



CLASS - VIII SOCIAL SCIENCE NOTES OCTOBER

Geography: 3. Agriculture

I. Answer the following Questions:

1. What is agriculture?

Agriculture is the primary activity that involves the cultivation of crops, fruits, vegetables, flowers and rearing of livestock.

2. Name the factors influencing agriculture?

Factors influencing agriculture include the topography of soil and climate.

3. What is shifting cultivation? What are its disadvantages?

Shifting cultivation is the type of farming in which agricultural activities are shifted from one field to another when the fertility of the soil of the former is diminished

Disadvantages:

- Deforestation
- Soil erosion
- Small patches for cultivation
- Not sufficient for feeding a large population.

4. What is plantation agriculture?

Plantation agriculture is a type of commercial farming where only a single crop (like tea, coffee, sugarcane, cashew, rubber, banana or cotton) is grown. A large amount of labour and capital are required. The product is processed on the farm itself or nearby factories.

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

Two major fiber crops are jute and cotton. Jute grows well on alluvial soil and requires high temperature, heavy rainfall, and a humid climate for its growth. Cotton needs high temperatures, light rainfall, and bright sunshine for its proper growth.

6. Give reasons.

(i) In India agriculture is a primary activity.

Agriculture is an activity of growing crops, fruits, vegetables, flowers, and rearing of livestock. It is a primary activity since it directly involves natural resources. In India, a huge number of people derive the activity from their ancestors. Due to lack of literacy in general, farmers prefer agriculture since they acquire the required skills from their ancestors, and so feel comfortable with it.

(ii) Different crops are grown in different regions.

- Different topography
- Different soils

- Different climates
- Different lifestyles of the people in different regions.

7. Distinguish between the followings.

(i) Primary activities and tertiary activities

Primary Activities	Tertiary Activities
Activities which involve direct extraction and production of natural resources are called primary activities.	Tertiary activities provide support to the primary and secondary sectors through services.
Examples: agriculture, fishing and gathering.	Transport, trade, banking, insurance and advertising are examples of tertiary activities.

(ii) Subsistence farming and intensive farming.

Subsistence Farming	Intensive Farming
1. Subsistence farming uses low levels of technology and household labour. The output produced is small.	1. In intensive farming a farmer uses simple tools and more labour to cultivate a small plot of land.

History:6. Civilising the “Native”, Educating the Nation

I. Answer the following Questions:

1. Why did William Jones feel the need to study Indian history, philosophy and law?

- William Jones came to represent a particular attitude towards India. He shared a deep respect for ancient cultures, both of India and of the West.
- Jones and Colebrooke felt that India had attained its glory in the ancient past. It declined later on. In order to understand India, it was necessary to discover the sacred and legal texts produced in the past.
- These texts would reveal the ideas and laws of Hindus and Muslims and would form the basis of future development.
- Jones and Colebrooke believed that their project would help the British learn from Indian culture. Indians would also rediscover their own heritage. In this way the British would become guardians and masters of Indian culture.

2. Why did James Mill and Thomas Macaulay think that European education was essential in India?

- James Mill was the strongest critic of the Orientalists.
- He declared that the British should not teach what the natives wanted, or what they respected, in order to please them and “win a place in their heart”.
- The aim of education should be to teach what was useful and practical.
- Indians should be made familiar with the scientific and technical advances that the West had made, and not the sacred literature of the Orient.
- Macaulay urged the British government in India to stop wasting public money in promoting Oriental learning, for it had no practical use.
- He felt that knowledge of English would allow Indians to read some of the finest literature the world had produced; it would make them aware of the developments in Western science and philosophy.
- The teaching of English could thus be a way of civilizing people, changing their tastes, values, and culture.

3. Why did Mahatma Gandhi want to teach children handicrafts?

Mahatma Gandhi wanted to teach children handicraft because of the following reasons:

- People would work with their hands.
- The craft would develop their minds.
- It would also develop their capacities to understand.

4. Why did Mahatma Gandhi think that English education had enslaved Indians?

1. According to Mahatma Gandhi, colonial education created a sense of inferiority in the minds of Indians. He said it made them see Western civilisation as superior which destroyed the pride they had in their own culture.
He said: It was sinful—it enslaved Indians—it cast an evil spell on them.
2. Charmed by the West, appreciating everything that came from the West, Indians educated in these institutions admired British rule.
3. Mahatma Gandhi wanted an education that could help Indians recover their sense of dignity and self-respect.
4. Mahatma Gandhi -strongly was in favour of Indian languages to be the medium of teaching.
5. Education in English crippled Indians and distanced them from their own social surroundings. This made them “strangers in their own lands”. Speaking a foreign tongue (language) despised local culture.
6. Mahatma Gandhi further said that western education focused on reading and writing rather than oral knowledge;
 - It valued textbooks rather than life experience and practical knowledge.
 - He said education should develop a person’s mind and soul.
 - Literacy or simply learning to read and write—by itself did not count as education.
7. People had to work with their hands and learn a craft. They should know how different things operated.