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# Sanjiv Refresher

# SOCIAL SCIENCE

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For Class-10

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# Social Science - Class X

## India and the Contemporary World-II (HISTORY)

### Section I : Events and Processes

#### 1. The Rise of Nationalism in Europe

##### Summary

**1. The French Revolution and the Idea of the Nation**—The first clear expression of nationalism came with the French Revolution in 1789. As a result of this revolution sovereignty centralized in the body of French Citizens. The French revolutionaries introduced many measures and practices that could create a sense of common identity amongst the French people.

**2. Napoleon Bonaparte**—Through a return to monarchy, Napoleon Bonaparte incorporated revolutionary principles in order to make the whole system more rational and efficient. Napoleon introduced The Civil Code in 1804, which is known as ‘Napoleonic Code’. The Civil Code did away with all privileges based on birth established equality before the law and secured the right to property. This code was implemented in the regions under French control.

**3. The Aristocracy and the new Middle Class**—Socially and politically, a landed aristocracy was the dominant class on the European continent but this powerful aristocracy was numerically a small group. The majority of the population was made up of the peasantry on account of development of trade and industry commerce classes came into existence.

In the beginning of 19th century new social groups came into being; a working class population and middle classes made up of industrialists, businessmen and professionals. It was among the educated, liberal middle classes that ideas of national unity following the abolition of aristocratic privileges gained popularity.

**4. Meaning of Liberal Nationalism**—For the new middle classes liberalism stood for freedom for the individual equality of all before the law. Politically, it emphasized the concept of government by consent. Since the French revolution, liberalism had stood for the end of autocracy and clerical privileges a constitution and representative government through parliament. In the economic sphere liberalism stood for the freedom of markets and the abolition of state imposed restrictions on the movement of goods and capital.

**5. A new conservatism after 1815**—After the defeat of Napoleon in 1815, representatives of the European powers—Britain, Russia, Prussia and Austria, met at Vienna Congress to draw up a settlement for Europe. These representatives drew up the Treaty of Vienna of 1815 with the object of undoing most of the changes that had come about in Europe during the Napoleonic Wars. The Vienna Congress set up a new conservative order in Europe. Conservative regime set up in 1815 were autocratic.

**6. Guiseppe Mazzini (The Revolutionary)**—During the years following 1815 the fear of

repression drove many liberal nationalists underground. Guiseppe Mazzini was a great revolutionary of Italy. He established two underground societies—‘Young Italy’ and ‘Young Europe’. He presented a programme for unified Italy.

**7. The Age of Revolutions : 1830–1848**—(i) A revolution broke out in France in July 1830. As a result of this revolution, constitutional monarchy was established in France. In 1821 the people of Greece started their struggle for freedom and ultimately in 1832 Greece was recognised as an independent nation.

(ii) In February, 1848, a revolution broke out in France. As a result of this revolution, republic was set up in France. In 1848, in German states, revolutions broke out. The Frankfurt Parliament drafted a constitution for a German Nation. When the deputies offered the crown to Friedrich Wilhelm IV, King of Prussia, he rejected it. Thus the revolution of 1848 did not succeed.

**8. Unification of Germany**—The nationalists of Germany started their movement under Prussia for the unification of Germany. Prime Minister of Prussia Otto Von Bismarck, was the architect of this process and with the help of Prussian army he carried out three wars during the period of seven years. He defeated Denmark, Austria and France and completed the process of unification of Germany. The new German Empire was proclaimed on 18th January, 1871. The king of Prussia, William I was declared the king of New German Empire.

**9. Unification of Italy**—In the middle of nineteenth century Italy was divided into seven states. The revolutionary leader of Italy Guiseppe Mazzini presented a programme for Unitary Italian Republic. He established a secret society called young Italy. The Prime Minister of Sardinia-Piedmont Cavour defeated Austria with the assistance of France. Another revolutionary leader Garibaldi conquered the kingdom of the two Sicilies. In 1861, Victor Emmanuel II was proclaimed king of united Italy.

**10. Britain**—There was no British nation prior to the eighteenth century. A revolution broke out in 1688 in England. As a result of this revolution, the Parliament of England seized power from the monarchy and through this Parliament, a nation-state was formed with England at its centre. The Act of union (1707) between England and Scotland resulted in the formation of the ‘United Kingdom of Great Britain’. In 1801, Ireland was forcibly incorporated into the ‘United Kingdom’. A new ‘British nation’ was formed in which English culture was dominant.

**11. Visualising the Nation**—Artists in the 18th and 19th centuries personified a nation and represented a country as if it were a person. Nations were then portrayed as female figures. The female figures became an allegory of the Nation. In France, Marianne became the allegory of French Nation. In Germany Germania became the allegory of the German nation.

**12. Nationalism and Imperialism**—By the last quarter of the nineteenth century, nationalism no longer remained its idealistic liberal democratic sentiment of the 1st half of the century, but became a narrow creed with limited ends. Due to the spread of nationalism, many states of the Balkan region started their struggle for freedom against the Ottoman Empire. Many European subject nationalities broke away from the control of Ottoman Empire and declared independence.

On the other hand, the Balkan states were fiercely jealous of each other and each hoped to get more territory at the expense of the others. In addition to this, rivalry started among the big nations in Balkan region. Consequently, a series of wars started in this region and finally the First World War took place.

## Contemporary India-II (GEOGRAPHY)

### 1. Resources and Development

#### Summary

**1. Resources :** Everything available in our environment which can be used to satisfy our needs, provided, it is technologically accessible, economically feasible and culturally acceptable, can be termed as resource.

**2. Classification of resources :**

- (a) On the basis of origin—(i) biotic, and (ii) abiotic.
- (b) On the basis of exhaustibility—(i) renewable, and (ii) non-renewable.
- (c) On the basis of ownership—(i) individual, (ii) community, (iii) national, and (iv) international.
- (d) On the basis of status of development—(i) potential, (ii) developed, (iii) stock, and (iv) reserves.

**3. Development of Resources :** Resources are vital for human survival as well as for maintaining the quality of life. Human beings used them indiscriminately and this has led to the following major problems :

- Depletion of resources for satisfying the greed of a few individuals.
- Accumulation of resources in few hands which in turn, divided the society into two segments i.e. haves or have nots or rich and poor.
- Indiscriminate exploitation of resources has led to global ecological crises such as global warming, ozone layer depletion, environmental pollution and land degradation.

**4. Sustainable development :** Sustainable economic development means development should take place without damaging the environment, and development in the present should not compromise with the needs of the future generation.

**5. Resource planning :** Resource planning is a complex process which involves :

- (a) Identification and inventory of resources across the regions of the country.
- (b) Evolving a planning structure endowed with appropriate technology, skill and institutional setup for implementing resource development plans.
- (c) Matching the resource development plans with overall national development plans.

**6. Conservation of resources :** Conservation of natural resources means judicious and planned use of natural resources so that we can get the maximum possible benefit from these resources over the longest possible period of time.

**7. Land resources :** Land is a natural resource, which supports natural vegetation, wild life, human life, economic activities, transport and communication systems. However, land is an asset of a finite magnitude, therefore, it is important to use the available land for various purposes with careful planning.

**8. Land use pattern :** The use of land is determined both by physical factors such as topography, climate, soil types as well as human factors such as population density, technological capability and culture and traditions etc.

**9. Land degradation :** Rendering the land unfit for cultivation is called degradation of land.

**10. Soil as a resource :** Soil is the most important renewable natural resource. It is the medium of plant growth and supports different types of living organisms on the earth. The soil is a living system.

**11. Classification of soils :** India has varied relief features, land forms, climatic realms and vegetation types. These have contributed in the development of various types of soils :

- (a) Alluvial soil – This type of soils are found in Indus, Ganga, Brahmaputra river valley basins.
- (b) Black soil – These soils are black in colour and are also known as regur soils.
- (c) Red and yellow soils – These soils develops on crystalline igneous rocks in the areas of low rainfall in the eastern and the southern parts of the Deccan plateau. These soil develop a reddish colour due to diffusion of iron in crystalline and metamorphic rocks.
- (d) Laterite soil – This soil develops in areas with high temperature and heavy rainfall. This soil is the result of intense leaching due to heavy rain. Red laterite soils in Tamil Nadu, Andhra Pradesh and Kerala are more suitable for crops like Cashew nut.
- (e) Arid soil – These soils range from red to brown in colour. This is generally sandy in texture and saline in nature. In some areas the salt content is very high and common salt is obtained by evaporating the water.
- (f) Forest soil – These soils are found in the hilly and mountainous areas where sufficient rain forests are available. The soil texture varies according to the mountain environment where they are formed.

**12. Soil erosion :** The removal of the soil by the forces of nature particularly by wind and water, is called soil erosion. The process of soil formation and erosion go on simultaneously. Hence, there is a balance between the two. This balance is disturbed due to human activities like deforestation, overgrazing, construction etc.

**13. Ways of conserving soil resource :** Crop rotation, terrace farming, strip cropping etc. are some ways of conserving soil resources. Planting line of tree to create shelter is known as shelter belts. These belts have contributed significantly to the stabilization of sand dunes and in stabilizing the desert in Western India.

**In-text Questions**

**Page-1**

**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.** There are many things which provide comfort to our life, which are available in villages and towns. The list of such items is very long. Some of the major items are listed below—

	Things	Ingredients used to mark
<b>Village</b>	Chair, bed, home, agricultural and household appliances, bicycle, motorcycle, fan, cooler, gas stove, clothes, utensils etc.	Wood, iron, brick-stone, bamboo, plastic, steel, cement, rubber, copper, glass, cotton, wool etc.
<b>Town</b>	House, chair-table, sofa, bed, washing machine, fridge, AC, fan, cooler, car, motor-cycle, gas stove, household appliances, clothes, utensils etc.	Brick-stone, iron, cement, wood, cloth, foam, glass, sponge, plastic, copper, steel, cotton, wool etc.



## Democratic Politics-II (POLITICAL SCIENCE)

### 1. Power-Sharing

#### Summary

In a democracy all the power does not rest with any one organ of the government. An intelligent sharing of power among legislature, executive and judiciary is very important to the design of democracy. There are two stories from Belgium and Sri Lanka. Both the stories are about how democracies handle demands of power sharing.

#### **Ethnic Valuations in Sri Lanka :**

- The major social groups in Sri Lanka are : The Sinhala-speakers (74%), The Tamil Speakers (18%).
- Among Tamils, there are two subgroups.
- Tamil natives of the country are called 'Sri Lankan Tamils' (13%).
- Most of the Sinhala-speaking people are Buddhist, whereas the Tamils are Hindus or Muslims.
- There are about 7% Christians, who are both Tamil and Sinhala.

#### **Majoritarianism in Sri Lanka :**

- Sri Lanka become independent in 1948.
- The majority Sinhala community formed the government in 1956, an act was passed to recognize Sinhala as the official language. They favoured Sinhala applicants for University positions and government jobs.
- Srilankan Tamils launched parties and struggles for the recognition of Tamil as an official language, for regional autonomy and equal opportunity in securing education and jobs.
- The distrust between two communities turns into widespread conflict and turned into a Civil War.

#### **Power Sharing in Belgium :**

- In Belgium the leaders have realized that the unity of country is possible only by respecting the feelings and interests of different communities and regions. This resulted in mutually acceptable arrangements of power sharing.

**Why is Power Sharing Desirable in Democracy?**—Two different sets of reasons can be given in favour of power sharing—(1) Firstly, power sharing is good because it helps to reduce the possibility of conflict between social groups. (2) Power sharing is the very spirit of democracy. A democratic rule involves sharing power with those affected by its exercise and who have to live with its effects.

**Forms of Power Sharing**—In modern democracies, power sharing arrangements can take many forms—

**1. Horizontal Distribution of Power**—Power is shared among different organs of government, such as the legislature, executive and judiciary. None of the organs can exercise unlimited power. Each organ checks the others. This results in a balance of power among various institutions.

**2. Vertical Distribution of Power**—Power can be shared among governments at different levels. In India we refer to it as the central or Union Government for the entire country and the state government for the states. The same principle can be extended to levels of government lower than the state government, such as the municipality and panchayat.

**3. Distribution of Power among Different Social Groups**—Power may also be shared among different social groups, such as the religious and linguistic groups. ‘Community Government’ in Belgium is a good example of this arrangement. Socially weaker sections and women are represented in the legislatures and administration is also a good example. This method is used to give minority communities a fair share in power.

**4. Power Sharing among Political Parties, Pressure and Interest Groups**—Power sharing arrangements can also be seen in the way political parties, pressure groups and movement groups control or influence those in power. In the long run, power is shared among different political parties that represents different ideologies and social groups. Besides this, different interest and pressure groups also have a share in governmental power, either through participation in governmental committees or bringing influence in the decision-making process.

### In-text Questions

#### Page-2

**Q. 1. I have a simple equation in mind. Sharing power = dividing power = weakening the country. Why do we start by talking of this?**

**Ans.** I do not agree with this idea that sharing of power makes any country weak. In fact, power sharing makes the country strong. Belgium is a good example of it.

#### Page-4

**Q. 2. What’s wrong if the majority community rules? If Sinhals, don’t rule in Sri Lanka, where else will they rule?**

**Ans.** In the age of democracy, where autocratic tendencies are instantly rejected and protested against, the single rule of the majority could lead to resentment on the part of minority. This resentment is caused when the minority sections are deprived of participation in making policies which ultimately affect their lives and development. Hence, in the case of Sri Lanka, it’s not right to assume that Sinhals, by way of their majoritarianism, can rule the entire country at the cost of the rights of minorities. There is a problem also that majority rule may become oppressive with time and denies socio-economic opportunities to the minority.

#### Page-6

**Q. 3. Annette studies in a Dutch medium school in the northern region of Belgium. Many French-speaking students in her school**

**want the medium of instruction to be French. Selvi studies in a school in the northern region of Sri Lanka. All the students in her school are Tamil-speaking and they want the medium of instruction to be Tamil.**

**If the parents of Annette and Selvi were to approach respective governments to realise the desire of the child who is more likely to succeed? And why?**

**Ans.** (1) Belgium government can fulfil the desire of Annette’s parents.

(2) There are greater chances of success for Annette because in Belgium, accepting the regional and cultural diversities, the equal representation in power has been given to French and Dutch speaking communities.

#### Page-9

**Q. 4. In my school, the class monitor changes every month. Is that what you call a power sharing arrangement?**

**Ans.** According to us the changing of class monitor is not the power sharing arrangement, this is only a kind of responsibility which is given to a student on the basis of his ability.

#### Page-10

**Q. 5. Here are some examples of power sharing. Which of the four types of power sharing do these represent? Who is sharing power with whom?**

(i) The Bombay High Court ordered the Maharashtra state government to immediately take action and improve living conditions for the 2,000-odd children at seven children’s homes in Mumbai.

## Understanding Economic Development (ECONOMICS)

### 1. Development

#### Summary

Development has many aspects. There are various aims of life. How to achieve those aims and how to live life, are certain problems which we study under development. What kind of nation should be there? What are the necessary things which are required for life? How to achieve better standard of life? How should we live together? How to achieve economic equalities? etc.

**What does Development Promise—Different People, Different Goals—**(i) Aspirations of development may be different from people to people. The goals of development may be different for different people. (ii) What may be development for one may not be development for the other. It may even be destructive for the other.

**Income and Other Goals—**Generally everyone wants to maximise his income. With the increase of income, people also seek things like equal treatment, freedom, security and respect from others.

**National Development—**Can all the ideas be considered equally important? or, If there are conflicts how does one decide? What would be a fair and just path for all? What would be a better way of doing things? Would the idea benefit a large number of people or only a small group? National development considers all these questions.

**How to compare various Countries or States :**

- For comparing countries, there income is considered to be one of the most important attributes. The income of the country is the income of all the residents of the country. However, for comparison between countries, total income is not such as useful measure.
- Since countries have different populations, comparing total income will not tell us what an average person is likely to earn.
- Hence, we compare the average income which is the total income of the country divided by its total population.
- World Development Report classifies countries on the basis of Per Capita Income. India comes with category of low middle income countries because its per capita income in 2019 was US \$ 6700 per annum.

**Income and Other Criteria—**Besides average income, other attributes like security, respect for others, equal treatment, freedom etc. are used for comparison purposes among different nations or states. For example—various states of India can be compared on the basis of Infant-mortality rate, birth rate, death rate, literacy rate etc.

**Public Facilities—**We cannot arrange fresh environment, unadulterated medicine, prevention from infectious diseases from our own resources. So government or society provides these things collectively. The facilities which are helpful to increase living standard are known as public facilities.

**Sustainability of Development—**Sustainable development means to increase the present level of development and to maintain the same standard of development for future generations.

### In-text Questions

#### Page-4

**Q. 1.** Let us try to imagine what development or progress is likely to mean to different persons listed in Table 1.1. What are their aspirations? You will find that some columns are partially filled.

Try to complete the table. You can also add any other category of persons.

Ans.

<b>TABLE 1.1 DEVELOPMENTAL GOALS OF DIFFERENT CATEGORIES OF PERSONS</b>	
Category of person	Developmental Goals/ Aspirations
Landless rural labourers	More days of work and better wages; local school is able to provide quality education for their children; there is no social discrimination and they too can become leaders in the village.
Prosperous farmers from Punjab	Assured a high family income through higher support prices for their crops and through hardworking and cheap labourers; they should be able to settle their children abroad.
Farmers who depend only on rain for growing crops	Better irrigation infrastructure facilities; Financial security to save him from natural calamities; Better government, crop insurance policy, minimum support price ensured by the government authority.
A rural woman from a land owning family	Increase in production, good crops and increase in income.
Urban unemployed youth	A stable job and career; skill based education for prospective growth; buying a house for him/herself.

A boy from a rich urban family	Freedom to choose his career; have resources like house and cars for himself.
A girl from a rich urban family	She gets as much freedom as her brother and is able to decide what she wants to do in life. For e.g. Higher education.
An <i>adivasi</i> from Narmada valley	Fertile land in replacement of his acquired land, employment opportunities; support for minimum basics of life from the government authorities.
People of middle class families	Cheap education facilities, affordable health and housing facilities, employment opportunities, improved transportation etc.

#### Page-6 (Let's work these out)

**Q. 1.** Why do different persons have different notions of development? Which of the following explanations is more important and why?

(a) Because people are different.

(b) Because life situations of persons are different.

**Ans.** The notion of development is different for different persons because people have different life situations and their needs are also different. So on the basis of their needs, aims or aspirations are different from people to people. From above two statements the second statement is the most appropriate statement.

**Q. 2.** Do the following two statements mean the same? Justify your answer.

(a) People have different developmental goals.

(b) People have conflicting developmental goals.

**Ans.** The above two statements (a) and (b) have different meanings.

(a) The goals of different people are different because their situations are also different and according to their situations their needs are also different and due to different needs their aims are also different.

# QUESTIONS RELATED TO MAPS

**Q. 1. Mark the following places in the given outline map of India :**

- (1) West Bengal (2) Punjab (3) Hyderabad (4) Chennai (Madras) (5) Delhi (6) Jaipur (7) Lucknow (8) Bhopal (9) Gandhinagar (10) Mumbai (11) Goa (12) Patna (13) Kolkata (14) Puducherry.

**Ans.**

