



GLOSSARY

LESSON NO:03 (MINERAL AND POWER RESOURCES)

Answer the following questions:

i) Name any three common minerals used by you every day?

Ans. The three common minerals that are used by us everyday are:

1. The salt in our food.
2. Copper wires.
3. The graphite in our pencil.

ii) What is an ore ? Where are ores of metallic mineral located?

Ans. Rocks from which minerals are mined are known as ores. Also an ore is the natural accumulation of metals or minerals in a concentrated form. It has many impurities. Generally, metallic mineral ores are found in igneous and metamorphic rock formations that form large plateaus.

iii) Name any two regions rich in natural gas resources ?

Ans. Russia and U.K are two major producers of natural gas in the world. In India, Jaisalmer, Krishna- Godavari deltas have large deposits of natural gas resources.

iv) Which sources of energy would you suggest for rural, coastal and arid areas?

- Ans.1. Energy sources for rural areas – biogas.
2. For coastal areas –Hydel power, wind energy and tidal energy.
 3. For arid areas- solar energy.

v) Give five ways in which you can save energy at home.

Ans. The five ways by which we can save energy at home are:-

1. By switching off electricity when not in use.

**HOLY FAITH PRESENTATION SCHOOL**

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

2. By using power saving devices.
3. By checking the power equipments regularly.
4. By emphasizing on greater use of non-conventional sources of energy.
5. By using more and more of public transport and less individual vehicles.

Q3. Give reasons. Why?

i) Environmental aspects must be carefully looked into before building huge dams.

Ans. Environmental aspects must be carefully looked into before building huge dams as at present these are being seen as the threat to the submergence of lands, displacement of people, loss of forests and cultivable land and disturbance in the ecology. No doubt these considerations are important but labeling all large dams as bad may also not be very realistic.

ii) Most industries are concentrated around coal mines.

Ans. Most of the industries are concentrated around coal mines as it is used as industrial and domestic fuel. It is used in iron and steel industries, steam engines and to generate electricity. Secondly, coal being bulky in nature thereby locating industries around coal mines reduces transport costs.

iii) Petroleum is referred to as “black gold”.

Ans. Petroleum is referred to as “black gold” as it produces a variety of valuable products like petrol, diesel, kerosene, wax, plastic and lubricants.

iv) Quarrying can become a major environmental concern.

Ans. Quarrying can become a major environmental concern if it would be done without mapping and surveying. The dust and other particles released may pollute the surrounding areas.



HOLY FAITH PRESENTATION SCHOOL

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

Q4. Distinguish between:

i) Conventional and non conventional sources of energy

Conventional sources	Non Conventional sources
<p>1. These sources of energy are familiar to most people and have been in common use for a long time.</p> <p>2. These sources are also called traditional sources of energy. Fire wood and fossil fuels are the two main conventional energy sources.</p>	<p>1. These sources of energy are not familiar to most people and have not been used for a long time.</p> <p>2. These sources of energy are also called alternative sources of energy e.g, tidal energy, wind energy etc.</p>

ii) Biogas and natural gas.

Biogas	Natural gas
<p>Organic waste such as dead plant and animal material, animal dung and kitchen waste can be converted into gaseous fuel called biogas. Biogas is an excellent fuel for cooking and lighting and produces huge amount of organic manure each year.</p>	<p>Natural gas is found with petroleum deposits and released when crude oil is brought to the surface. It can be used as a domestic and industrial fuel. Russia, Norway, the U.K and the Netherlands are the major producers of natural gas.</p>

iii) Ferrous and nonferrous minerals

Ferrous minerals	Non ferrous minerals
<p>1. Those minerals which contain iron in them are called ferrous minerals.</p> <p>2. Some of the ferrous minerals are iron ore, manganese, chromites, nickel etc.</p>	<p>1. Those minerals which do not contain iron in them are called non-ferrous minerals.</p> <p>2. Some of the non-ferrous minerals are gold, silver, copper, bauxite etc.</p>



HOLY FAITH PRESENTATION SCHOOL

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

iv) Metallic and non metallic minerals.

Metallic minerals	Non metallic minerals
<p>1. Minerals containing metals are called metallic minerals.</p> <p>2. Metallic minerals are good conductors of electricity e.g, iron ore , copper, bauxite etc.</p>	<p>1. Minerals other than metals are called non metallic minerals.</p> <p>2. Non-metallic minerals are bad conductors of heat and electricity, hence they are called insulators e.g, mica, gypsum, limestone, salts etc.</p>

SUBJECT : HISTORY

LESSON NO: 04 (TRIBALS, DIKUS AND THE VISION OF A GOLDEN AGE)

GLOSSARY:

1. Fill in the blanks.

2. State whether true or false:

(after reading with comprehension do yourself)

Answer the following questions.

3. What problems did shifting cultivators did face under British rule?

Ans. The problems faced by the shifting cultivators under the British rule were as follows:

1. The British were not happy with the shifting cultivators as they moved about and did not have fixed income. Since, these groups were moving from place to place the British could not get any revenue from them.

2. The British wanted such tribal groups to settle down and become peasant cultivators since settled peasants would have been easier to control and administer for the British.

3. As the British wanted regular revenue from the state so they introduced land settlements, defined the rights of each individual to that land, fixed the revenue demand for that land etc.



HOLY FAITH PRESENTATION SCHOOL

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

Q4. How did the powers of the tribal chiefs change under colonial rule?

Ans. Under the colonial rule the functions and powers of the tribal chiefs changed considerably. Before the arrival of the British these tribal chiefs enjoyed a certain amount of economic power and used to administer and control their territories. They were allowed to keep their land titles over a cluster of villages and rent out lands. In this process they lost much of their administrative power and were forced to follow laws made by the British officials. They also had to pay tribute to British and discipline the tribal groups on the behalf of British. Hence, under colonial rule they lost the authority they had earlier enjoyed amongst their people and were unable to fulfill their traditional functions.

Q5. What accounts for the anger of the tribals against the dikus?

Ans. The impact of the dikus (outsiders) on the tribal people are as follows:

- a) The tribals practiced shifting cultivation but the British forced them to follow settled agriculture and also introduced land settlements.
- b) Traders and moneylenders were coming into the forest, wanting to buy forest produce at a very cheap rate, luring them to take cash loans at high interests etc. the innocent and poor people initially felt in the trap of these moneylenders and traders and remained indebted throughout their lives. So the tribal considered them as evil outsiders.
- c) Under British rule the tribal chiefs lost their authorities they had enjoyed earlier amongst their people were unable to fulfill their traditional functions.
- d) By the introduction of forest laws, the British evacuated them from their own lands. As a result they became homeless and went in search of work and livelihood.

Q6. What was Birsa's vision of a golden age? Why do you think such a vision appealed to the people of the region?

Ans. Birsa had a vision of bringing a golden age. His movement was aimed at reforming tribal society. He argued the Mundas to give up drinking liquor, clean their village, and stop believing in witchcraft and sorcery. Birsa also turned against missionaries and Hindu landlords as he considered them as outside forces. He talked of a golden age in the past – a "satyug" when Mundas lived a good life.

Birsa also wanted people to start working their lands, settle down. The political aim of the Birsa movement make the British worried as Birsa was against the colonial rule. His



HOLY FAITH PRESENTATION SCHOOL

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

movement also aimed to drive out the missionaries, moneylenders. Hindu landlords, British who were considered as dikus by them and set up a 'Munda raj' with Birsa at its head. The movement identified all these forces as the cause of the misery and suffering of the Mundas. These are the reasons because of which such a vision was appealing to the people of the region.

**HOLY FAITH PRESENTATION SCHOOL**

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)CLASS 8TH

SUBJECT; HISTORY

CHAPTER :05

(WHEN PEOPLE REBEL 1857 AND AFTER)

GLOSSARY:

Q1. What was the demand of Rani Lakshmibai of Jhansi that was refused by the British?

Ans. Rani Lakshmibai of Jhansi wanted the company to recognize her adopted son as the heir to the kingdom after the death of her husband. Nana Saheb, the adopted son of Peshwa Baji Rao II, pleaded that he be given the father's pension when the latter died. However, the company, confident of its superiority and military powers, turned down these pleas.

Q2. What did the British do to protect the interests of those who converted to Christianity?

Ans. After 1830, the Company allowed Christian missionaries to function freely in its domain and even own land and property. In 1850, a new law was passed to make conversion to Christianity easier. This law allowed an Indian who had converted to Christianity to inherit the property of his ancestors. Many Indians began to feel that the British were destroying their religion, their social customs and their traditional way of life.

Q3. What objections did the sepoys have to the new cartridges that they were asked to use?

Ans. On 29 March 1857, a young soldier, Mangal Panday, was hanged to death for attacking his officers in Barrackpore. Some days later, some sepoys of the regiment at Meerut refused to do the army drill using the new cartridges, which were suspected of being coated with the fat of cows and pigs. Eighty five sepoys were dismissed from service and sentenced to ten years in jail for disobeying their officers. This happened on 9 May 1857. As a result, on 10 May, the soldiers of Meerut marched to the jail and released the imprisoned sepoys.

Q4. How did the last Mughal emperor live the last years of his life?

Ans. Delhi was recaptured from the rebel forces in September 1857. The last Mughal emperor, Bahadur Shah Zaffar was tried in court and sentenced to life imprisonment. He and his wife Begum Zinat Mahal were sent to prison in Rangoon in October 1858. Bahadur Shah Zaffar died in the Rangoon jail in November 1862.



HOLY FAITH PRESENTATION SCHOOL

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

Q5. What could be the reasons for the confidence of the British rulers about their position in India before May 1857?

Ans. The reasons for the confidence of British before the revolt of 1857 were:

- 1. The rebellions and riots that took place before 1857 were localized in nature and were easily suppressed by the British.**
- 2. The powers of of rajas and nawabs were limited by the mid 18th century. Their armed forces were disbanded and revenue earning territories were taken away from them.**
- 3. The Mughal empire had weakened by this time and entire India was not united.**
- 4. The British had stationed their residents in many courts and provinces. These residents passed on every detail of the kingdom to the governor.**

Q6. What impact did Bahadur Shah Zafar's support to the rebellion have on the people and the ruling families?

Ans. When the rebellion forces forced their way into the palace and proclaimed Bahadur Shah Zafar as their leader. The ageing emperor had to accept this demand. The Mughal dynasty had ruled over a very large part of the country. Most of smaller rulers and chieftains controlled different territories on behalf of the Mughal ruler. He wrote letters to all the chiefs and rulers of the country to come forward and organize a confederacy of Indian states to fight the British. The single step by Bahadur Shah Zafar had great implication. This decision bless the rebellion changed the entire situation dramatically. Often when people see an alternative possibility they feel inspired and enthused. It gives them the courage, hope and confidence to act.

Q7. How did the British succeed in securing the submission of the rebel landowners of Awadh?

Ans. The British succeeded in securing the submission of the rebel landowners of Awadh by providing them inheritance rights. The British government regarded Awadh as one of the major centers of revolt. The people of the village along with the Sepoy revolted against the Colonial rule. Though the British government suppressed the revolt they made attempts to regain the loyalty of the people of Awadh by granting them the inheritance rights, for instance, they were allowed to entertain the traditional right over their land and they were exempted from Taxes by the colonial government.



HOLY FAITH PRESENTATION SCHOOL

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

Q8. In what ways did the British changed their policies as a result of the rebellion of 1857?

Ans. Given below are the important changes that were introduced by the British:

- 1. The British Parliament passed a new Act in 1858 and transferred the powers of the East India Company to the British Crown.**
- 2. A member of British Cabinet was appointed Secretary of the State of India and made responsible for all matters related to the governance of India.**
- 3. The Governor General of India was given the title of Viceroy, that is , a personal representative of the Crown.**
- 4. All ruling chiefs of the country were assured that their territory would never be annexed in future. They were allowed to pass on their kingdoms to their heirs, including adopted sons but were made to acknowledge the British Queen as their Sovereign Paramount.**
- 5. It was decided that the proportion of Indian soldiers be reduced and the no of European soldiers, soldiers from Gurkhas, Sikhs and Pathans would be increased in the army.**
- 6. The land and property of the Muslims was confiscated on a large scale and they were treated with suspicion and hostility.**
- 7. The British decided to respect the customary religious and social practices of the people of India.**



HOLY FAITH PRESENTATION SCHOOL

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

LESSON 4: UNDERSTANDING LAWS

GLOSSARY:

Criticise: to find fault with or disapprove of a person or thing. It refers to citizens finding fault with the functioning of government.

Evolution: process of development from a simple to a complex form and is often used to discuss the development of a species of plants or animals. It refers to the way in which protecting women against domestic violence developed from an urgently felt need law that can be enforced throughout the country.

Sedition: this applies to anything that the government might consider as stirring up resistance or rebellion against it. In such cases, the government does not need absolute evidence in order to arrest persons. Under the Sedition Act of 1870, the British had a very broad interpretation of what constituted sedition and what could this meant was that they could arrest and detain any person they wanted under this Act.

Repressive: to control severely in order to prevent free and natural development or expression. It refers to laws that brutally control persons and often prevent them from exercising their fundamental rights including Right to Speech and Assembly.

Q1. What do you know about rule of law?

Ans. The rule of law means that all laws apply equally to all citizens of the country and nobody is above law. The rule of law states that everyone, regardless of any discrimination, is equal before law.

Q2. Write in your words what you understand by the term rule of law. In your response include a fictitious or real example of a violation of the rule of law.

Ans. The rule of law means that all laws apply equally to all citizens of the country and nobody is above law. The rule of law states that everyone, regardless of any discrimination, is equal before law. The rule of law of law ensures that equality is maintained by passing the same judgment on a criminal regardless of his status or background.

In our country, if one has power or contacts with influential people, then it is easy to get away with even gross violations of laws and rules. For example, most politicians today own property and wealth worth crores but do not even file tax returns on the same.

**HOLY FAITH PRESENTATION SCHOOL**

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

Q3. State two reasons why historians refute the claim that the British introduced the rule of law in India?

Ans. The historians refute the claim that the British introduced the rule of law in India because Indians were constantly discriminated against in various spheres of the social, political and administrative life of the country. Secondly, Indian nationalists played a pivotal role in the framing of the Indian constitution that upholds equality of all to law.

Q4. Re-read the storyboard on how a new law on domestic violence got passed. Describe in your own words the different ways in which women's groups worked to make this happen.

Ans. Women's groups worked hard towards the passing of the new law on domestic violence(Domestic Violence Act) in India. They used different forums like public protests , hearings, meetings with other organizations, press and other petitions to the government to introduce a new reformed bill on domestic violence to include demands like monetary relief and protection against being evicted from the shared household, verbal and emotional abuse.

Q5. Write in your words what you understand by the following sentence on page 44-45; They also began fighting for greater equality and wanted to change the idea of law from a set of rules that they were forced to obey, to law as including ideas of justice.

Ans. This line refers to the protests of Indian nationalists against the violation of the rule of law by British authorities. Indians were discriminated against in their own country and the Sedition Act of 1870 was the most prolific example of the breach of the rule of law. This Act was remonstrated against by Indian freedom fighters in favour of a more just set of rules based on ideals of equality. Many Indians began to practice the legal profession and used it to demand and gain equal rights for all. Thus Indians played a major role in the evolution of the rule of law during times of colonial rule.



HOLY FAITH PRESENTATION SCHOOL

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

CLASS 8TH

SUBJECT : HISTORY

LESSON : 06

(WEAVERS , IRON SMELTERS AND FACTORY OWNERS)

Glossary:

Q1. What kind of cloth had a large market in Europe?

Ans. Cotton, wool and silk textiles had a huge market in Europe. Indian textiles were by far the most popular, both for their fine quality and exquisite craftsmanship. Different varieties of Indian textiles were sold in the Western markets, for example, chintz or khassa, bandana and jamdani.

Q2. What is Jamdani?

Ans. Jamdani is a fine muslin on which decorative motifs are woven on the loom. Jamdani , made mainly in Dhaka and Awadh, involved the skillful use of white, black, golden, silver and other coloured threads to weave geometric and floral patterns into the fabric.

Q3. What is bandanna?

Ans. Bandanna refers to any brightly coloured and printed scarf for the neck or head. Originally, the term derived from the hindi word “bandhna” (tying). It is referred to a variety of brightly coloured cloth produced through a method of tie and dye. It was made in Rajasthan and Gujarat.

Q4. Who are the Agaria?

Ans. The Agaria were an Indian community of iron smelters. They declined rapidly after the import of English steel in India was promoted during the 20th century and the weapons and utensils were made using English steel.

Q5. Fill in the blanks (do yourself after reading the chapter)

Q6. How do the names of different textiles tell us about their histories?

Ans. Flourishing trade and the craftsmanship of Indian weavers is preserved in many words still current in English and other languages.

a) European traders first encountered fine cotton cloth from India carried by Arab merchants in Mosul, so they referred to all finely woven textiles as “Muslin”. Muslin, a fine cotton fabric, was very popular among fashionable European women.



HOLY FAITH PRESENTATION SCHOOL

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

b) The Portuguese landed in Calicut, took back the cotton textiles which came to be called “Calico”. Calico was a coarse cotton fabric which was not bleached (treated to make it pale or white). In 16th century the Portuguese traders named it after Calicut on the Malabar Coast.

c. The English term Chintz is derived from Hindi term Chhint, a cloth with small and colourful flowery designs.

Q7. Why did the wool and silk producers in England protest against the import of Indian textiles in the early 18th century?

Ans. The wool and silk producers in England protested against the import of Indian textiles in the early 18th century because they were worried by the popularity and good quality of Indian textiles. In 1720, the British government enacted a legislation banning the use of printed cotton textiles chintz in England. Interestingly, this Act was known as the Calico Act. At this time textile industries had just begun to develop in England. Unable to compete with Indian textiles, English producers wanted a secure market within the country by preventing the entry of Indian textiles.

Q8. How did the development of cotton industries in Britain affect textile producers in India?

Ans. The Industrial Revolution led to a rapid growth of industries in Europe. It replaced manufacture by hand with manufacture by machine. Machines enabled a English weaver to produce several times more than an Indian weaver. The British cloth was cheap and gave stiff and competition to relatively expensive Indian cloth. British imposed heavy duty taxes on Indian goods of textiles so that they could become more expensive.

Many Indian spinners and weavers were made unable to sell their products and were forced to look for other means of livelihood. All this was a great setback for the Indian textile industries.

Q9. Why did the Indian iron smelting industry decline in the 19th century?

Ans. By mid 19th century, iron smelting in India was in decline. With the British conquest of Indian kingdoms one after another, the demand for armours and weapons fell. Moreover, the British forest law restricted the use of forest resources. This made it difficult for the Indian smelters, especially the tribals, to get wood for making charcoal. The British also imposed high taxes on the use of furnaces. This made Indian steel more expensive than the cheap steel imported from England. All this caused many Indian iron smelters to abandon their furnaces and look for other means of livelihood.

**HOLY FAITH PRESENTATION SCHOOL**

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

Q10. What problems did the Indian textile industry face in the early years of its development?

Ans. Indian textile industry faced the following problems in the early years of its development. As the industrial revolution progressed, the English manufactures demanded greater protection against competition from Indian textiles. In the 1770's the parliament withdrew the Calico Act and imposed heavy duties on Indian goods entering the British markets. Since, then Indian goods became very expensive in Britain and their demand fell. Later, the parliament made compulsory the export of certain quantities of machine- made British cloth to be sold in India. By the early 19 century the company's merchants no longer purchased Indian cloth. They now promoted the sale of British cloth in India. The British cloth, being cheap, gave stiff competition to the relatively expensive Indian cloth. Many Indian spinners and weavers were unable to sell their produce and were forced to look for other means of livelihood.

Q11. What helped TISCO expand steel production during the First World War?

Ans. The outbreak of the First World War in 1914 worked to the advantage of India's infant steel industry. The war forced the British to reduce the export of steel to India. TISCO began to supply most of the steel needed for building new railway lines in India. Later on, it also began to produce goods for use in the war. In course of time, it emerged as the largest producer of steel in the British Empire. By 1919, 90% of steel manufactured by TISCO was being bought by colonial government.



HOLY FAITH PRESENTATION SCHOOL

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

CLASS 8TH

SUBJECT: SOCIAL AND POLITICAL LIFE III(CIVICS)

CHAPTER 05 (JUDICIARY)

GLOSSARY:

Judiciary: the judiciary is the system of courts that interprets and applies the law in the name of the state. The judiciary can also be thought of as the mechanism for the resolution of disputes.

Acquit: this refers to the court declaring that a person is not guilty of the crime which he/she was tried for by the court.

To Appeal: this refers to a petition filed before a higher court to hear a case that has already been decided by a lower court.

Compensation: this refers to money given to make amends for an injury or a loss.

Eviction: this refers to the removal of persons from land/ homes that they are currently living in.

Violation: it refers both the act of breaking a law as well as to the breach or infringement of Fundamental Rights.

Q. What is the role of Judiciary?

Ans. The judiciary is the branch of government which administers justice according to law. The courts apply the law, and settle disputes and punish law- breakers according to the law. Our judicial system is a key aspect of our democratic way of life. It upholds peace, order and good government. Judiciary is also the custodial of Indian Constitution.

Q1. You read that one of the main functions of the judiciary is upholding the law and Enforcing Fundamental Rights. Why do you think an independent judiciary is necessary to carry out the important function?

Ans. The independence of the judiciary allows the courts to play a central role in ensuring that there is no misuse of power by the legislature and executive. It also plays a crucial role in protecting the Fundamental Rights of citizens because anyone can approach the courts if they believe that their rights have been violated.



HOLY FAITH PRESENTATION SCHOOL

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

Q2. Re-read the list of Fundamental Rights provided in Chapter 1. How do you think the Right to Constitutional Remedies connects to the idea of Judicial review?

Ans. Right to Constitutional remedies declares that citizens can approach to High court of State or Supreme court of India for justice. The Right to Constitutional Remedies connects to the idea of Judicial review in its capacity of protecting the rights of an individual against the working of the State legislature or executive. Judicial review implies invalidation of legislature or executive action if it is seen to violate Fundamental Rights.

Q3. In the following illustration, fill in each tier with the judgments given by the various courts in the Sudha Goel case. Check your responses with others in class.

Ans. Lower court: convicted Sudha's husband, his mother and brother in-law and sentenced the trio to death.

High court: passed the judgment stating that trio to be freed and declared them innocent.

Supreme court: declared Sudha's husband and his mother guilty, sentenced them for life imprisonment and freed her brother in-law.

Q4. Keeping the Sudha Goel case in mind, tick the sentences that are true and correct the ones that are false.

a) True

b) False, because they went to High court after the Trial court had given its decision.

c) False, because the verdict of the Supreme court is final.

Q5. Why do you think the introduction of Public Interest Litigation (PIL) in the 1980's is a significant step in ensuring access to justice for all?

Ans. Public Interest Litigation(PIL) was introduced to the Indian judicial system in 1986 by the Chief Justice P.N. Bhagwati, to increase access to justice for the people from all walks of life. Any individual or organization can file a PIL in the High court of the State or Supreme court of India to get its rights restored.

Q6. Re-read excerpts from the judgment on the Olga Tellis vs Bombay Municipal Corporation case. Now re-write in your own words what the judges meant when they said that the Right to Livelihood was part of the Right to Life.

**HOLY FAITH PRESENTATION SCHOOL**

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

Ans. The judges said that the Right to livelihood was part of Right to Life. They stated that humans cannot live an animal life. The judges conferred that eviction from slum is deprivation of means of livelihood for the poor who cannot afford to live anywhere else. This is how judges connected Right to Livelihood with Right to Life.

Q7. Write a story around the theme, 'Justice delayed is justice denied'.

Ans. Mr. ABC was the only bread earner of his family. He was killed in an accidental fire, leaving behind his widow and two daughters in 1990. His widow filed a case for compensation and job on compassionate ground. The court lingered on the case for more than 30 years. She worked as a maid and somehow managed her expenses and got her daughters married. The verdict from the court came and 5 lac were to be given to her as a compensation. But this money was of no use, since her daughters were already married. Hence, it is rightly said that justice delayed is justice denied.



HOLY FAITH PRESENTATION SCHOOL

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

CLASS 8TH

SUBJECT: GEOGRAPHY

CHAPTER 04 : AGRICULTURE

1. Answer the following questions:

i) What is agriculture?

Ans. The word agriculture is derived from Latin words agri meaning soil and culture meaning, cultivation. Agriculture is the science and art of cultivation on the soil, raising crops and rearing livestock.

ii) Name the factors influencing agriculture?

Ans. The factors influencing the agriculture are climate, soil, temperature, rainfall, sunlight etc.

iii) What is shifting cultivation? What are its disadvantages?

Ans. Shifting cultivation is a primitive agricultural practice, practised in the thickly forested areas. These are the areas of heavy rainfall and quick regeneration of vegetation. A plot of land is cleared by felling the trees and burning them. The ashes are then mixed with the soil and crops like maize, yam, potatoes and cassava are grown. After the soil loses its fertility, the land is abandoned and the cultivator moves to a new plot. It is also known as slash and burn agriculture. It is also called Jhumming in North-east India, Milpa in Mexico, Roca in Brazil and Ladang in Malaysia.

The disadvantages of shifting cultivation are it leads to loss of soil fertility; it leads to burning and cutting of trees. By this there can be the heavy erosion of soil.

iv) What is plantation agriculture?

Ans. Plantation agriculture is a commercial farming where single crop tea, coffee, sugarcane, cashew, rubber, banana or cotton are grown. Large amount of labour and capital are required. The produce may be processed on the farm itself or in nearby factories. The development of a transport network is thus essential for such farming.

v) Name the fibre crops and name the climatic conditions required for their growth.

Ans. The two major fibre crops are jute and cotton. Cotton requires high temperature, light rainfall, 210 frost free days and bright sunshine for its growth. It grows best on black and



HOLY FAITH PRESENTATION SCHOOL

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

alluvial soil. Jute is also known as Golden Fibre. It grows well on alluvial soil and requires high temperature, heavy rainfall and humid climate. This crop is grown in the tropical areas.

2. Tick the correct answer.

i) Horticulture means (a) growing of fruits and vegetables.

ii) Golden fibre refers to (c) tea.

iii) Leading producer of coffee (a) Brazil.

3. Give reasons.

i) In India agriculture is a primary activity. Because two third of the Indian population is associated with is primary activity and derive their livelihood from agriculture.

ii) Different crops are grown in different regions, because different crops depend on different climatic and topographical factors, like soil, rainfall, sunshine, humidity, altitude etc.

4. Distinguish between the followings:

i) Primary and tertiary activities.

Ans. Primary activities include all those connected with extraction and production of natural resources. Agriculture, fishing and gathering are good examples. While as, tertiary activities provide support to the primary and secondary sectors through services. Transport, trade, banking, insurance and advertising are examples of tertiary activities.

ii) Subsistence farming and intensive farming.

Ans.

Subsistence farming	Intensive farming
This type of farming is practised to meet the needs of the farmer's family. Traditionally, low levels of technology and household labour are used to produce on small output.	In this type the farmer cultivates a small plot of land using simple tools and more labour. Intensive subsistence agriculture is prevalent in the thickly populated areas of the monsoon regions.



HOLY FAITH PRESENTATION SCHOOL

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

Q. Organic farming: in this type of farming, organic manure and natural pesticides are used instead of chemicals. No genetic modification is done to increase the yield of the crop.

Q. Food Security: food security exists when all people, at all times, have access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life.

SOCIAL AND POLITICAL LIFE III

CHAPTER :06 (UNDERSTANDING OUR CRIMINAL JUSTICE SYSTEM)

GLOSSARY:

Accused: this refers to the person who is tried by a court for a crime.

Cognizable: this refers to an offence for which the police may arrest a person without the permission of the court.

Cross-examine: this refers to the questioning of a witness who has already been examined by the opposing side in order to determine the veracity of his/her testimony.

Detention: this refers to the act of being kept in illegal custody by the police.

Impartial: the act of being fair or just and not favouring one side over another.

Offence: any act that the law defines as crime.

To be charged of a crime: this refers to the trial judge informing the accused, in writing, of the offence for which he/she face trial.

Witness: this refers to the person who is called upon in court to provide a first-hand account of what he/she has seen , heard or knows.

Q. What is the role of police in investigating a crime?

Ans. One important function of the police is to investigate any complaint about the commission of a crime. An investigation includes recording statements of witnesses and collecting different kinds of evidence. If the police think that the evidence points to the guilt of the accused person, then they file a chargesheet in the court. Therefore, police



HOLY FAITH PRESENTATION SCHOOL

RAWALPORA SRINAGAR KASHMIR

TERM- I ASSIGNMENT

(Class: - 8th – S.St)

investigations always have to be conducted in accordance with law and with full respect for human rights.

Article 22 of the Constitution and criminal law guarantee to every arrested person the following Fundamental Rights:

1. The Right to be informed at the time of arrest of the offence for which the person is being arrested.
2. The Right to be presented before a magistrate within 24 hours of arrest.
3. The Right not to be ill treated or tortured during arrest or in custody.
4. Confessions made in police custody cannot be used as evidence against the accused.
5. A boy under 15 years of age and women cannot be called to the police station only for questioning.

Q. What is the role of public prosecutor?

Ans. A criminal offence is regarded as a public wrong. In court, it is the Public Prosecutor who represents the interests of the state. The role of the prosecutor begins once the police has conducted the investigation and filed the chargesheet in the court. He/She has no role to play in investigation. The Prosecutor must conduct the prosecution on behalf of the State.

Q. What is the role of judge?

Ans. The judge is like an umpire in a game and conducts the trial impartially and in an open court. The judge hear all the witnesses and any other evidence presented by the prosecution and the defence. The judge decides whether the accused person is guilty or innocent on the basis of the evidence presented and in accordance with the law.

Q. What is a Fair Trial?

Ans. Every citizen, irrespective of his class, caste, gender, religious and ideological backgrounds should get a fair trial when accused. That means a judge cannot jump to the conclusion, instead, he have to remain impartial and then decide on the basis of the evidences.