

POLITICAL SCIENCE- CH.1 POWER SHARING

Class X Session 2020-21

- An intelligent sharing of power among legislature executive and judiciary is important of a democracy.

Two contrast examples



Belgium three communities
Dutch 59% French 40% German 1%
All these communities had a conflict since French were rich .and dominated in every field. In the capital city of Brussel Dutch people were in majority.

In Srilanka there are two major communities---Sinhala speaking 74% and Tamil speaking 18%. Both these communities live in tension as Sinhala have denied political educational religious employment and economic rights to Tamil.

- Belgium has worked on the principle of accommodation.
- Both Dutch and French communities share power on equal basis at centre.
- Along with state govern. both communities have a third kind Of government called community government which look after social cultural and language related issues.
- In Srilanka the constitution adopted a system of majoritarianism in which Sinhala were supreme. Srilanka Tamil have therefore launched a power struggle demanding a separate Elam state leading to violent riots all over Srilanka.
- **Power sharing therefore has two different connotations-**
 - Power sharing is desirable as it helps to reduce possibility of conflict b/w different social groups (Prudential reason).
 - Citizen have a right to be consulted on how they are governed (Moral reason power sharing is the essence of democracy)

Democracy is based on a system of power distribution

Forms of Power Sharing

Horizontal Distribution

Vertical Division

Community Government

Coalition Government

Power shared b/w different organs
Legislative Executive Judiciary

Power shared b/w different
Social religious and linguist groups

Power shared b/w different levels
Union State Lower level like panchayats
(Federal structure)

Power shared b/w different
Political parties, pressure groups and
movements

Assignments

ANSWER THE FOLLOWING QUESTIONS

1. What is the ethnic composition of Belgium?
2. Describe the ethnic composition of Srilanka
3. What was the tension in Belgium in 1950s and 1960s?
4. What is majoritarianism in Srilanka ? Explain the majoritarianism measures taken in Srilanka to establish Sinhala supremacy.
5. How did the Srilanka government discriminate against Tamils?
6. Why is power sharing desirable ?
7. Explain the various form of power sharing.
8. Give difference between Prudential reasons and Moral reasons.
9. Why is power sharing good?
10. What is called the Federal division of power?
11. Differentiate between Vertical and Horizontal division of power.

[Students do the above Qs. In note book and refer your chapter for the answers.]

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Chapter – 1 (Class-X)

DEVELOPMENT

1. There are 4 families with per capita income Rs.40,000, Family A earns Rs.39,000, Family B earns Rs.45,000, Family C earns RS.28,000. What is the income of Family D?(1)
 - a. Rs.46,000
 - b. Rs.44,000
 - c. Rs.48,000
 - d. Rs.45,000
2. Development goal for a prosperous farmer is (1)
 - a. To get loan from bank
 - b. To get irrigation facility
 - c. To get his children educated
 - d. To get farming implements
3. Development goal of a girl in a rich urban family is (1)
 - a. Freedom
 - b. Going to school
 - c. Get married
 - d. Learning cooking
4. Which of the following levels of the people can compare human development index of countries? (1)
 - a. Composition of society
 - b. Type of Government
 - c. The health of people
 - d. Environment of country
5. Which of the given refers to economic development? (1)
 - a. Increase in standard of living
 - b. Increase in per capita incomes
 - c. Increase in security
 - d. Increase in rate of population
6. The total income of the country divided by its total population is Called:
 - (a) National income
 - (b) Per capital income
 - (c) Total income
 - (d) None of these
7. Which organization publishes the Human Development Report:
 - (a) WHO
 - (b) UNDP
 - (c) WTO
 - (d) IMF
8. Development of a country generally be determined by:
 - (a) its per capita income
 - (b) its literacy level
 - (b) health status of its people
 - (d) all above
9. As per Human Development Report 2006 which neighbouring country has the highest income following –
 - (a) Sri Lanka
 - (b) India

(c) Pakistan

(d) Nepal

10. Name the neighboring country that has better performance in terms of human development than India.
11. Which age group of children is included for calculating Net Attendance Ratio?
13. For calculating Body mass Index, weight of person is divided by what?
14. What is development goal of a girl from a rich urban family?
15. What are the development goals of prosperous farmers from Punjab?
16. Name the country where 500 tones of liquid tones of liquid toxic wastes into open air dumps.
17. What was the per capita income of Bihar?
18. What was the Infant mortality rate of Maharashtra?
19. What are the development goals of prosperous farmers from Punjab?
20. Name the country where 500 tones of liquid tones of liquid toxic wastes into open air dumps.
21. What is Infant Mortality Rate?
22. Give one example how rich and poor have conflicting goals of development. (1)
23. Which area of the world has the largest crude oil reserves? (1)
23. Give three examples where an average is used for comparing situations. (1)
24. What do people need to get more income? (1)
25. Why is total income not a useful measure for Comparison between two countries?
26. Explain the reason. (3)
27. Mention any four characteristics of Development. (3)
28. Explain some of the important ideas of the section (income and other goals) in your own words. (3)
29. Do the following two statements mean the same? Justify your answer. (3)
 - i. People have different developmental goals.
 - ii. People have conflicting developmental goals
29. With the help of an example, show how two groups may have different notions of development. (5)
30. Why do people's development goals vary? Explain with examples. (5)
31. Study the given table carefully and answer the following questions:

HUMANDEVELOPMENTINDEXOFINDIAANDITSNEIBOURS-2013

Country	Per Capita income in US\$	Life Expectancy	Literacy rate for 15+ year population	HDI rank in the world
Sri Lanka	5270	75.1	90.6	92
India	3285	65.7	62.8	136
Myanmar	1817	65.7	92.0	149
Pakistan	2566	65.7	55.5	146
Nepal	1137	69.1	59.1	157
Bangladesh	1785	69.2	55.9	146

1. What are the components of human development?
2. Why is Sri Lanka's rank higher than India
3. What is the per capita income of India?
4. Which country has the highest per capita income?
5. What is the HDI rank of India in the world?
32. What are the development goals of the Following:
 - i. A maid-servant working in a household.

ii. *An untrained worker of a factory*

iii. *Trader*

iv. *A girl belongs to a rich urban family*

v. *A poor person from a tribal village*

33. *Define Per Capita income? What are the limitations of the per capita income criteria of development?*

34. *'Money cannot buy all the goods and services that one needs to live well.' Explain*

35. *What is the importance of Human development index*

36. *What is meant by sustainable economic development? Give its main feature*

37. *What is human development index? Who has prepared it? Write about basic components of human development measurement.*

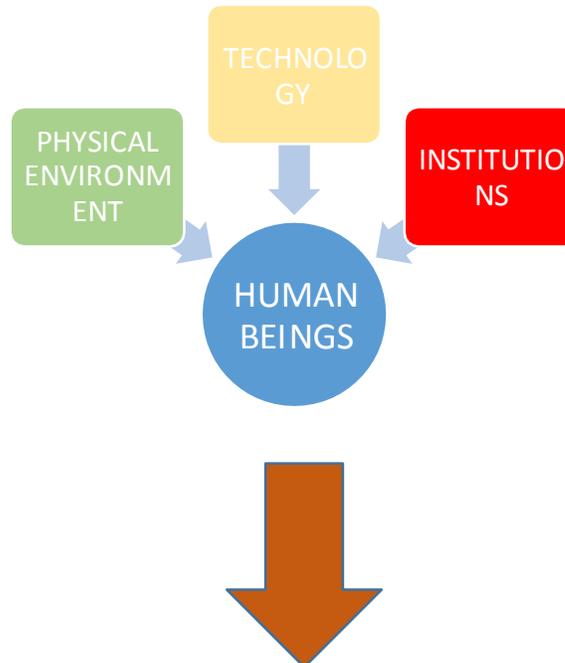
Chapter 1:Geography (Class-X)

RESOURCES AND DEVELOPMENT

RESOURCE is anything found in nature and can be transformed as per human requirements. Resources are vital for human survival and for maintaining the quality of life. But following problems are faced due to:

- Depletion of resources.
- Accumulation of resources in few hands.
- Indiscriminate exploitation of resources which led to land degradation, ozone depletion, global warming.

Resource can be made useful when process of transformation of things available in nature occurs between following components:



Here human beings interact with the nature through technology and create institutions to speed up the economic development.

on the basis of exhaustability

RENEWABLE: can be used again
eg: solar, wind, forests

NON-RENEWABLE: few get exhausted when used
like fossil fuel while few take very long geological
time to renew like metals

on the basis of origin

BIOTIC: includes living things. eg: human, flora and fauna

ABIOTIC: includes non living things. eg: rocks, soil, metals

Types of resources

on the basis of ownership

INDIVIDUAL: owned by individual

privately. eg: plots, houses, water in the wells.

COMMUNITY: can be used by all the members of the community. eg: grazing grounds, public parks, burial grounds.

NATIONAL: all the resources are legally country owned. Even private property belongs to the nation. eg: mineral resources, wildlife, oceanic area upto 222kms from the coast {Territorial water}

INTERNATIONAL: these resources are controlled by international institutions. eg: oceanic water resources beyond 200 nautical miles of EEZ. Economic Zone.

on the basis of status of development

POTENTIAL: Found in the region, but not utilised. eg: solar energy in Rajasthan and Gujarat

DEVELOPED: Their quality and quantity have been determined for utilisation after survey

STOCK: they are in the environment and can satisfy the human needs, but we do not have appropriate technology to access. eg: water has hydrogen and oxygen which can be used as rich energy resource.

DEVELOPMENT OF RESOURCES:

Resource planning is essential for SUSTAINABLE existence of all forms of life.

SUSTAINABLE EXISTENCE is a component of **SUSTAINABLE DEVELOPMENT.**



Development that should take place without damaging the environment .It aims in developing the present without compromising the needs of the future generations.

RESOURCE PLANNING:

It refers to the strategy for planned and judicious utilization of resources. Resource planning is essential because India has enormous diversity in the availability of resources. Eg: Rajasthan has potential to develop solar and wind energy, but deficient in water, Ladakh has rich cultural heritage but deficient in water and some important minerals, Arunachal Pradesh is rich in water but poor in infrastructure .

Hence RESOURCE PLANNING is needed at national , state, regional, local levels for country's balanced development.

In India RESOURCE PLANNING includes 3 steps:

Identification and inventory of resources through surveying ,mapping, qualitative and quantitative estimation,measurement of the resources.

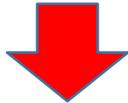
Evolving a planning structure with appropriate technology,skill and institutional set up for implementingresource development plans.

Matching the resource development plans with overall national development plans.

CONSERVATION OF RESOURCES:

Important to conserve because they are needed for development activities. The irrational consumption and over-utilization may lead to socio-economic and environmental problems. Several efforts were taken to create awareness :

- The Club of Rome advocated resource conservation for the first time in 1968.
- In 1974, Gandhian philosophy presented by Schumacher in book "SMALL IS BEAUTIFUL"



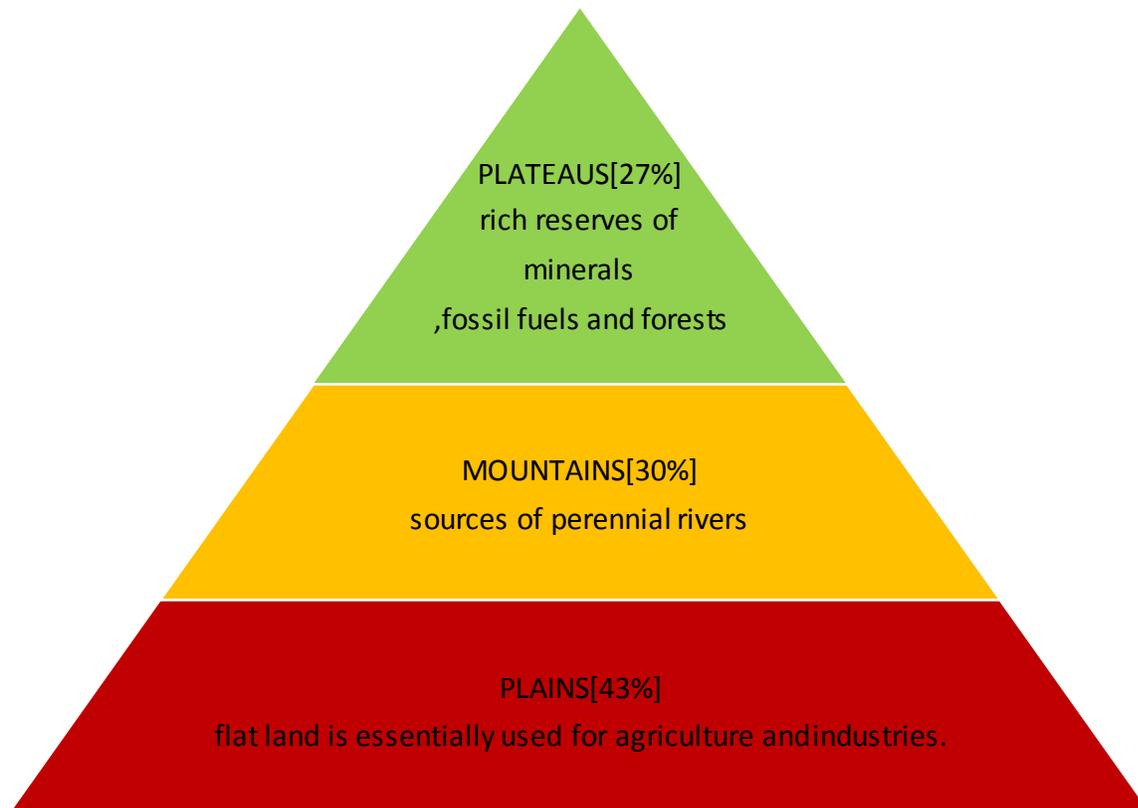
"There is enough for everybody's need and not for anybody's greed."

- In 1987, Bruntland Commission report introduced the concept SUSTAINABLE DEVELOPMENT.
- In 1992, International Earth Summit [Rio de Janeiro] spoke about AGENDA 21.



To achieve sustainable development in 21st century.
Aims to combat environmental damage, poverty, disease through mutual cooperation.

LAND RESOURCES AVAILABLE IN INDIA:



LAND UTILIZATION: In India is divided into 5 categories



LAND USE PATTERN IN INDIA :

Factors responsible:

- 1} PHYSICAL : Topography, Climate, Soil Types.
- 2} HUMAN: Population Density, Technological Capability, Culture and Tradition.

Total geographical area of India is 3.28million sq km. But only 93% is available for land use because 7% is either not reported {N E states except Assam} or unsurveyed {Pakistan and China occupied land}

LAND DEGRADATION FACTORS:

- 1} DEFORESTATION
- 2} OVERGRAZING
- 3} MINING
- 4} QUARRYING

LAND CONSERVATION MEASURES:

- 1} AFFORESTATION
- 2} PROPER MANAGEMENT OF GRAZING
- 3} PLANTING OF SHELTER BELTS OF PLANTS

4} CONTROL ON OVERGRAZING

5} STABILIZATION OF SAND DUNES BY GROWING THRONY BUSHES

6} PROPER MANAGEMENT OF WASTE LANDS

7} CONTROL ON MINING ACTIVITY

8} PROPER DISPOSAL OF INDUSTRIAL WASTE

***COPY THESE NOTES IN YOUR FAIR NOTEBOOKS AND THEN COMPLETE THE ASSIGNMENT**

ASSIGNMENT {Refer to your NCERT book}

Q1 Prepare a table with detailed description of soil types.

Q2. Draw the map of soil types

Q3. Draw the diagram of SOIL PROFILE.

Q4 Write in detail about the factors responsible for soil formation .

Q5 What is soil erosion ? Write about the measures taken to conserve soil.

Q6 Complete all the exercises given in the book.{includes MCQ and Ques-Ans}

Q7 Solve the puzzle given under the heading of project/ activity in your book.

History Chapter- 1 (ClassX)

The Rise of Nationalism in Europe

1. In 1848, Frederic Sorrieu, a French artist, prepared a series of four print visualizing his dream of a world made up of 'democratic and social republic, as he called them.
2. Artists of the time of the French Revolution personified Liberty as a female figure.
3. According to Sorrieu's **utopian** vision, the peoples of the world are grouped as distinct nations, identified through their flags and national costume.
4. This chapter will deal with many of the issues visualized by Sorrieu.
5. During the nineteenth century, nationalism emerged as a force which brought about sweeping changes in the political and mental world of Europe.
6. The end result of these changes was the emergence of the *nation-state* in the place of the multi-national dynastic empires of Europe.
7. A *modern* state, in which a centralized power exercised sovereign control over a clearly defined territory, had been developing over a long period of time in Europe.
8. But a *nation-state* was one in which the majority of its citizens, and not only its rulers, came to develop a sense of common identity and shared history or descent.
9. This chapter will look at the diverse processes through which nation-states and nationalism came into being in nineteenth-century Europe.

The French Revolution and the idea of the Nation

1. The first clear expression of nationalism came with the French Revolution in 1789.
2. The political and constitutional changes that came in the wake of the French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizens.
3. 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.
4. The Estates General was elected by the body of the active citizens and renamed the National Assembly.
5. Internal customs duties and dues were abolished and a uniform system of weights and measures was adopted.
6. The revolutionaries further declared that it was the mission and the destiny of the French nation to liberate the peoples of Europe from despotism.
7. Students and other members of educated middle classes began setting up Jacobin club.
8. Their activities and campaigns prepared the way for the French armies which moved into Holland, Belgium, Switzerland and much of Italy in the 1790's.
9. The French armies began to carry the idea of nationalism abroad.
10. 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.
11. 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.
12. Napoleon simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues.
13. Transport and communication systems were improved.
14. Businessmen and small-scale producers of goods, in particular, began to realize 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.
15. In many places such as Holland and Switzerland, Brussels, Mainz, Milan, Warsaw, the French armies were welcomed as harbingers of Liberty.
16. It became clear that the new administrative arrangements did not go hand in hand with political freedom.

17. Increased taxation, censorship, forced conscription into the French armies required to conquer the rest of the Europe, all seemed to outweigh the advantages of the administrative changes.

The Making of Nationalism in Europe

1. Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had their autonomous territories.
2. They did not see themselves as sharing a collective identity or a common culture.
3. The Habsburg Empire ruled over Austria Hungary.
4. In Hungary, half of the population spoke Magyar while the other half spoke a variety of dialects.
5. Besides these three dominant groups, there also lived within the boundaries of the empire.
6. The only tie binding these diverse groups together was a common allegiance to the emperor.

The Aristocracy and the new middle class

1. Socially and politically, a landed aristocracy was the dominant class on the continent.
2. The members of this class were by a common way of life that cut across regional divisions.
3. Their families were often connected by ties of marriages.
4. This powerful aristocracy was, however, numerically a small group. The growth of towns and the emergence of commercial classes whose existence was based on production for the market.
5. Industrialization began in England in the second half of the eighteenth century, but in France and parts of the German states it occurred only during the nineteenth century.
6. In its wake, new social groups came into being: a working-class population, and middle classes made up of industrialists, businessmen, professional.
7. It was among the educated, liberal middle classes that ideas of national unity following the abolition of aristocratic privileges gained popularity.

What did Liberal Nationalism Stand for?

1. In early-nineteenth-century Europe were closely allied to the ideology of liberalism.
2. The term 'liberalism' derives from the Latin root *liber*, meaning free.
3. Liberalism stood for freedom for the individual and equality of all before the law.
4. It emphasized the concept of government by consent.
5. A constitution and representative government through parliament.
6. The right to vote and to get elected was generated exclusively to property-owning men.
7. Men without property and all women were excluded from political rights.
8. Women and non-propertied men and women organised opposition movements demanding equal political rights.
9. The abolition of state-imposed restrictions on the movement of goods and capital.
10. A merchant travelling in 1833 from Hamburg to Nuremberg to sell his goods would have to pass through 11 customs barriers and pay a customs duty of about 5% at each one of them.
11. Obstacles to economic exchanges and growth by the new commercial classes, who argued for the creation of a unified economic territory allowing the unhindered movement of goods, people and capital.
12. The union abolished tariff barriers and reduced the number of currencies from over thirty to two.

A New Conservation after 1815

1. Following the defeat of Napoleon in 1815, European governments were driven by a spirit of **conservatism**.
2. Most conservatives, however, did not propose a return to the society of pre-revolutionary days.
3. That modernization could in fact strengthen traditional institutions like the monarchy.
4. A modern army, an efficient bureaucracy, a dynamic economy, the abolition of feudalism and serfdom could strengthen the autocratic monarchies of Europe.
5. In 1815, representatives of the European powers – Britain, Russia, Prussia and Austria – who had collectively defeated Napoleon, met at Vienna to draw up a settlement for Europe.
6. The Bourbon dynasty, which had been deposed during the French Revolution, was restored to power, and France lost the territories it had annexed under Napoleon.
7. German confederation of 39 states that has been set up by Napoleon was left untouched.
8. Autocratic did not tolerate criticism and dissent, and sought to curb activities that questioned the legitimacy of autocratic government.

The Revolutionaries

1. During the years following 1815, the fear of repression drove many liberal-nationalists underground.
2. Revolutionary at this time meant a commitment to oppose monarchical forms and to fight for liberty and freedom.
3. Giuseppe Mazzini, born in Genoa in 1807, he became a member of the secret society of the Carbonari.
4. He was sent into exile in 1831 for attempting a revolution in Liguria.
5. Mazzini believed that god had intended nations to be the natural units of mankind.
6. Secret societies were set up in Germany, France, Switzerland and Poland.
7. Metternich described him as ‘The most dangerous enemy of our social order’.

The Age of Revolution: 1830 - 1848

1. As conservative regimes tried to consolidate their power, liberalism and nationalism came to be increasingly associated with revolution in many regions of Europe such as the Italian and German states, the provinces of the Ottoman Empire, Ireland and Poland.
2. ‘When France sneezes’, Metternich once remarked, ‘the rest of Europe catches cold’.
3. An event that mobilized nationalist feelings among the educated elite across Europe was the Greek war of independence.
4. Greece had been the part of the Ottoman Empire since the fifteenth century.
5. Greeks living in exile and also from many west Europeans who had sympathies for ancient Greek culture.

The Romantic Imagination and national Feeling

1. The development of nationalism did not come about only through wars and territorial expansions.
2. Culture played an important role in creating the idea of the nation: art and poetry, stories and music helped express and shape nationalist feeling.
3. Let us look at Romanticism, a culture movement which sought to develop a particular form of nationalist sentiments.
4. Romantic artists and poet generally criticised the glorification of reason and science and focused instead on emotions, institution and mystical feelings.
5. Other romantics were through folk song, folk poetry and folk dances that the true spirit of the nation.
6. National feelings were kept alive through music and languages.
7. Karol Kurpinski, celebrated the national struggles through his operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols.

8. Language too played an important role in developing nationalist sentiments.
9. Russian language was imposed everywhere.
10. Many members of the clergy in Poland began to use language as a weapon of national resistance.
11. As a result, a large number of priests and bishops were put in jail or sent to Siberia by the Russian authorities as punishment for their refusal to preach in Russians.

Hunger, Hardship and Popular Revolt

1. The 1830s were years of great economic hardship in Europe.
2. The first half of the nineteenth century saw an enormous increase in population.
3. In most countries there were more seekers of jobs than employment.
4. Population from rural areas migrated to the cities to live in overcrowded slum.
5. Food shortage and widespread unemployment brought the population of Paris out on the roads.
6. National Assembly proclaimed a republic, granted suffrage to all adult males above 21, and guaranteed the right to work.
7. Earlier, in 1845, weavers in Silesia had led a revolt against contractors who supplied them raw material and gave them orders for finished textile.
8. On 4 June at 2 p.m. a large crowd of weavers emerged from their homes and marched in pairs up to the mansion of their contractors demanding higher wages.
9. The contractors fled with his family to a neighbouring village which, however, refused to shelter such a person.
10. He returned 24 hours later having requisitioned the army.
11. In the exchange that followed, eleven weavers were shot.

1848: The Revolution of the Liberals

1. The poor, unemployment and starving peasants and workers in many European countries in the years 1848, a revolution led by the educated middle classes was under way.
2. Men and women of the liberal middle classes combined their demands for constitutionalism with national unification.
3. They drafted a constitution for a German nation to be headed by a monarchy subject to a parliament.
4. Wilhelm IV, King of Prussia, rejected it and joined other monarchs to oppose the elected assembly.
5. While the opposition of the aristocracy and military became stronger, the social basis of parliament eroded.
6. The issue of extending political rights to women was a controversial one within the liberal movement.
7. Women had formed their own political associations, founded newspaper and taken part in political meeting and demonstrations.
8. Women were admitted only as observers to stand in the visitors' gallery.
9. Monarchs were beginning to realize that the cycles of revolution and repression could be ended by granting concessions to the liberal-nationalist revolutionaries.

The Making of German and Italy

Germany – can the Army be the Architect of a National

1. After 1848, nationalism in Europe moved away from its association with democracy and revolution.
2. This can be observed in the process by which Germany and Italy came to be unified as nation-states.
3. Nationalist feelings were widespread among middle-class Germans.
4. This liberal initiative to nation-building was, however, repressed by the combined forces of the monarchy and the military, supported by the large landowners of Prussia.
5. Prussia took on the leadership of the movement.

6. Three wars overseen years-with Austria, Denmark, and France-ended in Prussian victory and completed the process of unification.
7. The nation-building process in Germany had demonstrated the dominance of Prussian state power.
8. The new state placed a strong emphasis on modernising the currency, banking, legal and judicial systems in Germany.

Italy Unified

1. Like Germany, Italy too had a long history of political fragmentation.
2. Italians were scattered over several dynastic states as well as the multi-national Habsburg Empire.
3. Italy was divided into seven states.
4. Italian language had not acquired one common form and still had many regional and local variations.
5. Giuseppe Mazzini had sought to put together a coherent programme for a unitary Italian Republic.
6. Young Italy for the dissemination of his goals.
7. The failure of revolutionary uprising both in 1831 and 1848 meant that the mantle now fell on Sardinia-Piedmont under its ruler King Victor Emmanuel II to unify the Italian states through war.
8. Italy offered them the possibility of economic development and political dominance.
9. Italy was neither a revolutionary nor a democrat.
10. Italian population, among whom rates of illiteracy were high, remained blissfully unaware of liberal-nationalist ideology.

The strange case of Britain

1. The model of the nation or the nation-state, some scholars have argued, is Great Britain.
2. It was the result of a long-drawn-out process.
3. There was no British nation prior to the eighteenth century.
4. 'United Kingdom of Great Britain' meant, in effect, that England was able to impose its influence on Scotland.
5. The British parliament was henceforth dominated by its English members.
6. Ireland was forcibly incorporated into the United Kingdom in 1801.
7. British flag, the national anthem, the English language – were actively promoted and the older nations survived only as subordinate partners on this union.

Visualising the Nation

1. While it was easy enough to represent a ruler through a portrait or a statue.
2. In other words they represented a country as if it were a person.
3. Nations were then portrayed as a female figure.
4. The female figures became an **allegory** of the nation.
5. Christened Marianne, a popular Christian name which underlined the idea of people's nation.

Nationalism and Imperialism

1. By the quarter of the nineteenth century nationalism no longer retained its idealistic liberal-democratic sentiment of the first half of the century, but became a narrow creed with limited ends.
2. The most serious source of nationalists tension in Europe after 1871 was the area called the Balkans.

3. The Balkans was a region of geographical and ethnic variation.
4. One by one its European subjects nationalities broke away from its control and declared independence.
5. The Balkan area became an era of intense conflict.
6. The Balkan states were jealous of each other and each hoped to gain more territory at the expense of each other.
7. But the idea that societies should be organized into 'nation-states' came to be accepted as natural and universal.