

Class : 8th

Subject: Geography

Lesson no 1: Resources

Glossary.

1. Answer the following questions:

(i) Why are resources distributed unequally over the earth?

Ans. The distribution of natural resources depends upon number of physical factors like terrain, climate and altitude. The distribution of resources is unequal because these factors differ so much over the earth.

(ii) What is resource conservation?

Ans. Using resources carefully and giving them time to get renewed is called resource conservation.

(iii) Why are human resources important?

Ans. Human resource refers to the number (quantity) and quality (mental and physical) of the people. People are human resources. People can make the best use of nature to create more resources when they have the knowledge, skill and the technology to do so. That is why human beings are a special resource.

(iv) What is sustainable development?

Ans. Balancing the need to use resources and also conserve them for the future is called sustainable development.

Q3. What kind of resource is the poet referring to? Write in 100 words what would happen if this resource disappeared?

Ans. The poet is referring to water resource. Water is an important resource, the presence of water resource on the Earth makes it the Unique planet. All the living organisms would die, if all the water from the Earth disappears. The sky without its water content and with a high oxygen content may even change colour with a reddish tint. Without water vapour, the surface temperature would drop drastically and could go even below freezing temperatures. It will create a negative impact on hydrological cycle (precipitation), agriculture, hydroelectricity generation etc.

Subject: History

Lesson no 1. HOW, WHEN AND WHERE

Answer the following

Q. What is colonisation?

Ans. When the subjugation of one country by another leads to political, economic, social and cultural changes, we refer to the process as colonisation.

2. What is the problem with the periodisation of Indian history that James Mill offers?

Ans. In 1817, James Mill, a Scottish economist and political philosopher, published a massive three-volume work, A History of British India. In this account, he divided Indian history into three periods – Hindu, Muslim and British. This periodisation came to be widely accepted. Mill thought that all Asian societies were at a lower level of civilization than Europe. British rule, Mill felt, could civilize India. In this idea of history, british rule represented all the forces of progress and civilization. But to refer to any period of history as “Hindu” or “Muslim” does not seem sound. We should also remember that even rulers in ancient India, all, did not share the same faith.

3. Why did the British preserve official documents?

Ans. The British believed that the act of writing was important. Every instruction, plan, policy, decision, agreement, investigation had to be clearly written up. Once this was done, things could be properly studied and debated. This conviction produced an administrative culture of memos , notings and reports. So they set up record rooms attached to all administrative institutions.

4. How will the information historians get from old newspapers be different from that found in police reports?

Ans. A police report may give a version which was suited to the rulers at that time. This is because the police were puppets of the British government. Thus, police reports do not always help us to understand what other people in the country felt and what lay behind their actions, on the other hand a newspaper may project a different story. They represent ideas of leaders and reformers and the feelings of writers and common people.

SUBJECT : GEOGRAPHY

LESSON NO : 02 (LAND,SOIL, WATER, NATURAL VEGETATION AND WILDLIFE RESOURCES)

GLOSSARY:

1. Answer the following questions.

i) Which are the two main climatic factors responsible for soil formation?

Ans. Temperature and rainfall are the two main climatic factors responsible for soil formation.

ii) Write any two reasons for land degradation today.

Ans. Deforestation and the indiscriminate use of chemical pesticides and fertilizers in agricultural lands are two factors contributing to land degradation.

iii) Why is land considered an important resource?

Ans. Land is among the most important natural resources. It provides habitation to a wide variety of flora and fauna. Human beings use land for various purposes such as agriculture, forestry, mining, building houses and roads and setting up industries.

iv) Name any two steps that government has taken to conserve plants and animals?

Ans. Government has taken several steps to conserve plants and animals, like,

a) Has set up national parks, wildlife sanctuaries and biosphere reserves for protecting natural vegetation and wildlife; for example, the Kaziranga National park in Assam.

b) Has banned the killing of lions, tigers, deer, great Indian bustards and peacocks. It has also prohibited the trade of the species of plants and animals protected under the international agreement CITES.

v) Suggest three ways to conserve water.

Ans. The three ways to conserve water are:

a) Rain water harvesting

b) Reducing wastage of water

c) Replenishing ground water by promoting afforestation.

Q2. Tick the correct answer.(after reading with comprehension do yourself)

3. Match the followings.

- | | |
|-----------------|---|
| i) Land use | productive use of land |
| ii) Humus | organic matter deposited on the top soil |
| iii) Rock dams | prevent soil erosion |
| iv) Arable land | land suitable for agriculture |
| v) Barrier | contour ploughing |
| vi) Biosphere | narrow zone of contact between the lithosphere, hydrosphere and atmosphere. |

4. State whether the given statements are true or false. If true, write the reasons.

- i) Ganga- Brahmaputra plain of India is an overpopulated region.

This statement is true. Plains and river valleys offer suitable land for agriculture. Hence, these are densely populated areas of the world.

- ii) Water availability per person in India is declining.

This statement is true. Though water is present in abundance, fresh water is a scarce resource. Water availability is a serious problem in many regions of the world. Due to the wastage of water, deforestation, and the pollution and depletion of fresh water reserves (such as rivers and ground water), the availability of water is fast declining.

- iii) Rows of trees planted in coastal areas to check the wind movement is called intercropping.

This statement is false. The described process is called shelter belts. Intercropping is the process in which different crops are grown in alternate rows and are sown at different times to protect the soil from rain wash.

- iv) Human interference and changes of climate can maintain the ecosystem.

This statement is false. Human interferences and climatic changes for the most part adversely affect the balance of the ecosystem.

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SUBJECT : HISTORY

LESSON NO: 02 (FROM TRADE TO TERRITORY, THE COMPANY ESTABLISHES POWER)

GLOSSARY:

Match the following:

- | | |
|-----------------------|--|
| i) Diwani | right to collect land revenue |
| ii) "Tiger of Mysore" | Tipu Sultan |
| iii) Faujdari Adalat | criminal court |
| iv) Rani Channamma | led an anti British movement in Kitoor |
| v) Sipahi | sepoy |

2. Fill in the blanks (after comprehension do yourself)

3. State whether true or false (do yourself)

Q4. What attracted European trading companies to India?

Ans. European trading companies ventured across the oceans so as to look for new lands from where they could buy goods at a cheap price, and carry them back to Europe to sell at higher prices. The fine qualities of cotton and silk produced in India had a big market in Europe. Indian spices like pepper, cloves, cardamom and cinnamon too were in great demand. Hence, European trading companies were attracted to India.

Q5. What were the areas of conflict between the Bengal nawabs and the East India company?

Ans. After the death of Aurangzeb, the Bengal nawabs asserted their power and autonomy. Through the 18th century, the conflicts between them and the East India company intensified. The nawabs refused to grant the Company concessions, demanded large tributes, denied it the right to mint coins and stopped it from extending its fortifications. They claimed that the company was depriving the Bengal government of huge amounts of revenue and also undermining their authority by refusing to pay taxes, writing disrespectful letters and humiliating them and their officials.

Q6. How did the assumption of Diwani benefit the East India Company?

Ans. On the assumption of the Diwani rights of Bengal, the East India Company achieved greater power and authority. It was free to make use of the vast resources of Bengal. Till then, in order to buy goods, it had to import gold and silver from Britain. After the assumption of the

Diwani, the Company could use the revenues from Bengal to finance its expenses (which included purchasing cotton and silk textiles in India, maintaining its troops and building the Company fort and offices at Calcutta).

Q7. Explain the system of ‘subsidiary alliance’.

Ans. From 1757 to 1857, the East India company used a variety of political, economic and diplomatic methods to annex Indian kingdoms. The subsidiary alliance was one such method. According to the terms of this alliance, Indian rulers were not allowed to have their own independent armed forces. They were to be protected by the company and had to pay for the “subsidiary forces” that the company had to maintain for the purpose of protecting them. If the Indian rulers failed to make the payment, then the part of their territory was taken as penalty. For example, in 1801, the nawab of Awadh was forced to give over half of his territory for failing to pay for the subsidiary forces.

Q8. In what way was the administration of the company different from that of Indian rulers?

Ans. Under the rule of British, the territories were divided into three administrative units called Presidencies- Bengal, Madras, and Bombay. Each Presidency was ruled by a Governor. The supreme head was the Governor-General.

The principal figure in an Indian district was the Collector whose main job was to collect revenue and taxes, and maintain law and order in his district with the help of judges, police officers and darogas.

From 1772, a new system of justice was established. Under this system, each district had two courts-criminal court (faujdari adalat) and a civil court (diwani adalat). A supreme court was established under the Regulating Act of 1773, and a court of appeal (Sadar Nizamat Adalat) was also set up at Calcutta.

Q9. Describe the changes that occurred in the composition of the Company’s army.

Ans. During the 18th century, when the East India Company began recruitment for its own army. It started recruiting peasants and began training them as professional soldiers. Like the Mughal army, the company’s army was also composed of the cavalry and the infantry regiments with the cavalry dominating the army. However, the warfare technology changed during the 19th century, the cavalry requirements of the company’s army declined. As the soldiers had to be armed with muskets and matchlocks, the infantry regiments became more important.

SUBJECT: HISTORY

LESSON NO: 03 (RULING THE COUNTRYSIDE)

GLOSSARY:

1. Match the following;

| | |
|--------------|--|
| Ryot | peasant |
| Mahal | village |
| Nij | cultivation on planter's own land |
| Ryoti | cultivation on ryot's land |

2. Fill in the blanks: (do yourself after reading)

Q3. Describe the main features of the Permanent Settlement.

Ans. Permanent Settlement was introduced in 1793, under the supervision of Lord Cornwallis. The aim of this settlement was to ensure a regular flow of revenue for the company. As per the settlement raja's and taluqdars were recognised as zamindars. They were asked to collect rent from the peasants and pay revenue to the company. The amount to be paid was fixed permanently and it was not to be increased ever in the future. The Company believed that as the revenue amount was fixed, the zamindars would benefit by investing in land improvement, which would in turn lead to increased production.

Q4. How was the mahalwari system different from the Permanent Settlement.

Ans.

| Mahalwari system | Permanent system |
|---|--|
| The system was devised by Hatt Mackenzie, came into effect in 1822, in the North Western provinces of the Bengal presidency. It was devised as an alternative to permanent system. The village headmen were in charge of collecting revenue. The revenue amount was not fixed and was to be revised periodically. The estimated revenue of each plot within a village was added up to | Permanent Settlement was introduced in 1793, under the supervision of Lord Cornwallis. The aim of this settlement was to ensure a regular flow of revenue for the company. As per the settlement raja's and taluqdars were recognised as zamindars. They were asked to collect rent from the peasants and pay revenue to the company. The amount to be paid was fixed permanently and it was not to be increased |

| | |
|--|--|
| calculate the revenue that each village or mahal had to pay. | ever in the future. The Company believed that as the revenue amount was fixed, the zamindars would benefit by investing in land improvement, which would in turn lead to increased production. |
|--|--|

Q5. Give two problems which arose with the new Munro system of fixing revenue.

Ans. Under the new Munro system of fixing revenue, the revenue officials fixed too high revenue. This demand could not be met by the peasants. Consequently, the peasants fled the countryside and villages became deserted in many regions.

Q6. Why were the ryots reluctant to grow indigo?

Ans. The ryoti planters forced the ryots to sign an agreement or contract. At times, the village headman signed the contract on the behalf of the ryots. Those who signed the contract got cash advances at low rates of interest to produce indigo. This received loan committed the ryot to cultivate indigo on at least 25% of the area under his holding. On delivering the crop to the planter the ryot was given a new loan and the cycle started again. The peasants realized that this system of growing indigo was in fact quite oppressive. The price that they got from the planters for the indigo was very low. Again the indigo cultivation consumed the fertility of productive land as the peasants were forced to grow indigo in these fertile lands.

Q7. What were the circumstances which led to the eventual collapse of indigo production in Bengal ?

Ans. The indigo ryots of Bengal felt they had the support of local zamindars and village headmen in their struggle against the forceful and oppressive methods of the indigo planters. They also believed the British government would support them in their struggle. The Lieutenant Governor's tour of the region in 1859 was seen as sign of government's sympathy while the magistrate's notice stating that ryots would not be compelled to accept the indigo contracts.

Many intellectuals too supported the ryots by writing about their misery, the tyranny of the planters and the horror of the system. In March, 1859, thousands of ryots refused to grow indigo. Worried by the rebellion, the government set up the Indigo Commission to inquire into the system of indigo production. The Commission held the planters guilty and criticized them for their coercive methods. Consequently, indigo production collapsed in Bengal.

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.

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 fell 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 made the British worried as Birsa was against the colonial rule. His 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.

SOCIAL AND POLITICAL LIFE(UNIT I)

LESSON NO: 1 (THE INDIAN CONSTITUTION)

GLOSSARY;

Arbitrary: when nothing is fixed and is instead left of one's judgment or choice. It refers to rules that are not fixed or decisions that have no basis etc.

Ideal: a goal or a principle in its most excellent or perfect form.

Indian national movement: the Indian national movement emerged in 19th century, thousands of people came together to fight British rule. This culminated in India's independence in 1947.

Polity: a society that has an organized political structure. India is a democratic polity.

Sovereign: it refers to an independent people governed by supreme law and externally independent.

Human trafficking: the practice of the illegal buying and selling of different commodities across national borders. It refers to illegal trade in human beings, particularly women and children.

Tyranny: the cruel and unjust use of power or authority.

State: the state refers to a political institution that represents a sovereign people who occupy a definite territory. The Indian state has a democratic form of government. The government or executive is one part of state.

Q1. Why does a democratic country need a constitution?

Ans. A democratic country needs a constitution because:-

- i) It specifies how the government will be constituted and who will have the power to take decisions.
- ii) It lays down the ideals that form the basis of the kind of country that its citizens aspire to live in.
- iii) It serves as a set of rules and principles as the basis of the kind of country has to be governed.
- iv) It lays down rules that guard against the misuse of power by any politician leader.
- v) It also provides rights to its citizens and protects their freedom.

Q2. List at the wordings of the two document.....

What is the difference in who exercises 'Executive Power' in the above two constitutions of Nepal?

Ans. According to Article 35, Part 7 (Executive) of the 1990's constitution of Nepal, the Executive powers of the kingdom were vested in the hands of His Majesty (King of Nepal) and the council of ministers. But after the constitutional framework of 2015, the Executive powers

were transferred. According to Article 75, Part 7 (Federal Executive), the Executive powers of Nepal shall pursuant to new constitution and laws be vested in the council of ministers.

Q3. What would happen if there were no restrictions on the power of elected representatives?

Ans. If there will be no restrictions on the power of elected representatives, it may lead to misuse of authority and this may cause injustice and tyranny, development of favoured group and injustice to other, wrong self oriented decision making. It sometimes creates inter-community and intra-community conflicts. If leaders are not made accountable, they might exploit the national resource for their selfish needs leading towards anarchy and dictatorship.

Q4. In each of the following situations, identify the minority. Write one reason why you think it is important to respect the views of the minority in each of these situations.

a) In a school with 30 teachers, 20 of them are male.

Ans. Female teachers are in minority. It is important to respect their views and opinions. This will create a democratic environment in school and in turn will improve the management and functioning of the institution.

b) In a city, 5% of the population is Buddhists.

Ans. 5% Buddhists are in minority. They should be treated equally and secularly. They should be respected to avoid communal difference and social conflicts.

c) In a factory mess for all employees, 80 % are vegetarians.

Ans. 20% non- vegetarians are in minority. They should be treated well without discrimination. Otherwise this will create division among workers.

d) In a class of 50 students, 40 belong to more well off families.

Ans. 10 students belong to minority (poor families). They should be treated equally as students from well off families. This positive treatment will lead to democratic class based on equality, friendship and brotherhood.

Q5. The column on the left lists some.....

| Key Feature | Significance |
|---------------|---|
| 1. Federalism | This refers to the existence of more than one level of government in the country. In India, we have governments at the centre and at the state level. Panchayati Raj is the third tier of federal government. |

| | |
|--|--|
| 2. Separation of powers | According to the constitution there are three organs of government. These are, legislature (law making body), the executive (law enforcing body) and the judiciary (law interpretation body). Each organ acts a check on the other organs of government and this ensures the balance of power between all three. |
| 3. Fundamental rights | <p>The section of fundamental rights has often been referred to as 'conscience' of the Indian constitution. Fundamental rights protect citizen against the arbitrary and absolute exercise of power by the state. The fundamental rights are;</p> <p>i) Right to Equality, ii) Right to freedom. iii) Right against exploitation iv) Right to freedom of Religion. v) Cultural and Educational rights. vi) Right to Constitutional Remedies.</p> |
| 4. Parliamentary form of government | The constitution of India guarantees universal adult suffrage for all citizens. This means that the people of India have a direct role in electing their representatives. Also, every citizen of the country irrespective of his/her social background can also contest in election. These representatives are accountable to the people. |

Q6. Write down the names of the Indian States, which share borders with the following neighbouring nations:

a) Bangladesh: West Bengal, Jharkhand, Assam, Meghalaya.

b) Bhutan: Jharkhand, Assam, Sikkim, Arunachal Pradesh.

c) Nepal: Uttarakhand, U.P, Sikkim, Bihar, Jharkhand.

CHAPTER 3 (WHY DO WE NEED A PARLIAMENT)

GLOSSARY:

Approval: to give one's consent to and be favourable towards something. It refers both to the formal consent (through elected representatives) that parliament has well as the fact that it needs to continue to enjoy the people's trust.

Coalition: A temporary alliance of groups or parties.. it refers to the alliance formed by political parties after elections when no party has been able to get adequate seats to form a clear majority.

Unresolved: Situations in which there are no easy solutions to problems.

Q1. Why do we need a parliament?

Ans. Parliament enables citizens of India to participate in decision making and control the government. Thus, making it the most important symbol of Indian democracy and key feature of constitution.

Q2. What is the role of the parliament?

Ans. Parliament makes laws and holds the government accountable for its policies , actions and spending. The functions of parliament include state affairs, approving taxes, framing and amending legislation.

Q3. Why do you think our national movement supported the idea that all adults have a right to vote?

Ans. Our national movement supported the idea that all adults have a right to vote because in our freedom struggle for independence. People from all sections of the society participated in it, secondly, the British government did not allow all the adults to vote nor could people participate in decision making.

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 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. |

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.