Flow
 (d) Non-renewable
- Ans. (d) Non-renewable
- (ii) Under which of the following types of resources can tidal energy be put?
 (a) Replenishable
 (b) Human-made
 (c) Abiotic
 (d) Non-recyclable
- Ans. (a) Replenishable

PROJECT/ACTIVITY

Q.1. Make a project showing consumption and conservation of resources in your locality.
 Ans. Guidelines for making the project.
 Consumption of Resources

Resources	How we consume
Agricultural Resources	For food, clothing, etc.
Water Resources	For drinking, washing, irrigation, etc.
Industrial Resources	Such as Kitchen ware, washing machines, electronic goods, etc.

How do we conserve resources?
 (i) By judicious and proper use.
 (ii) By not over exploiting them.
 (iii) By stop wasting water resources.
 (iv) By minimising use of electricity and switching off a fan or a light when not required.
 (v) By using substitute like plastic rapes strings instead of using jute rapes and strings.

NCERT IN-TEXT QUESTIONS

Q.1. Can you identify and name the various items used in making life comfortable in our villages and towns. List the items and name the material used in their making.
 Ans. Do it yourself.

- Q.2. Identify at least two resources from each category.
 Ans. (i) Type of resources on the basis of origin:
 (a) **Biotic resources:** Human being and livestock
 (b) **Abiotic resources:** Rocks and metal.
 (ii) Type of resources on the basis of exhaustibility:
 (a) **Renewable resources:** Solar and wind energy
 (b) **Non-renewable resources:** Mineral and fossil fuels.
 (iii) Type of resources on the basis of ownership:
 (a) **Individual resources:** House and plots
 (b) **Community owned resources:** Public parks and playing grounds.
 (c) **National resources:** Forests and wildlife.

NCERT Textbook Exercises with answers

Project/Activity

NCERT In-Text Questions are provided with answers

Variety of Value Based and HOTS questions with answers in every chapter

Formative Assessment at the end of each chapter to focus upon CCE pattern

Picture Interpretation helps visual learner to understand the concept

Self Assessment at the end of each chapter

HOTS CORNER

Q.1. Examine the problems faced due to the indiscriminate use of resources.
 Ans. Problems faced due to the indiscriminate use of resources:
 (i) Depletion of the resources for meeting the greed of few individuals and have lots or rich and poor.
 (ii) Ecological crises such as global warming, ozone layer depletion, environmental pollution and land degradation.

VALUE BASED QUESTIONS

Q.1. According to you, what makes soil a valuable natural resource?
 Ans. According to me, the following factors make soil a valuable resource.
 (i) It supports natural vegetation, wildlife and human life.
 (ii) It is essential for plant growth.
 (iii) It makes up for the maximum part of land.

FORMATIVE ASSESSMENT

A. Multiple Choice Questions (MCQs)

Tick the correct option from the choices provided:
 Q.1. On the basis of origin, resources are classified into—
 (a) Renewable and non-renewable
 (b) Biotic and abiotic
 (c) Individual and community owned
 (d) Potential and developed

Ans. (b) Biotic and abiotic

D. Picture Interpretation

Study the given picture and answer the following questions:
 (i) Identify and name the type of soil erosion shown.
 Ans. Gully erosion.
 (ii) How does this type of erosion occur?
 Ans. It occurs on account of fast running water in the fields, forming rills or gullies.
 (iii) Where is this type of erosion common?
 Ans. It is common in Madhya Pradesh, Bihar and Gujarat.



SELF ASSESSMENT

Time: 40 Minutes

Very Short Answer Type Questions

1. What are resources?
2. Which factor has caused soil erosion in the Shiwaliks?
3. In which state is the Chambal valley located?

Max. Marks: 25

Part

A

History (India and the Contemporary World-II)

- The Making of a Global World
- The Age of Industrialisation
- Work, Life and Leisure: Cities in the Contemporary World
- Print Culture and the Modern World
- Novels, Society and History

1

Section II – Livelihoods, Economies and Societies

The Making of a Global World

(NCERT Chapter-4)

CONCEPTS >>

- The Pre-Modern World
- The Nineteenth-Century (1815–1914)
- The Inter-War Economy
- Rebuilding A World Economy: The Post-War Era

CHAPTER IN A NUTSHELL

- The making of the global world has a long history. It is the history of trade, of migration of people and of the movement of capital besides other themes.
- The silk routes connected various parts of Asia with one another as well as Asia with Europe and northern Africa. There were several silk routes over land and by sea.
- Movement of food items helped in long-distance cultural exchanges. Traders and travellers introduced new food items wherever they went.
- Conquests and trade spread germs of various diseases from one continent to the other.
- Flow of trade, labour and movement of capital greatly affected people's lives in the nineteenth century.
- By 1890, a global agricultural economy had been established. At the same time, there were major changes in technological developments, capital and labour flows as well as ecological conditions.
- Technology played a vital role in the making of a global world. The railways, steamships and the telegraph transported commodities and messages from one place to the other.
- Although trade flourished and markets expanded in the late nineteenth century, it also meant loss of freedom and livelihood for some people.
- In the nineteenth century, many Indian and Chinese labourers worked on plantations, inside mines and in road and railway building projects in different parts of the world.
- The First World War was mainly fought in Europe, yet its impact was felt all around the world.
- All throughout history, human societies have gradually become interlinked over time. Since ancient times, traders, globetrotters and monks have travelled to great distances for acquiring knowledge, finding new opportunities or for spiritual attainment.
- Historians and scholars have identified many silk routes over land and by sea. They are known to have existed before the Christian era and continued up to the fifteenth century.
- Many common food items like soya, potatoes, maize, chillies, groundnuts, tomatoes, sweet potatoes, etc. were not known to our forefathers about five hundred years ago. They only became known after the discovery of new lands in the medieval era.
- The pre-modern world reduced considerably in the sixteenth century after European sailors found a direct sea route to Asia and accomplished in reaching the continent of America.

- The discovery of precious metals enhanced the wealth of Europe. As such, the silver from Peru and Mexico was significant in financing European trade with Asia.
- The world changed drastically during the 19th century. Political, economic, cultural, social and technological factors interacted in multiple ways to recast societies and modify international relations.
- From late 18th century, population began to increase in Britain and this multiplied the demand for foodgrains. Moreover, the growth of industries and urban towns further increased the demand for raw materials resulting in soaring of agricultural prices.
- With increase in trade and expansion of markets, the concept and practice of colonialism came into existence. This made a large number of people subservient and inferior to their imperial masters.
- Britain and France added new areas to their overseas territories in late 19th century. Likewise, Belgium, Germany and the United States of America became new colonial powers at the end of the 19th century.
- Several Indian traders and moneylenders followed the European colonisers into Africa and other areas. Some Indian merchants traversed to other areas beyond European colonies.
- The First World War lasted for more than four years and left a lasting impact on the world economy.
- After the war, there was rise in production and consumption. This surplus production led to the Great Depression in the early 1930s.
- After the Second World War, many colonised regions got independence. New nations were formed. The World Bank and the IMF (International Monetary Fund) were designed to augment the financial needs of the industrial nations. Later, they shifted their focus towards developing and underdeveloped countries. In the recent decades, the world has become globalised.



IMPORTANT CONCEPTS AND TERMS

Cattle Plague: A widespread disease that spread in 1890s in Africa, also known as rinderpest

Corn Laws: Laws imposed by the British government to impose restrictions on the import of corn

Cowries: Another word for *cowdi*, meaning seashells used as currency in ancient times

Canal Colonies: Wastelands or semi-desert areas in India were irrigated by canals by the British colonial rulers to grow crops such as wheat and cotton. These were known as canal colonies

Dissenter: One who refuses to accept established ideas and practices

Exchange rates: Exchange rates link national currencies for purposes of international trade. There are two kinds of exchange rates—fixed exchange rates and floating exchange rates



Fixed Exchange Rates: Exchange rates fixed by the governments to restrict fluctuations

Floating Exchange Rates: Exchange rates determined by the demand and supply of currencies in foreign exchange markets, also known as flexible exchange rates.

Globalisation: A process by which domestic economy of any country is unified or integrated with the world economy through interaction and interdependence

Indentured labour: Bonded labour who work for an employer for a specific period of time, under a contract

Silk routes: Routes that provided trade and cultural links between distant parts of the world from around 128 B.C.E. up to 15th century

Tariff: Tax imposed on imports at the point of entry or border of a country

IMPORTANT DATES

Late 18th century	— Population growth in Britain
1820–1914	— World trade multiplied by many times
1840s	— A disease destroyed the potato crop in Ireland resulting in starvation
1885	— Major European powers met in Berlin to divide African colonies
1890s	— Spread of rinderpest or cattle plague in Africa
1892	— Cattle plague reached Africa's Atlantic coast
1897	— Cattle plague reached Africa's southernmost tip or the Cape
1914–1918	— The First World War
1921	— Indentured labour migrations were abolished in India
1923	— The USA resumed exporting capital to the rest of the world
1929–1933	— The Great Depression
1939–1945	— The Second World War
1947	— The IMF and the World Bank began their financial operations

NCERT TEXTBOOK QUESTIONS (Solved)

Write in brief

Q.1. Give two examples of different types of global exchanges which took place before the seventeenth century, choosing one example from Asia and one from the Americas.

Ans. Two examples of different types of global exchanges which took place before the seventeenth century are as follows:

- (i) **Example from the Americas:** America had an abundant wealth of crops, minerals and precious metals like gold and silver. The Europeans enhanced their wealth from utilising the rich resources of gold and silver.
- (ii) **Example from Asia:** China exported pottery and silk to India and Southeast Asia in exchange of textile goods and spices.

Q.2. Explain how the global transfer of disease in the pre-modern world helped in the colonisation of the Americas.

Or

How did the global transfer of diseases in pre-modern world help in the colonisation of America?

(CBSE 2012)

Ans. By the mid-sixteenth century, the Portuguese and Spanish had started the conquest and colonisation of the Americas. However, European colonisation of the Americas was not a result of superior firepower. It was the result of the germs such as smallpox that they carried with them. Because of their long isolation, Americas' original inhabitants had no immunity against the diseases that came from Europe. As a result, they began to die in thousands and the whole community was eliminated. It paved the way for conquest and colonisation of the Americas by the Europeans.

Q.3. Write a note to explain the effects of the following:

(a) The British Government's decision to abolish the Corn Laws.

Or

What were the Corn Laws? Why were these laws abolished? Explain.

(CBSE 2015)

Ans. The Corn Laws were the regulations which the British Parliament had passed in the nineteenth century. They were passed to restrict the import of corn due to rising prices of foodgrains. Industrialists and people living in

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