

ജില്ലാ പഞ്ചായത്ത് കോഴിക്കോട്
എഡ്യൂക്കെയർ സമഗ്ര പഠന - പരിരക്ഷ പദ്ധതി

Resonance

Support Material for
10th Class Students

SOCIAL SCIENCE



Academic Support by
ജില്ലാ വിദ്യാഭ്യാസ പരിശീലന കേന്ദ്രം
District Institute of Education & Training (DIET)
Kozhikode



**കോഴിക്കോട് ജില്ലാ പഞ്ചായത്ത്
എഡ്യൂക്കെയർ സമഗ്ര പഠന പരിരക്ഷാ പദ്ധതി**



അക്കാദമിക സഹായം:
**ജില്ലാ വിദ്യാഭ്യാസ പരിശീലന കേന്ദ്രം,
കോഴിക്കോട്(ഡയറ്റ്)**
District Institute of Education and Training (DIET), Kozhikode.

**എസ്.എസ്.എൽ.സി വിദ്യാർത്ഥികൾക്കുള്ള
പഠനസഹായി - മാർച്ച് 2021
Support Material for SSLC Students - March 2021**

പ്രസിദ്ധീകരിച്ചത് : 2021 ജനുവരി

ശ്രീമതി. വി.പി മിനി.

വിദ്യാഭ്യാസ ഉപഡയറക്ടർ & കൺവീനർ, എഡ്യൂക്കെയർ പദ്ധതി
വി.പി പ്രേമരാജൻ
പ്രിൻസിപ്പാൾ, ഡയറ്റ് കോഴിക്കോട്

നിർമ്മാണ ചുമതല:

സി.എം.ഡി.ഇ. വിഭാഗം ഡയറ്റ്
അബ്ദുനാസർ. യു.കെ. സീനിയർ ലക്ചറർ &
കോഡിനേറ്റർ, എഡ്യൂക്കെയർ പദ്ധതി
പ്രബീഷ്. എം. ലക്ചറർ, ഡയറ്റ്

എഡിറ്റിംഗ് ചുമതല:

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എൻ. അബ്ദുറഹിമാൻ, സീനിയർ ലക്ചറർ
ഡോ. കെ.എസ്. വാസുദേവൻ, സീനിയർ ലക്ചറർ
കെ.പി പുഷ്പ, സീനിയർ ലക്ചറർ
ഡോ. ബാബു വർഗ്ഗീസ്, സീനിയർ ലക്ചറർ
ഡോ. അശോകൻ നൊച്ചാട്, സീനിയർ ലക്ചറർ
സാജു തോമസ്, സീനിയർ ലക്ചറർ

വിഷയ ചുമതല:

ഡോ. കെ.എം. സോഫിയ
ലക്ചറർ ഡയറ്റ്

വിഷയം: സാമൂഹ്യപഠനം

ശില്പശാലയിൽ പങ്കെടുത്തവർ:

യു.സി. അബ്ദുൽ വാഹിദ്
എസ്.ഐ.എച്ച്.എസ്.എസ്. ഉമ്മത്തൂർ
അബ്ദുൾ റഷീദ് എം.പി.
കെ.എം.എച്ച്.എസ്.എസ്. കോട്ടക്കൽ
അബ്ദുൾ ഹമീദ് കെ.ടി.
ഗവ. അച്ചുതൻ ഗേൾസ് എച്ച്.എസ്.എസ്. ചാലപ്പുറം
രാധാകൃഷ്ണൻ കെ.
കെ.കെ.എം.ജി.വി.എച്ച്.എസ്.എസ് ഓർക്കാട്ടേരി
രാജീവൻ എ.പി.
സാൻസ്ക്രൂത് എച്ച്.എസ്.എസ് വട്ടോളി
ജെറോം ഫെർണാണ്ടസ്
ഗവ. ഗേൾസ് എച്ച്.എസ്.എസ് കൊയിലാണ്ടി
അബ്ദുൾ സലാം ഇ.കെ.
ജി.എച്ച്.എസ്.എസ് നീലേശ്വരം

ലേ ഔട്ട്, കവർ ഡിസൈനിംഗ് :

മുഹമ്മദ് ബഷീർ കെ.എം.

സേതു സീതാറാം എ.എൽ.പി.സ്കൂൾ , എലത്തൂർ.

കോപ്പികളുടെ എണ്ണം: 1000



ജില്ലാ പഞ്ചായത്ത്, കോഴിക്കോട്



പ്രിയപ്പെട്ട കുട്ടികളേ,

ഒരു അതിസൂക്ഷ്മ വൈറസ് സൃഷ്ടിച്ച ഭയാശങ്കകൾ നിറഞ്ഞ ദിനങ്ങളിലൂടെയാണ് ലോകമിപ്പോൾ ഇടറി നീങ്ങുന്നത്. വിദ്യാഭ്യാസം, വിനോദം, തൊഴിൽ, വ്യാപാരം തുടങ്ങി ജീവിതത്തിന്റെ സമസ്തമേഖലകളെയും പ്രതിസന്ധിയിലാക്കി കോവിഡ് 19. എന്നാൽ പ്രതിസന്ധികൾക്കു മുമ്പിൽ പകച്ചുനിൽക്കുന്നവരല്ല, മറിച്ച് അവയെ വിവേകപൂർവ്വം അഭിമുഖീകരിക്കുന്നവരാണ് ചരിത്രം നിർമ്മിക്കുന്നതെന്ന യാഥാർത്ഥ്യം സാക്ഷ്യപ്പെടുത്തുകയാണ് കേരളമിപ്പോൾ.

ഫസ്റ്റ് ബെൽ ഓൺലൈൻ ക്ലാസുകൾ സജീവമാണ്. സ്കൂൾ ദിനങ്ങൾ പതുക്കെ പൂർവസ്ഥിതി പ്രാപിക്കുക തന്നെ ചെയ്യും. എസ്.എസ്.എൽ.സി പരീക്ഷ വരുന്നു. ജീവിതം ക്രമേണ സാധാരണ നില കൈവരിയ്ക്കുന്നു. സഹവർത്തിത്വത്തിന്റെ ഗാഥകൾ പാടി നാം ഈ കോവിഡ് ഉയർത്തിയ പ്രതിസന്ധികളും മറികടക്കുകയാണ്.

2021 മാർച്ചിൽ നടക്കാനിരിക്കുന്ന എസ്.എസ്.എൽ.സി പരീക്ഷക്കായി ഓരോ വിഷയത്തിനും ഊന്നൽ മേഖലകൾ (Focus Area) എസ്.സി.ഇ.ആർ.ടി നിജപ്പെടുത്തിയിരിക്കുകയാണ്. ഈ പശ്ചാത്തലത്തിൽ ഊന്നൽ മേഖലകൾ അടിസ്ഥാനമാക്കി കോഴിക്കോട് ജില്ലാവിദ്യാഭ്യാസ മിഷൻ നിർദ്ദേശിച്ചതനുസരിച്ച് ജില്ലാ പഞ്ചായത്ത് 'എഡ്യൂകെയർ' പദ്ധതിയിലുൾപ്പെടുത്തി കുട്ടികൾക്കായി പ്രത്യേക പഠന പിന്തുണാസാമഗ്രികൾ (Support Materials) അച്ചടിച്ചു നൽകുകയാണ്.

ജില്ലാ വിദ്യാഭ്യാസ പരിശീലന കേന്ദ്രത്തിന്റെ (DIET) അക്കാദമിക പിന്തുണയോടെ തയ്യാറാക്കിയ ഈ പഠനസഹായികൾ കുട്ടികളിലേക്കെത്തിക്കുക മാത്രമല്ല അധ്യാപകർക്ക് ആവശ്യമായ പരിശീലനം നൽകുകയും ചെയ്യുന്നുണ്ട്. പൊതുവിദ്യാഭ്യാസ മേഖലയിൽ കോഴിക്കോട് ജില്ലയുടെ ഒരു തനതു മാതൃകയായി നമുക്കിത് വളർത്തിയെടുക്കാം.

കോവിഡ് സൃഷ്ടിച്ച പരിമിതികൾ മറികടന്ന് അഭിമാനകരമായ വിജയം കരസ്ഥമാക്കിയ കുട്ടികൾ എന്ന് 2020 - 21 എസ്. എസ് എൽ.സി ബാച്ചിനെ ചരിത്രം രേഖപ്പെടുത്തുക തന്നെ ചെയ്യും.

എല്ലാവർക്കും മികച്ച വിജയം ആശംസിക്കുന്നു.

കോഴിക്കോട്
12 - 01 - 2021

കാനത്തിൽ ജമീല
പ്രസിഡണ്ട്,
ജില്ലാ പഞ്ചായത്ത്, കോഴിക്കോട്



ശ്രീമതി. വി.പി മിനി.
 വിദ്യാഭ്യാസ ഉപഡയറക്ടർ &
 കൺവീനർ, എഡ്യൂക്കെയർ പദ്ധതി



വി.വി പ്രേമരാജൻ
 പ്രിൻസിപ്പാൾ
 ഡയറ്റ് കോഴിക്കോട്

പ്രിയപ്പെട്ട കുട്ടികളേ,

2020 - 21 അധ്യയനവർഷം ഇതുവരെയുള്ള അധ്യയന വർഷങ്ങളിൽ നിന്നും തികച്ചും ഭിന്നമാണ്. സാധാരണപോലെ സ്കൂളിൽ പോയി സഹപാഠികളോടൊപ്പമിരുന്ന് അധ്യാപകരുടെ നേതൃത്വത്തിൽ പഠന പ്രവർത്തനങ്ങളിൽ ഏർപ്പെടാൻ ഈ വർഷം കുട്ടികൾക്കാർക്കും സാധിച്ചിട്ടില്ല. പകരം സംസ്ഥാനതലത്തിൽ സംപ്രേഷണം ചെയ്യുന്ന വീഡിയോ ക്ലാസുകൾ വീട്ടിലിരുന്ന് കാണുകയും അധ്യാപകരുടെ സഹായത്തോടെ പഠനം മുന്നോട്ടു പോവുകയുമായിരുന്നു ഇതുവരെ. ഇനി കുട്ടികൾക്ക് സംശയങ്ങൾ പരിഹരിക്കുന്നതിനും പരീക്ഷയ്ക്ക് തയ്യാറെടുക്കുന്നതിനുമുള്ള സമയമാണ്. എസ്എസ്എൽസി പൊതു പരീക്ഷാഫലം എല്ലാവരും ഉറ്റു നോക്കുന്നതിനാൽത്തന്നെ കുട്ടികൾ ആശങ്കാകുലരാണ്. ഈ സാഹചര്യത്തിൽ ആത്മവിശ്വാസത്തോടെ പരീക്ഷയെ അഭിമുഖീകരിക്കുന്നതിന് അവരെ പ്രാപ്തരാക്കേണ്ടതുണ്ട്. പരീക്ഷയ്ക്ക് പാഠഭാഗങ്ങൾ ഒന്നും ഒഴിവാക്കിയിട്ടില്ലെങ്കിലും കൂടുതൽ ശ്രദ്ധിക്കേണ്ട പാഠഭാഗങ്ങൾ എസ്.സി.ഇ.ആർ.ടി നിർദ്ദേശിച്ചിട്ടുണ്ട്. ഓരോ വിഷയവും ഫലപ്രദമായി വിനിയമം ചെയ്യുന്നതിന് ആവശ്യമായ സവിശേഷമായ പഠനപ്രവർത്തനങ്ങളും അനുബന്ധ നിർദ്ദേശങ്ങളും കോഴിക്കോട് ഡയറ്റിന്റെ അക്കാദമിക് നേതൃത്വത്തിൽ കോഴിക്കോട് ജില്ലാ പഞ്ചായത്തിന്റെ സഹായത്തോടെ തയ്യാറാക്കി നൽകുകയാണ്. വിദ്യാർത്ഥികൾ സ്കൂളിലെത്തുന്ന സാഹചര്യത്തിൽ അധ്യാപകരുടെ സഹായത്തോടെ പഠന പ്രവർത്തനങ്ങളിൽ ഏർപ്പെടാനും സംശയനിവാരണം നടത്താനും ഇവ ഫലപ്രദമായി ഉപയോഗിക്കുമല്ലോ.

എല്ലാവർക്കും വിജയാശസനകൾ

കോഴിക്കോട്
 12 - 01 - 2021

X Social Science
SSLC EXAMINATION MARCH 2021
Based on Focus of SCERT

2021 Areas to pay more attention for public examination

No	Units	Areas to pay more attention
SS -I Part 1 1	Unit 1 Revolutions that Influenced the World	American War of Independence French Revolution Russian Revolution
SS -I Part 1 2	Unit 6 Struggle and Freedom	Early Struggles of Mahatma Gandhi Non-cooperation and the Khilafat Movements Poorna Swaraj and Civil Disobedience The British Quit India Subhash Chandra Bose
SS -I Part 2 3	Unit 7 India after Independence	Integration of Princely States Achievements in Science and Technology Education Foreign Policy
SS- II Part 1 4	Unit 1 Seasons and Time	Seasons and apparent movement of the Sun Rotation and calculation of time Greenwich time (GMT) and time zones Standard time Indian Standard Time (IST) International Date Line
SS- II Part 2 5	Unit 7 India: The Land of Diversities	In the Himalayas - Trans Himalayas, Himalayas, Eastern Highlands Significance of the Northern Mountains Himalayan rivers The Peninsular Plateau Peninsular rivers Western coastal plain Eastern coastal plain Map- Mountain ranges, Rivers, Plateaus
SS -I Part 1 6	Unit 3 Public Administration	Public Administration Importance of Public Administration Features of Bureaucracy Indian Civil Service E-Governance
SS – II Part 1 7	Unit 3 Human Resource Development in India	Human resource Qualitative aspects of human resource Education and human resource development Human resource development and healthcare

UNIT 1 – REVOLUTIONS THAT INFLUENCED THE WORLD

- ◆ American War of Independence
- ◆ French Revolution
- ◆ Russian Revolution

AMERICAN WAR OF INDEPENDENCE

• Europeans migration to North America	• The entire continent assembles
• England established 13 colonies in the Eastern coast of North America	• Petition to the King • of England.
• Mercantilist Laws	• War between England and Continental the colonies.
• Influence of thinkers	• Declaration of Independence

- ◆ The British treated the American colonies as centres for collecting raw materials for their industry and as market for selling the products. The struggle for independence from the colonies was known as the American War of Independence
- ◆ Causes of American war of Independence
- ◆ Wrong tax policy of British Government
- ◆ Mercantilist laws
- ◆ Influence of thinkers

Wrong tax policy of British Government

The British collect tax from 13 American colonies according to their needs and as they saw fit. But the colonies had no representation in government. -
"No taxation without representation" this slogan was raised by the people of America as part of a powerful agitation.

Mercantilism

- ◆ The British treated the American colonies as centres for collecting raw materials for their industry and as market for selling their products. This policy implemented by the British merchants with the help of their motherland in the American colonies, is known as Mercantilism

Mercantilist Laws

• The goods to and from the colonies must be carried only in British ships or ships built in the British colonies.
• British stamp must be affixed on all the legal documents, newspapers, • pamphlets, license, etc.
• Import tax must be paid for the import of tea, glass, paper, etc.
• Products of the colonies like sugar, wool, cotton, tobacco, etc. could only be exported to England.
• Colonies must provide food and quarters for the British troops which were maintained in the colonies.

The ideologies of Thinkers

- No taxation without representation by framed by James Otis .
- The ideologies of some thinkers also stimulated the people of the colonies to fight against the exploitative laws of the British.-John Locke, Thomas Paine
- John Locke - Everyone has some fundamental rights. No government has the right to suspend them.
- Thomas Paine- There is something absurd, in supposing a continent (North America) be perpetually governed by a foreign power (England).

Boston Tea Party On 16 December 1773 fired up strong protest in America

◆ **First Continental Congress.**

The delegates of all the colonies except Georgia met at Philadelphia in 1774 to protest against the policies and rules imposed by England. It is known as the First Continental Congress. Subsequently, people of the colonies submitted a petition to the King of England. They demanded the revocation of the regulations enforced on industry and commerce and not to impose tax without the approval of the people. But the king sent a military force to suppress the people. This led to the war between England and the colonies.

◆ **Second Continental Congress.**

The Second Continental Congress held at Philadelphia in 1775 elected George Washington as the commander-in- chief of the Continental Army. During this time, through the pamphlet titled 'Common Sense', Thomas Paine declared that it was wise for the Americans to break the ties with Britain

• **Declaration of Independence**

The American Continental Congress issued the famous Declaration of Independence on 4 July 1776. The declaration was prepared by Thomas Jefferson, and Benjamin Franklin.

• **13 Colonies become Independent**

According to the Treaty of Paris in 1783, England ratified the freedom of thirteen colonies. The declaration was prepared by Thomas Jefferson, and Benjamin Franklin
The Constitution Convention held at Philadelphia under the leadership of James Madison, framed the American Constitution.
George Washington - the first president of the United States of America

Regarding human rights and freedom, what all can you find in the Declaration of Independence?

- All are equal
- Everyone has certain rights People have unalienable rights
- Right to life, liberty, and pursuit of happiness
- Destructive government must be changed

The American War of Independence transformed the system existed there.

The American War of Independence greatly influenced the later history of the world

◆ **Results / Influences**

- Gave direction and motivation to the later freedom struggles and revolutions all over the world
- Put forward the concept of republican form of government
- Prepared the first written constitution.
- Contributed to the concept of federal system that ensured freedom and authority of states in the union

Model Questions

4

1. Write a short note on the Mercantilist Laws

4

2. Match the following

5

A	B
1775	Declaration of Independence
John Locke	George Washington as the commander-in-chief of the Continental Army.
Thomas Paine	A petition to the King of England
1776	Everyone has some fundamental rights
1774	There is something absurd, in supposing a continent

3. According to which treaty the independence of the 13 colonies was recognized? 1

4. When did the war between England and the American colony end? 1

5. What were the results of the American Revolution? 4

6. What was the slogan chanted in the American colonies? Who designed it? 2

7. Explain the factors that led to the American War of Independence on the following hints

- Mercantilist laws Continental congress 6

THE FRENCH REVOLUTION

Causes of French Revolution

- ◆ The dictatorial rule of the kings and the life of luxury and they were squanders
- ◆ The social and economic inequality existed in France.
- ◆ Influence of thinkers

Louis XIV	Louis XV	Mary Antoinette
"I am the state." God has given absolute power to the King over his subjects and only god has the authority to question him.	"After me, the deluge."	"If they can't eat bread, let them eat cake."

The French autocratic rulers were squanders. Injustice, inequality and exploitation prevailed.

It is clear from this that while the majority in France lived in misery a minority, including the rulers, led a life of luxury and extravagance.

The French society was divided into three strata and they were known as the Estates. The clergy belonged to the first estate, the nobles to the second estate and ordinary people to the third estate. The ordinary people were denied rights and were heavily taxed. The higher clergy and the nobles held vast land and exempted from taxes. They collected different types of taxes.

The Third Estate.

The middle class . Farmers and crafts man

No role in administration

Paid many types of taxes

Low social status

Similar to the French society, the States General also had three estates.

Traditionally, each Estate would vote as group and had one vote. As a result, the nobility and the clergy could always overrule the Third Estate.

The first two Estates argued for Estate-wise single voting system, while the Third Estate (the Commons) demanded individual vote for each member of all the three estates.

While the arguments went on, the members of the Third Estate declared themselves as the National Assembly of France. They assembled in the tennis court nearby, and swore not to leave until they had framed a constitution of France. This event is known as the 'Tennis Court Oath'.

Various thinkers and streams of thought in France played an important role in making the people aware of the inequalities and exploitation.

Voltaire

- Ridiculed the exploitation of clergy.
- Promoted rational thinking, ideals of equality and humanism.

Rousseau

- Spelled out the importance of freedom with the statement, 'Man is born free, but everywhere he is in chains'.
- Declared that the people are the sovereign.

Montesquieu

- Encouraged democracy and the Republic.
- Suggested division of powers of the government into legislature, executive, and judiciary

The luxurious life and squander of the Bourbon kings, clergy and lords and the frequent wars they waged, along with the frequent spells of drought and crop failure, brought France to the brink of bankruptcy. The financial and military assistance given to American colonies in the American War of Independence also aggravated the financial crisis in France. To levy new taxes upon commoners, **Louis XVI** summoned the States General, the legislative assembly of the representatives from all the three estates, in 1789.

14 July 1789 Revolutionaries stormed with the slogan 'liberty, equality, and fraternity', demolished the Bastille prison, the symbol of Bourbon monarchy. This event is considered as the commencement of the French Revolution.

1- Demolition of the Bastille prison	3- October, 1789- Thousands of women marched from Paris to the Palace of Versailles with the slogan 'Give us bread'.
2- 12 August 1789- The National Assembly passed the Declaration of the Rights of Man and of the Citizen.	4- September, 1792 The National Convention, formed as per the new constitution, proclaimed France as a republic.

When France sneezes, the rest of Europe catches cold- Metternich, the Austrian Chancellor
Influence / impact of French Revolution

Stimulated all the later revocations in the world.	Ended the feudal system in Europe, and threatened the autocratic rulers
Proclaimed the nation is not merely a region , but the people	Contributed the concept of people's sovereignty
Led to the emergence of nationalism	Helped the emergence of nationalism
Helped the growth of the middle class	Spread the ideas of equality, liberty and fraternity

Napoleon came in to power in France

Napoleon Bonaparte for a short period. Napoleon played a crucial role in defeating the European alliance which was formed under the leadership of Britain against France in the post-revolution period.

He seized the power in France in 1799. Though an autocrat, he instituted several reforms in France. Napoleon was defeated by the European Alliance in the battle of Waterloo and lost his power in 1815.

Napoleon's administrative reforms

Farmers were made the owners of land	Exercised state's control over the clergy
Formed 'sinking fund' with the aim to avoid public debt	Established Bank of France to centralize finance
Constructed several roads for transportation	Prepared a new code of law by codifying the existing laws

Modal Questions

1. Match the following

4

A	B
• July 14	• The Palace of Versailles
• France	• After me, the deluge
• Mary Antoinette	• I am the state
• Louis XV	If they can't eat bread, let them eat cake

2. Write a short note on the French society 3
3. Write the circumstances which led to the 'Tennis Court Oath' 4
4. Describe the results of French revolution. 4
5. Explain the administrative reforms of Napoleon 4
6. In which war Napoleon was finally defeated 1
7. Explain the background of the French revolution based on the following hints. 6
- * French society * Thinkers & their ideologies

THE RUSSIAN REVOLUTION

● The circumstances that led the Russian Revolution

- Oppressive rule and backwardness of the country and misery of the people
- Farmers and factory workers in Russia led a tragic life under the autocracy of the Tsarist emperors, who ruled Russia.
- The low agricultural production affected the farmer's income. Moreover, the landless farmers had to pay huge tax.
- Though Russia was rich in natural resources, their industrial production was meagre. It was the foreigners who controlled majority of the industries that existed there.
- Defeat and disgrace in the Russo-Japanese war
- Hope given by the Revolution of 1905

The workers organized a huge march at Petrograd on 9 January 1905 demanding political rights and economic reforms. The march was fired at by the soldiers and hundreds of demonstrators were massacred. This event is known as the Bloody Sunday.

- Great setback in the first world war 1914

Influence of writers and thinkers- Maxim Gorky, Leo Tolstoy, Ivan Turgenev, Anton Chekov, Karl

Marx and Frederick Engels

Based on the Marxist ideologies, the Social Democratic Workers Party was formed. Later, this party was split into the Mensheviks (Minority) and the Bolsheviks (Majority). The main leaders of the Bolsheviks were **Lenin and Trotsky** **Alexander Kerensky** led the Mensheviks.

Social Democratic Workers Party

Mensheviks (minority)
Alexander Kerensky

Bolsheviks (majority)
Lenin and Trotsky

Duma.

Workers' organizations called "the Soviets" were formed all over Russia to conduct strikes. When the strikes gained massive strength, the emperor was compelled to form a legislative assembly called Duma.

Ignoring the protest from Duma, Nicholas II, the then Tsar decided to participate in the First World War. A lot of Russian soldiers were killed in this war.

February Revolution. - Menshevik Alexander Kerensky

Food shortage became severe by 1917. Thousands of women marched along the streets of Petrograd on 8 March 1917 clamouring for bread. The workers organized protest march in Petrograd. Though the soldiers clashed with the demonstrators in the beginning, later they joined the workers. It was the tragic experience during the First World War that induced them to do so. The workers captured Petrograd and Nicholas II was thrown out of power. A provisional government was formed under Alexander Kerensky, the Menshevik leader. Since the Russian calendar was a few days behind the international calendar, this revolution that took place in March came to be known as the February Revolution.

October Revolution - Bolsheviks Lenin

A group of soviets did not approve of the provisional government. Vladimir Lenin, who had been in Switzerland, came to Russia and strongly opposed the provisional government. He argued that the entire power should be transferred to the Soviets if they were to realize the aims of the revolution. The Bolsheviks and the Soviets supported him. They propagated that only proletarians' (workers) government could eradicate centuries old economic backwardness and inequality. They put forward several demands like:

- Withdraw Russia from the First World War
- Seize the lands owned by the lords and distribute them among the farmers
- Make factories public property

In October 1917, the Bolsheviks organized an armed rebellion against the provisional government. Kerensky fled from the country and Russia came under the control of the Bolsheviks. This event, through which the Bolsheviks attained power, is known as the October Revolution (as per Russian Calendar).

The results of Russian Revolution.

- Russia withdrew from the first World War
- Seized out the land and distributed among the peasants
- Gave importance to public sector
- Introduced centralized planning
- Achieved develops in the field of Science, Technology and Economy.

- New constitution came to force in 1924.
- Union of Soviet Socialist Republic was formed by consolidating different Soviet Republics.
- Spread the Socialist ideas all over the world.

Model Questions

- | | |
|---|---|
| 1. Write the name of world famous novel by Maxim Gorky? | 1 |
| 2. What were the reasons for Russian society to turn against the emperors? | 3 |
| 3. To what extent did the ideas of Karl Max and Engels influence the Russian Revolution? | 3 |
| 4. What led to the bloody Sunday? | 3 |
| 5. Comparison of Mensheviks and Bolsheviks activities. | 4 |
| 6. What were the demands of the Bolsheviks during World War I? | 3 |
| 7. Compare the February Revolution and the October Revolution? | 4 |
| 8. What were the consequences of the October Revolution? | 4 |
| 9. Explain the causes of the Russian Revolution | 6 |
| 10. Analyse how the February Revolution and October revolution led to the formation of Soviet Union | 6 |

Unit 6

STRUGGLE AND FREEDOM

Areas to pay more attention

<p style="text-align: center;"><u>Early Struggles of Mahatma Gandhi</u></p> <ul style="list-style-type: none"> • The Struggle of indigo farmers in Champaran • Ahmedabad cotton mill strike • Peasant struggle in Kheda 	<p style="text-align: center;"><u>Non-cooperation and the Khilafat Movements</u></p> <p>Constructive programmes Ali Brothers Active participation of Muslims Chauri Chaura The first popular protest</p>
<p>Poorna Swaraj and Civil Disobedience Lahore session of the INC The Second popular protest Disobey all anti-popular and anti-democratic civil laws Salt as a powerful weapon Salt Sathyagraha</p>	<p style="text-align: center;">The British Quit India</p> <p>National Congress held in Bombay 1942 The last popular protest British government suppressed the movement</p>
<p>Subhash Chandra Bose Alternative Paths - Forward Bloc INA Jhansi Regiment - Hoisted Indian flag in Imphal</p>	

Early Struggles of Mahatma Gandhi

<ul style="list-style-type: none"> • The Struggle of indigo farmers in Champaran 	Bihar	1917
<p>In Champaran, Gandhiji resorted to disobedience of the British rules and Satyagraha and his involvement compelled the authorities to pass laws in favour of the indigo farmers. After his struggle in Champaran, Gandhiji worked for the progress of Champaran region by establishing primary schools, initiating medical aids and involving in cleaning activities.</p>		
<ul style="list-style-type: none"> • Ahmedabad cotton mill strike 	Gujarat	1918

Cotton mill workers in Ahmedabad started their strike in 1918 when they were denied 'Plague Bonus'. Gandhiji got involved in this strike and adopted the same method of protest against the British rules and Satyagraha, Following his Satyagraha, the authorities agreed to hike the wages of the employees and the strike came to an end.

• Peasant struggle in Kheda	Gujarat	1918
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Due to drought and crop failure farmers in Kheda were living in utter misery. The rulers decided to collect tax from these poor villagers. Starting Satyagraha in (1918) Gandhiji protested against the decision. He advised people not to pay tax. Consequently, the authorities were forced to reduce tax rates.

The results of the early struggles that Gandhiji took up in India.

- The struggles he took up popularised his ideologies and method of protest.
- Till his entry into the political scenario, national movement was confined to the educated section of the society. His methods of protest attracted the laymen to the movement.
- The city centric national movement spread to rural areas.
- Gandhiji became a national leader acceptable to all strata of the society.

Towards the National Movement

1-1920- Non-cooperation and the Khilafat Movements	2-1930- Poorna Swaraj and Civil Disobedience	3-1942- The British Quit India
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Non-cooperation and the Khilafat Movements

The characteristics of non-cooperation policy adopted by Mahatma Gandhi.

Lawyers shall boycott courts	The public shall boycott foreign goods
Boycott elections	Retuning the British awards and prizes
Denial of taxes	Students shall boycott English schools

How the Indian society responded to Gandhiji's appeal for non-cooperation

Farmers in Awadh refused to pay taxes
The tribal groups in northern Andhra entered the forests and collected the forest produces violating the forest laws.
Farmers in Uttar Pradesh refused to carry the luggage of the colonial officials
Workers struck work.
Lawyers boycotted courts.
Students quitted colleges and schools run by the British.
The public, including women, burnt foreign clothes on the streets.

What were the constructive programs done during the Non-Co-operation movement?

People began to make indigenous products, spin khadi cloth using charka , establish national schools and popularise Hindi.
Kashi Vidya Pith Gujarat Vidya pith, Jamia Millia, etc. are some of the national

educational institutions started during this time.

Students who boycotted English education were attracted to national educational institutions.

Khilafat Movement

Khilafat leaders	Maulana Mohamad Ali	Maulana Shoukath Ali
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By declaring the Khilafat Movement as a part of Indian national movement, Gandhiji ensured active participation of Muslims in the freedom struggle.

He travelled across India with Khilafat leaders and propagated his ideologies.

Gandhiji supported the Khilafat movement- Why?

Results • Anti-British feeling spread to the nook and corner of the nation.

• Hindu-Muslim unity was intensified

Stopping the non-cooperation movement. 1922

In response to the police firing at a mob, at Chauri Chaura in Uttar Pradesh the villagers set ablaze the police station and 22 policemen died. This incident disappointed Gandhiji. So, he called for stopping the non-cooperation movement.

Poorna Swaraj and Civil Disobedience 1930

The second national level struggle by the Indian National Congress under the leadership of Mahatma Gandhi.

The Lahore session of the Indian National Congress held in 1929 under the chairmanship of Jawaharlal Nehru was a turning point in the history of freedom movement in India.

Resolutions Lahore Congress

The session declared that the ultimate aim of Indian freedom struggle was to attain complete freedom (Poorna Swaraj) for the country

It also resolved to start the civil disobedience movement under the leadership of Mahatma Gandhi.

Civil disobedience

According to Gandhiji to disobey all anti-popular and anti-democratic civil laws made by the British government

Gandhiji's Proposals

To lift salt tax	To declare 50% tax relaxation for farmers
To increase the tax on imported foreign clothes	To release political prisoners
To cut short military budget and high salary of top officials	To dissolve the secret surveillance wing formed to watch Indians
To start coastal shipping service	To implement prohibition of liquor

Why did Gandhiji select salt as a powerful weapon against the British?

- Salt tax constituted two fifth portion of the income collected by the British through taxes.
- This tax was a heavy burden for the poor people.
- The British government banned small scale indigenous salt production.
- There was three fold hike on salt price.
- The demand for lifting salt tax was a slogan suitable to inspire all segments of the society.

People in various parts of the country started to produce salt

Dandi in Gujarat	Payyannur in Kerala
Vedaranyam in Tamil Nadu,	Bombay in Maharashtra
Noakhali in Bengal	North West Frontier Province
Dharasana salt field in Gujarat - Sarojini Naidu	

The British Quit India 1942

The Quit India (to force the British to leave the country) movement was the last popular protest organized by the Indian National Congress under the leadership of Gandhiji.

The factors that caused Quit India Movement

- Reluctance of the British to implement constitutional reforms in India
- Public disgust with price hike and famine
- The assumption that the British would be defeated in the Second World War

Gandhiji,s Appeal

- Princely states shall recognise the sovereignty of their people

Farmers shall not pay land tax

Government officials shall disclose their loyalty to Indian National Congress without resigning their positions

Without quitting their positions in the army, soldiers shall disobey orders to shoot and kill Indians

If possible, students shall boycott education till attaining freedom

In protest, the uncontrolled mob demolished government offices, electric lines and transportation facilities. At the end of 1942, India was under the fire of popular unrest.

Subhash Chandra Bose (Netaji)

Subhas Chandra Bose was an Indian nationalist whose defiant patriotism made him a hero in India. Bose followed Jawaharlal Nehru to leadership in a younger wing of the Indian National

Congress, one that was less moderately constitutional in the late 1920s and more open to socialism in the 1930s.

At various stages of the national movement, Subhash Chandra Bose expressed his difference of opinion on Gandhian ideas of struggle. Quitting the Congress he formed a political party called **Forward Bloc**.

He took the charge of the Indian National Army (**INA**) formed by Rash Bihari Bose to attain freedom for India. He formed a **provisional government** free India in Singapore, with the aim of forcing the British to quit India.

The Indian National Army had a women wing called the **Jhansi Regiment** Captain Lekshmi, a Keralite, was in-charge of this regiment.

With the support of the Japanese army the Indian National Army marched to the east west border of India and hoisted Indian flag in Imphal.

Model questions

1- Match the following

3

A	B
Champaran Satyagraha	'Plague Bonus'
Ahmedabad cotton mill strike	British reduce tax rates
Kheda Satyagraha	Indigo farmers

2. What were the results of Gandhiji's early struggles in India?

4

3. What were the instructions given by Gandhiji during the non-cooperation movement?

4

4. Write three examples of people following Gandhiji's instructions during the non-cooperation movement?

3

5. The non-cooperation movement was both a boycott and a constructive activity at the same time. Elucidate

3

6. Who started the Khilafat movement? Why did Gandhiji support the Khilafat movement?

4

7. Who was the Chairman of the Lahore Congress session

1

8. Which session was declared aim of Indian freedom struggle was Poorna Swaraj?

1

9. What were the instructions given by Gandhiji during the Salt Satyagraha?

4

10. Who led the Dharasana Salt Satyagraha?

1

11. What was the circumstance of Gandhiji telling the British to quit India?

3

12. What message did Gandhiji give to the people during the Quit India Movement?

3

13. Explain Netaji's role in Indian independence movement?

4

14. Evaluate Gandhiji's role in the Indian independence movement on the basis of the following hints?

6

1920- Non-cooperation and the Khilafat Movements	1930- Poorna Swaraj and Civil Disobedience	1942- The British Quit India
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15. Briefly describe the struggles of Gandhiji in India from 1917 to 1922?

6

Unit 7

INDIA AFTER INDEPENDENCEAreas to pay more attention to this unit

Integration of Princely States	Achievements in Science and Technology
Education	Foreign Policy

Integration of Princely States

There were around six hundred princely states in pre-independent India, in addition to the territories directly ruled by the British.

Britain gave these princely states the options to join either India or Pakistan or to be independent. Integration of these princely states into the Indian Union was another challenge before the new nation.

The integration was really a herculean task and **Sardar Vallabhbhai Patel** was the Union Minister entrusted with this mission. He appointed **V.P. Menon** a Keralite, as Secretary of the Department of States.

Patel and V. P. Menon prepared an **Instrument of Accession** which stipulated that the princely states had to transfer their control over defence, external affairs, and information and communication to the Government of India.

Following the diplomacy of the government and popular protests, majority of the princely states signed the Instrument of Accession and joined Indian Union.

But some states such as **Hyderabad, Kashmir and Junagarh** resisted. Finally they were also integrated into the Indian Union through conciliation talks and military intervention

Following mass protest, **France** handed over its territories under their control to India. Territories under the control of **Portugal** were accessed to India through military operations.

Country	Suzerainties	Year of Accession
• France	• Pondicherry, Karaikkal, Mahe and Yanam	• 1954
• Portugal	• Goa, Daman and Diu	• 1961

Achievements in Science and Technology

Technology and technocrats have played a significant role in her development in agriculture and industry.

Under the leadership of Jawaharlal Nehru India made great achievements in science and technology and established several research institutions for the development of science and technology.

- Council of Scientific and Industrial Research (CSIR)
- Indian Council of Agricultural Research (ICAR)
- Indian Council of Medical Research (ICMR)

H. J. Bhabha was the head of Tata Institute of Fundamental Research and Indian Atomic Energy Commission.

Five Indian Institutes of Technology (IITs) were started between 1954 and 1964.

India made tremendous progress in medical science, biomedical engineering, genetics, biotechnology, health science, marine technology, information technology, atomic energy and transportation.

Space Research in India

Vikram Sarabhai,
Indian National Committee for Space Research (INCOSPAR)
Indian Space Research Organization (ISRO) 1969

The first rocket-launching station in India was established in Thumba, near Thiruvananthapuram. The first satellite Aryabhata was successfully launched in 1975. There are several agencies that develop satellites in India now (• National Remote Sensing Agency (NRSA) • Physical Research Laboratory (PRL) Agni and Prithwi are the missiles Chandrayan(Lunar Mission) and Mangalyan (the space mission of India to Mars)

Education

Recognising the importance of education in nation building, our national leaders framed indigenous education policies suitable to Indian context.

- ◆ **The Government appointed various commissions to study Indian education and to submit recommendations.**

Commissions	Objectives	Recommendations
Radhakrishnan Commission (1948)	To study university education	<ul style="list-style-type: none"> • Start professional educational institutions • Give emphasis to women education • Form the University Grants Commission (UGC)
Lakshmana Swami Mudaliar Commission (1952)	To study secondary education	<ul style="list-style-type: none"> • Implement three language formula • Form Secondary Education Commission Establish multi-purpose schools Form a council for teacher training
Kothari Commission (1964)	To propose a national pattern of education	<ul style="list-style-type: none"> Implement 10+2+3 pattern of education Start Vocational education at secondary level Focus on value education.

National Policy on Education 1986	To prepare India to face the challenges of the new millennium	<ul style="list-style-type: none"> Focusing on primary and continuing education. Launching Operation Blackboard Programme to universalise primary education and to improve infrastructure facilities in schools. Starting Navodaya Vidyalayas in every district. Encouraging girls' education.
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In 2009 Government of India enacted a law by which education became a fundamental right.

Sarva Siksha Abhiyan and Rashtriya Madhyamik Siksha Abhiyan introduced by Union Government, are joined together and implemented as Samagra Sikhsha Abhiyan on 2018

onwards

Foreign Policy

Free India adopted the foreign policy framed by the Indian National Congress during the struggle for independence.

Nehru is the chief architect of the foreign policy of India.

Main principles of India's foreign policy are:

- Resistance to colonialism and imperialism
- Hostility to racism
- Trust in the United Nations Organization
- Peaceful co-existence
- Panchsheel principles
- Emphasis on the necessity of foreign assistance
- Policy of Non - alignment

Panchsheel Principles

Signed by Jawaharlal Nehru and Chou En-lai the then Prime Minister of China in 1954.

- Mutual respect for each other's territorial integrity and sovereignty
- Mutual non-aggression
- Mutual non-interference in each other's internal affairs
- Equality and cooperation for mutual benefit
- Peaceful co-existence

Model Questions

- 1-Post - Independence India started several institutes for the advancement of science .Write two examples of any of them 2
- 2-Which princely states refused to join the Indian Union? 3
- 3- Which European countries had colonies in India after independence? Make a list of the occupied territories and the year they were annexed to India from those countries. 4
- 4-Explain the situation where the integration of princely states has become a difficult challenge in independent India 4
- 5- How the integration of princely states was possible in independent India 4
- 6- What are the achievements of post-independence India in the field of science and technology? 6
- 7-List the Education Commissions, Objectives and Recommendations Appointed in Post-Independent India 6
- 8- In which years were national education policies introduced in independent India? 1
- 9- Explain the major features of National Policy on Education 1986. 4
- 10- What are the key principles of India's foreign policy? 4
- 11- Who were signed Panchsheel Principles? Write 5 principles 6
- 12- Make a list of the fundamental principles of India's foreign policy 4

SS II- UNIT 1 : SEASON AND TIME

Areas to pay more attention

Seasons and apparent movement of the Sun	Rotation and calculation of time	Greenwich time (GMT) and time zones
Standard time	Indian Standard Time (IST)	International Date Line

The changes on the Earth are called seasons

- Variations in the amount of sunshine are the important special feature of the different seasons.

The position of the Earth's orbit around the Sun

March 21 - Equator - 0°

- June 21 Tropic of Cancer - $23\frac{1}{2}^{\circ}$ N
- September 23 - Equator - 0°
- December 22 - Tropic of Capricorn - $23\frac{1}{2}^{\circ}$ S
- The Sun's rays fall vertically over one hemisphere during one half of the year and on the other hemisphere, during the other half.
- Temperature will be higher over those places where the vertical rays of the Sun fall.

Factors influence in the changes of seasons

Revolution of the Earth -

It is in an elliptical orbit that the Earth revolves

Tilt of the axis - The axis of the Earth is tilted at an angle of $23\frac{1}{2}^{\circ}$ from the orbital plane.

If measured from the vertical plane this would be $23\frac{1}{2}^{\circ}$

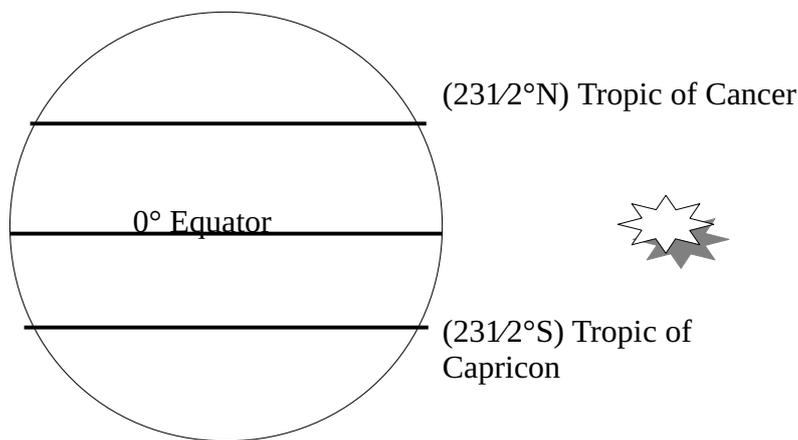
Parallelism of the axis - The Earth maintains this tilt throughout its revolution.

Apparent movement of the Sun _____ - Since the parallelism is maintained same throughout the revolution, the position of the Sun in relation to the Earth varies apparently between Tropic of Cancer ($23\frac{1}{2}^{\circ}$ North) and Tropic of Capricorn ($23\frac{1}{2}^{\circ}$ South).

The apparent movement of the sun	Months	Seasons in Northern hemisphere	Seasons in Southern hemisphere
From Tropic of Capricorn to the Equator	From December 22 to March 21	Winter	Summer
From the Equator to Tropic of Cancer	From March 21 to June 21	Spring	Autumn
From Tropic of Cancer to the Equator	From June 21 to September 23	Summer	Winter
From the Equator to Tropic of Capricorn	From September 23 to December 22	Autumn	Spring

Seasonal changes are not usually very obvious in the tropical regions because of the incidence of large amount of Sun's rays throughout the year. Characteristics of different seasons are clearly felt in the mid latitudinal or temperate zones

Date	Position of the Sun	Day	Northern hemisphere	Southern Hemisphere
March 21	Above the Equator (0°)	Equinox	From March 21 to June 21 Spring	Autumn
June 21	Above the Tropic of Cancer (23½°N)	Summer Solstice	From June 21 to September 23 Summer	Winter
September 23	Above the Equator (0°)	Equinox	From September 23 to December 22 Autumn	Spring
December 22	Above the Tropic of Capricorn (23½°S)	Winter Solstice	From December 22 to March 21 Winter	Summer



Q. Indicate the days of Equinoxes , Summer Solstice and Winter Solstice in the above picture by drawing the sun

The facts associated with rotation.

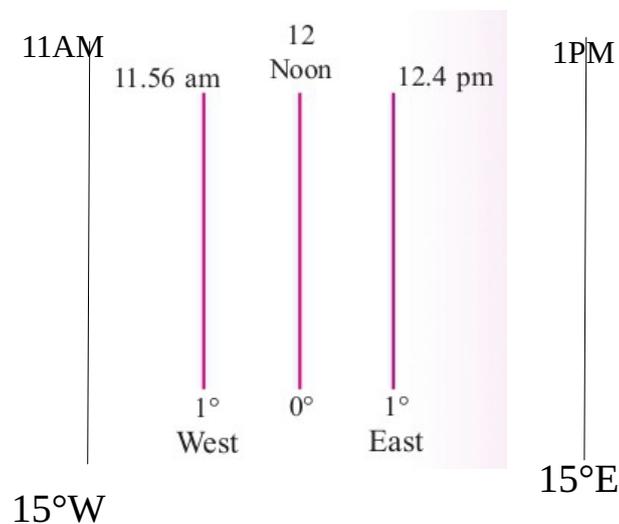
- The Earth rotates from west to east
- It takes 24 hours to complete one rotation
- As the Earth rotates from west to east, the Sun rises in the east.

Local Time

- The time estimated at each place, based on the position of the Sun, is termed as the local time – 12 Noon – Apex position of the Sun

The time required to complete a 360° rotation is 24 hours.

The time required to complete a 360° rotation is 24 hours.
On converting 24 hours into minutes $24 \times 60 = 1440$ minutes
That is, the time required for the completion of one rotation = 1440 minutes
The time required for the Earth to complete the rotation of 1° longitude is $1440/360 = 4$ minutes.
The time required for the rotation of 15° longitudinal area is $15 \times 4 = 60$ minutes (1 hour).
15° longitudinal area of the Earth passes by the Sun within a period of one hour.
The time required for the rotation of 7½° longitudinal area is $7.5 \times 4 = 30$ minutes (½ hour).
82.5 degree $\times 4 = 330$ minutes i.e. $330/60 = 5.5$ hours , (5 ½ hour)



As the Earth rotates from west to east, time advances towards the east and recedes towards the west.

Greenwich time (GMT):-

The zero degree longitude is known as the Greenwich Meridian

Time is calculated worldwide based on the Greenwich Line.

The local time at the prime meridian is known as the Greenwich Mean Time.

Standard time:-

Each country in the world considers the longitude that passes almost through its middle as the standard meridian.

The countries with large longitudinal extent estimates more than one local time by considering more than one standard meridian.

The local time at the standard meridian is the standard time of that country

Indian Standard Time (IST):-

- The 82½°E longitude which passes almost through the middle of these longitudes has been fixed as the standard meridian of India.

- The local time along this longitude is generally considered as the Standard Time of India. This is known as the Indian Standard Time.
- The difference between the Indian Standard Time and the Greenwich Mean Time is 5½ hours. (5 hours 30 minutes)

International Date Line:-

- 180° longitude. 180° longitude to the east and west of Greenwich.
- To avoid 24 hours difference adjustments have been made avoiding the land areas along the 180° longitude. It passes only through ocean (the Bering Strait in the Pacific Ocean.)
- The lines fluctuated.
- Travellers gain or loss a day on crossing this line. There ends a day and begins another day.

MODEL QUESTIONS

1. What is the season in Southern Hemisphere when summer is in Northern Hemisphere?
A) Spring (B) Autumn (C) Winter 1
2. Find the correct order of the seasons given below 3
A. Winter, Spring, Summer, Autumn
B. Spring, Autumn, Summer, Winter
C. Winter, Summer, Spring, Autumn 1
3. What time is it at 1 Degree west when it is 1 PM on Zero degree longitude? 1
4. Explain -Local time, Greenwich Mean Time and International Date Line 6

UNIT-7 SS II

INDIA THE LAND OF DIVERSITIES

Areas to pay more attention

In the Himalayas- Trans Himalayas, Himalayas, Eastern Highlands	Significance of the Northern Mountains	Himalayan rivers	The Peninsular Plateau
Peninsular rivers	Western coastal plain	Eastern coastal plain	Map- Mountain ranges, Rivers, Plateaus

In the Himalayas

Physiography

- ◆ The Northern Mountain Ranges
- ◆ The Northern Great Plain
- ◆ The Peninsular Plateau

- ◆ The Coastal Plains
- ◆ The Islands

The Northern Mountain Ranges

- ◆ Karakoram -
- ◆ Ladakh
- ◆ Zaskar

Trans Himalayas - Mount K2 (8661m) / Godwin Austin - The highest peak in India Himalayas – 5 lakhs square kilometres – Three Parallel Mountain Ranges

HIMADRI	HIMACHAL	SIWALIKS
The Highest Mountain range	Situated to the south of Himadri	Situated to the south of Himachal
Average altitude is 6000 metres	Average altitude is 3000 metres	Average altitude is 1220 metres
Origin of the Rivers Ganga and Brahmaputra	The hill stations like Shimla, Darjiling etc. are situated in the southern slopes of the ranges	As the Himalayan Rivers cut across the ranges, its continuity breaks at many places
Has a number of peaks above 8000 metres		Broad flat valleys seen along these Ranges are called Duns(e.g.: Dehradun)
Kanchanjanga (Sikkim)		

Eastern Highlands – Altitude of 500 to 3000 metres

Patkai Bum Boundary between Arunachal and Myanmar	Naga Hills	Gharo, Khasi and Jaintia Hills Chirapunji is in Khasi (Meghalaya)
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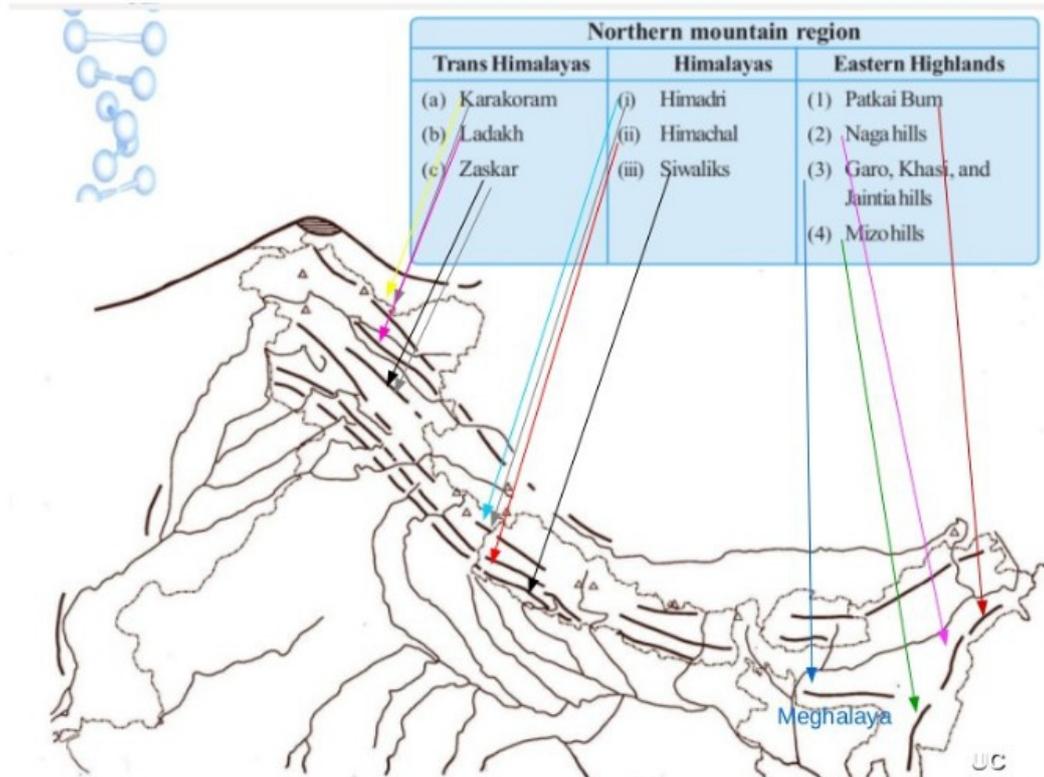
Human Life in the lap of Himalayas

- ◆ Sheep are commercially reared in Kashmir and Himachal.
- ◆ The valleys of Siwaliks have been formed by the deposition of alluvium brought down by the Himalayan rivers.
- ◆ Apart from potato, barley, and saffron, fruits like apple and orange are cultivated here.
- ◆ The largest production of tea in India comes from Assam mountain ranges.
- ◆ Hill stations like Simla, Darjeeling, Kulu, Manali, etc. are situated here.

Significance of the Northern Mountains

Source of rivers. • Tourism • Pilgrimage • Agriculture • Minerals • Block the monsoon winds and cause rainfall throughout North India.

- Have been protecting us from foreign invasions from the north since ancient times.
- Prevent the dry cold winds blowing from the north from entering India during winter.
- Caused the emergence of diverse flora and fauna.



The Peninsular Plateau

- ◆ Entire portions of Madhya Pradesh, Jharkhand and Chhattisgarh as well as parts of Maharashtra, Karnataka, Tamil Nadu, Telengana, Odisha and West Bengal together form a plateau known as the peninsular plateau.
- ◆ The peninsular plateau made of hard crystalline rocks forms the oldest and the most extensive physical division of India.
- ◆ It extends about 15 lakh square kilometres. The highest peak in this region is the Anamudi (2695 m) (Idukki). Known as the store house of minerals. It includes Malwa Plateau, Deccan plateau, Chotta Nagpur Plateau, Aravalli, Eastern Ghats, Western Ghats, Ran of kutch, Kathiawar, Vindhya, Satapura

The Peninsular Plateau – vegetation

- ◆ The major vegetation of this region receiving seasonal rain is tropical deciduous.
- ◆ The trees found in this region are teak, sal, sandalwood, bamboo, etc. But the rainy western slopes of the Western Ghats have tropical rain forests.

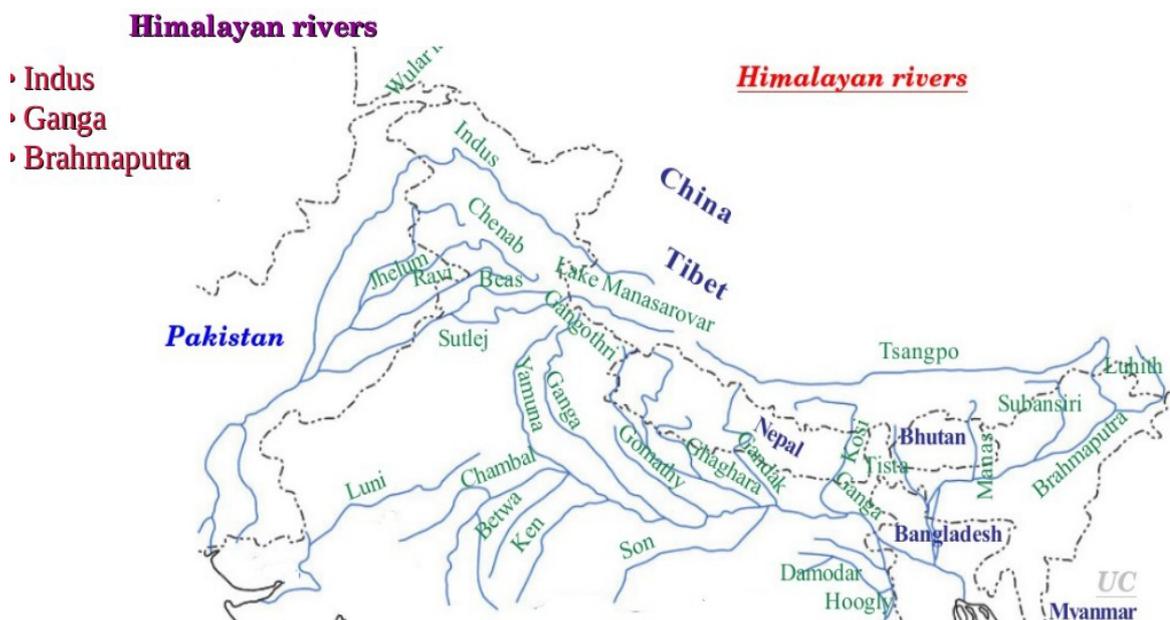
The Deccan Plateau

- ◆ The southern part of the peninsular plateau, has been formed by the cooling of lava that spread over the region millions of years ago.
- ◆ Black soil is extensively found in this region made of igneous rocks, named basalt.
- ◆ As this soil is best suited for cotton cultivation, it is also called **black cotton soil**.
- ◆ Red soil also occurs in large quantities. This soil formed by the weathering of igneous and metamorphic rocks is comparatively less fertile. **The presence of iron gives red colour to this soil.**
- ◆ Laterite soil is formed in the regions with monsoon rains and intermittent hot seasons.

Coast line

- ◆ The approximate length of this coast line is 6100 kilometres extending States from the Rann of Kutchh in Gujarat to the Ganga-Brahmaputra delta.
- ◆ The coastal plain of India can be divided in to two

Western Coastal Plain	Eastern Coastal Plain
<ul style="list-style-type: none"> • Between the Arabian Sea and the Western Ghats • From the Rann of Kutchh to Kanyakumari • Comparatively narrow • Can be divided into Gujarat coast, Konkan coast, and Malabar coast • Backwaters and estuaries are seen • Influence of south-west monsoon is more 	<ul style="list-style-type: none"> • Between the Bay of Bengal and the Eastern Ghats • From the Sundarban delta region to Kanyakumari • Comparatively wide • Can be divided into north Zircar plain and Coromandal coast • Delta formation takes place • Influence of north-east monsoon is more



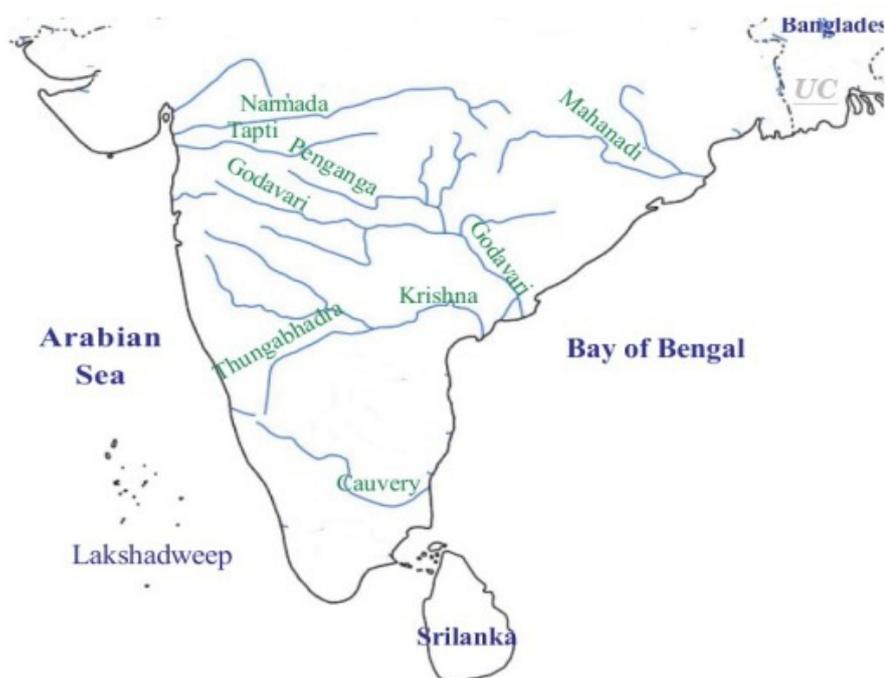
Himalayan rivers

Himalayan Rivers	Origin	Length	Tributaries	States through which it flows	Sea which it joins
Indus	Manasa sarowar lake in Tibet	About 2220 Km (only 709 Km of this River flows through India)	Jhelum	Jammu & Kashmir Punjab	Arabian Sea
Ganga	Gaumugh caves in the Gangothri glacier	About 2500 Km Longest Himalayan Range	Yamuna	Uttarkhand Bihar UP Jharkhand West Bengal	Bay of Bengal
Brahmaputhra	Chema-yung-dung glacier in Tibet	About 2900 Km (only 725 Km in India)	Tista	Arunachal pradesh Assam	Bay of Bengal

◆ Indus Tributaries	Tributaries of Ganga	Tributaries of Brahmaputhra
<ul style="list-style-type: none"> ◆ Jhelum ◆ Chenab ◆ Satlaj 	<ul style="list-style-type: none"> ◆ Yamuna ◆ Chambal Betwa ◆ Kosi Gomathy 	<ul style="list-style-type: none"> ◆ Tista ◆ Lohit ◆ Dibang Subansiri

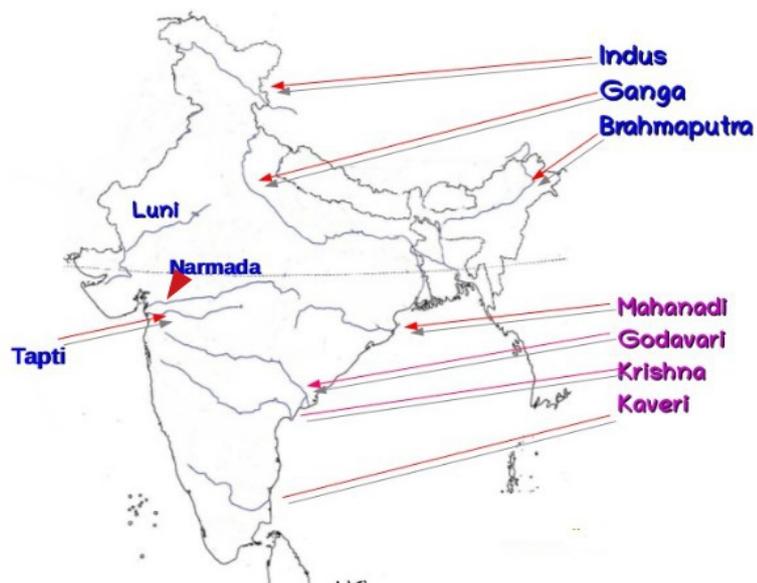
The Peninsular rivers

◆ West flowing Rivers	◆ East Flowing Rivers
<ul style="list-style-type: none"> ◆ Narmada ◆ Tapi 	<ul style="list-style-type: none"> ◆ Mahanadi ◆ Godavari ◆ Krishna & Kaveri



River	Origin	Length	Major Tributaries	States through which it flows	Sea which it joins
Mahanadi	Maikala Ranges(chattisgarh)	857Km	Ib, Tel	Chattisgarh Odisha	Bay of Bengal
Godavari	Western Ghats(Nasik district of Maharashtra)	1465Km	Indravati Sabari	Maharashtra karnataka Telengana Andrapradesh Chattisgarh	Bay of Bengal
Krishna	Western Ghats(Mahabaleswar in Maharashtra)	1400Km	Bhima Thungabadra	Maharashtra karnataka Telengana Andrapradesh	Bay of Bengal
Kaveri	Brahmagiri Ranges in Western Ghats(Karnataka)	800Km	Kabani Amaravati Bhavani	Karnataka Tamil Nadu	Bay of Bengal
Narmada	Maikala Ranges(Madyapradesh)	1312Km	Hiran Banjan	Madyapradesh Maharashtra Gujarath	Arabian Sea
Tapati	Muntai Plateau(Madypradesh)	724Km	Anar Gima	Madyapradesh Maharashtra Gujarath	Arabian Sea

- ◆ Godavari is the **Longest among the Peninsular Rivers.**
- ◆ Waterfalls are common in most of the Peninsular Rivers.
The Highest among these is the **Jog Falls**(225 metres) in the **Sharavati River** in Karnataka



◆ Rivers Comparison

Himalayan Rivers	The Peninsular Rivers
<ul style="list-style-type: none"> • Originate from the Himalayan Mountain Ranges • Intensive Erosion • Extensive catchment area • Create gorges in the mountain region and Miandar in Plains • High Irrigation potential • Navigable along the plains • These rivers receives water both from the Monsoon and snow melt 	<ul style="list-style-type: none"> • Originate from the mountain ranges in the Peninsular Plateau • Comparatively smaller catchment area • Intensity of the erosion is less • Do not create deep valleys as they flow through hard and resistant rocks • Less irrigation potential • Potential for in land navigation is less • These rivers receives water only from the Monsoon (seasonal)

Some major towns and cities situated along the banks of the rivers

New Delhi- Yamuna Varanasi - Ganga Guwahati - Bhrahmaputhra Srinagar - jhelum Vijayawada - Godavari Coorg - Cauvery	Agra -Yamuna Allahabad - Ganga Kolkata - Hugli Ahmedabad - Sabarmati Thiruchirappalli - Cauvery	Devaprayag- Ganga Patna - Ganga Ludhiana - Satlej Surat - Tapti Tanjavur - Cauvery
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MODEL QUESTIONS

- Which is the tallest peak in the Karakoram Range?
(A. Mount K2, B. Mount Everest, C. Kanjan janga) 1
- Which of these is not a part of the Eastern Hills?
(A.Khasi. B. Patkai Bum, C. Satpura) 1
- The tributary of the Ganges
(A.Jhalam, B. Yamuna, C. Tista) 1
- The river originates from Brahmagiri in the Western Ghats
(A.Narmada, B. Mahanadi, C. Kaveri) 1
- Find the incorrect statement
A. The eastern coastal plain lies between the Bay of Bengal and the Eastern Ghats
B. The eastern plain stretches from Sundarbans to Kanyakumari
C. The eastern coast lies between the Arabian Sea and the Western Ghats
- Write 3 importance of the northern mountain region 3
- Write the features of the Deccan Plateau 4
- Make a brief note of human life on the plains 3
- Compare Himalayan Rivers and Peninsular Rivers 6

10. Mark the following in the outline of India provided

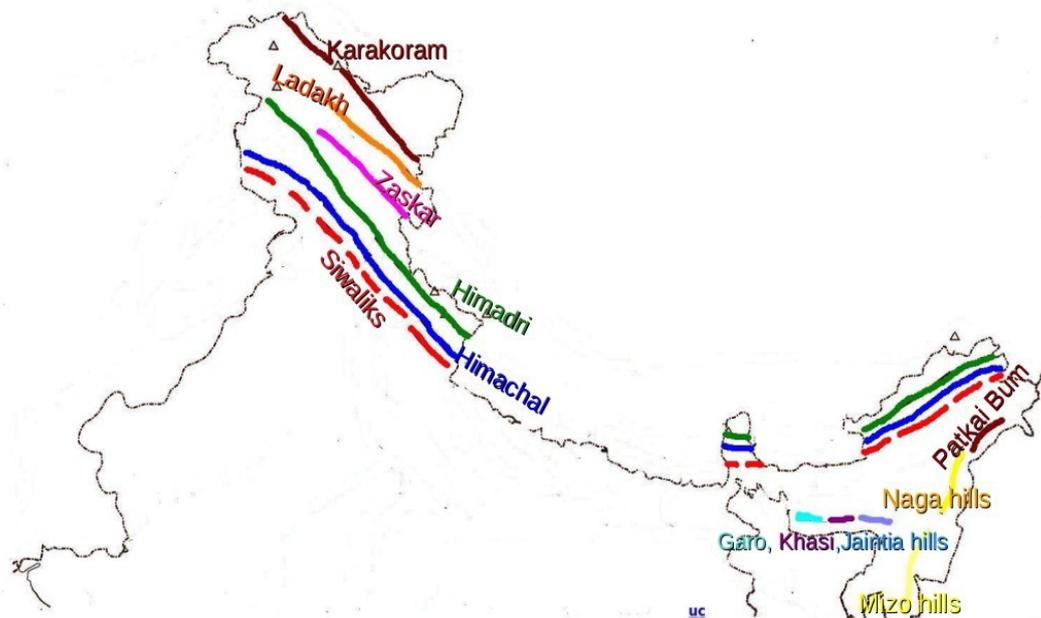
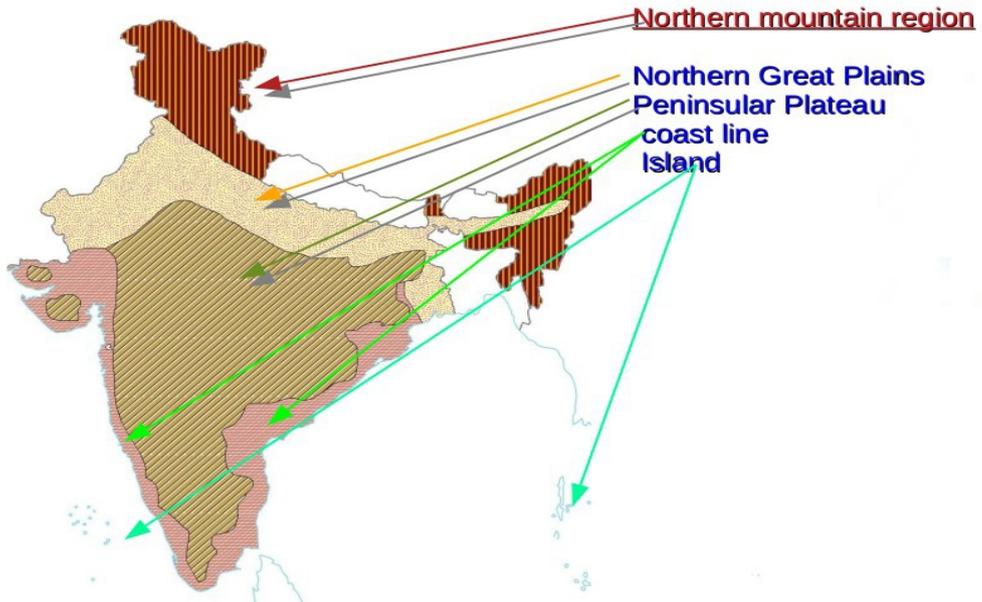
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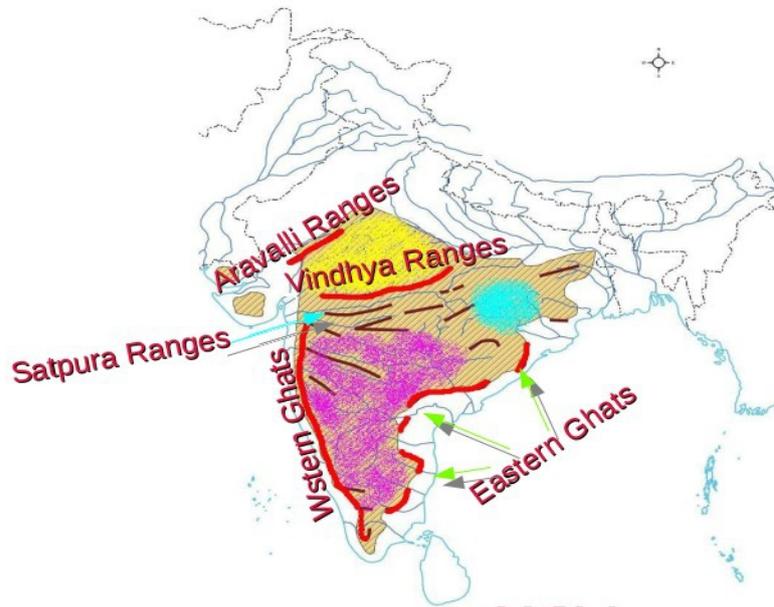
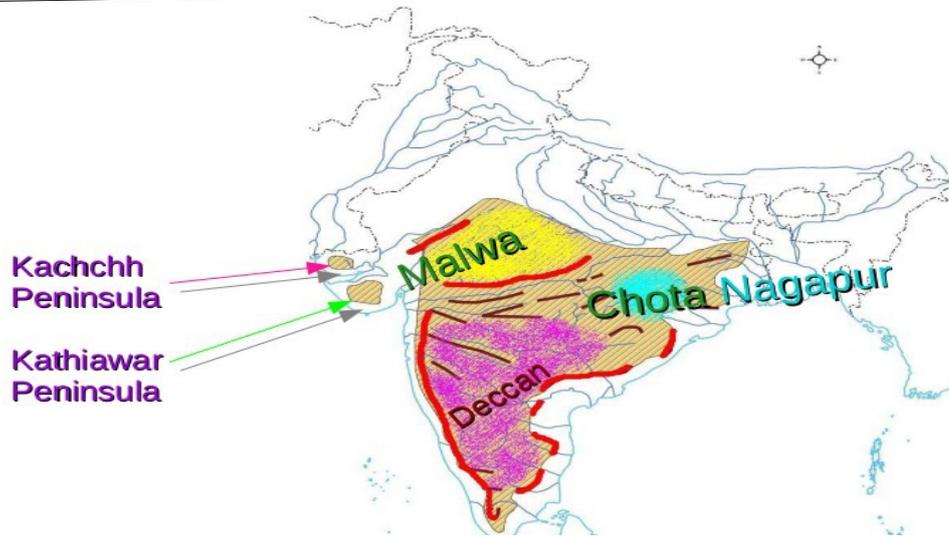
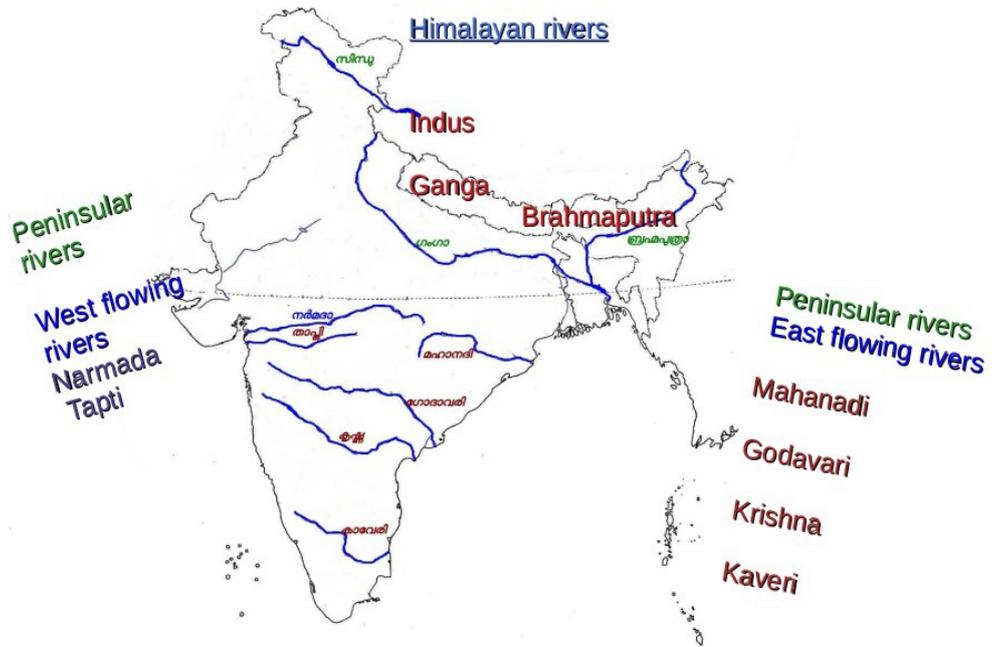
A. Khasi

B. Thapti

C. Aravalli

D. Chotta Nagpur





SS 1 : Unit 3**PUBLIC ADMINISTRATION****Areas to pay more attention**

Public Administration	Importance of Public Administration
Features of Bureaucracy	Indian Civil Service
E-Governance	

The definition of N. Gladden

Public Administration is concerned with the administration of the government.

The important area of public administration is governmental administration.

Public administration is the effective utilization of men and materials for the implementation of existing laws, governmental policies, programmes and developmental projects. Governmental institutions are part of public administration.

They function for the welfare of the people.

During monarchy, the interests of the monarch was the basis of public administration.

Democratic administration becomes more effective and efficient through public administration.

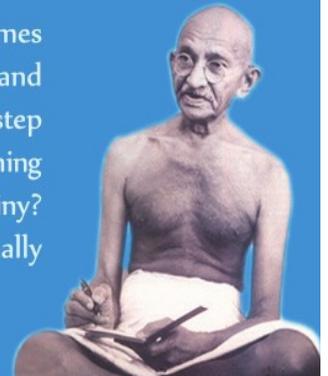
Governments try to find solutions to various problems and ensure the welfare of the people through public administration.

Importance of Public Administration

Formulate governmental policies	Ensure welfare of the people
Provide goods and services	Find out solutions to public issues

"I will give you a talisman. Whenever you are in doubt, or when the self becomes too much with you, apply the following test. Recall the face of the poorest and the weakest man [woman] whom you may have seen, and ask yourself, if the step you contemplate is going to be of any use to him [her]. Will he [she] gain anything by it? Will it restore him [her] to a control over his [her] own life and destiny? In other words, will it lead to swaraj [freedom] for the hungry and spiritually starving millions? Then you will find your doubts and your self melt away."

Mahatma Gandhi's Talisman



Gandhiji opined that public administration should consider the poorest and weakest specially and protect them.

Gandhiji's concept of Grama Swaraj influenced India's outlook of public administration to a great extent. Local government institutions were constituted on this basis.

Bureaucracy

Bureaucracy , specific form of organization defined by professional management, hierarchical coordination and legal authority.

Officials work for the day-to-day operations of these institutions

It is the officials who make the public administration network dynamic

All government services are delivered to the people through officials

The bureaucracy is the body of officials who administer and govern the country

The employees who work under public administrative system and administer the country are together known as 'bureaucracy'

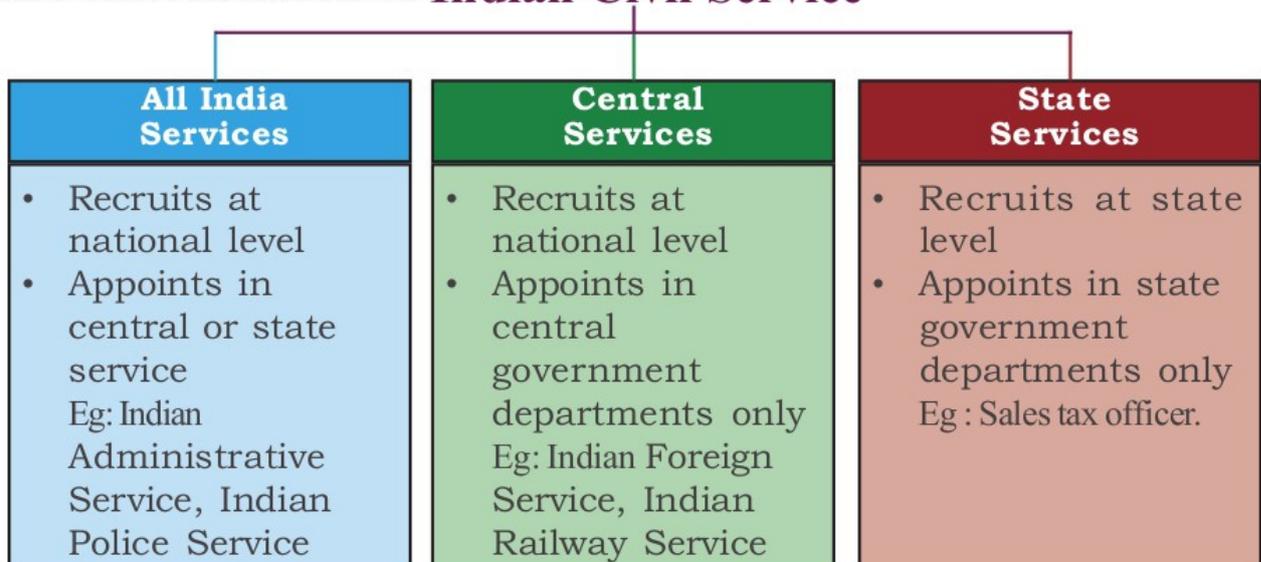
Features of Bureaucracy

Hierarchical organisation	Bureaucracy is organised in such a way that there is one employee at the top and the number increases when it reaches the lower levels. This is known as hierarchical organisation.
Permanence	Persons appointed will continue in service till the age of retirement.
Appointment on the basis of Qualification	Employees are recruited and appointed on the basis of educational qualification.
Political Neutrality	Bureaucrats are liable to implement the policies of whichever party comes to power. Party interests should not reflect in their work. They should act neutrally.
Professionalism	Every government employee must be skilled in their work.

Indian Civil Service

All the employees who work under the central and the state governments and the employees under the public sector undertakings are part of India's civil service.

The classification of Indian Civil Service



UPSC	PSC
Candidates to all India services and central services are recruited by the Union Public Service Commission The chairman and the members of this commission are appointed by the President of India. The UPSC has elaborate mechanisms for the recruitment of candidates based on qualification.	At the state level, candidates are recruited by the Public Service Commission of the State (Eg; KPSC- Kerala...) The Governor appoints the Chairman and the members of the State Public Service Commission. Recruitment of candidates based on qualification.

UPSC and PSC are constitutional institutions, Why?

UPSC and State PSC's are constituted on the basis of constitutional provisions. So they are called constitutional institutions.

Administrative Reforms

A number of steps are taken by the government for increasing the efficiency of the services and to provide service to people in a time bound manner. They are known as administrative reforms.

E-Governance

E-governance is the use of electronic technology in administration. This helped to obtain government services easily in a speedy manner.

Examples - single window system for Higher Secondary Admission (HSCAP)
Online applications for various scholarships, Akshaya Centres

The benefits of E- governance:

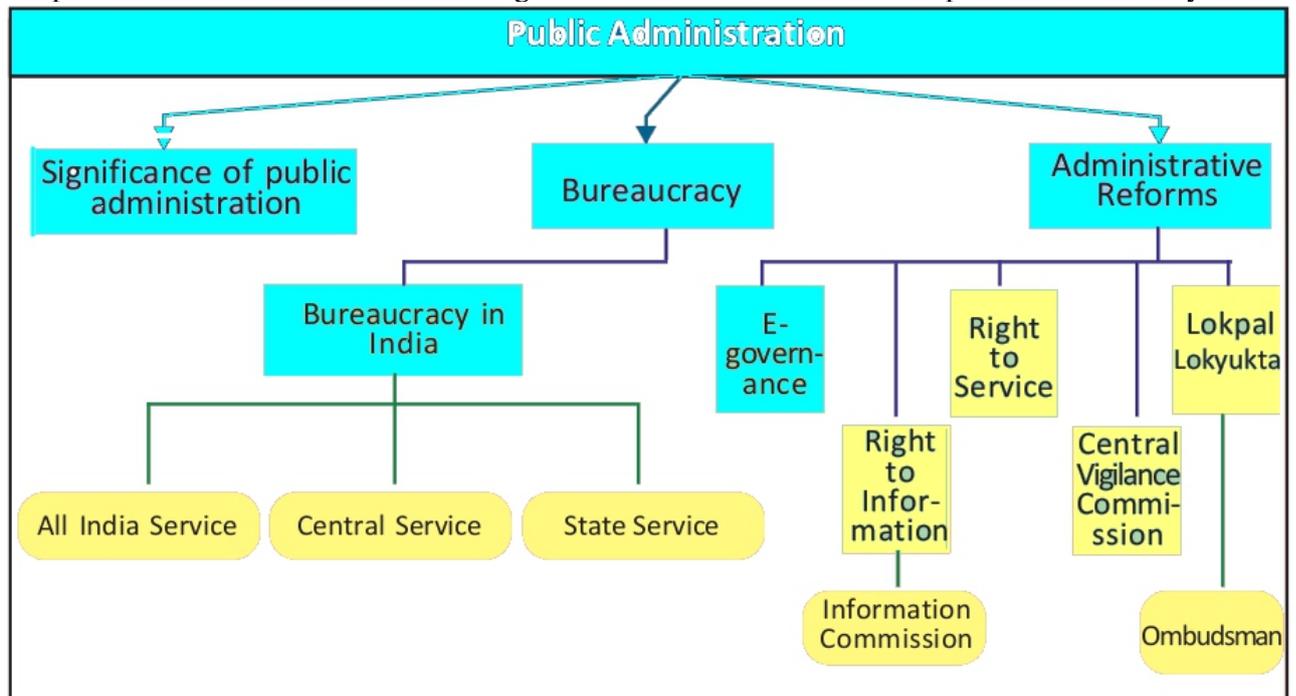
Can receive service with the help of information technology.

Need not to wait in government offices for services.

Government services offered speedily and with less expense

Efficiency of the offices and quality of the service get enhanced.

People can receive the services of E- governance at home with the spread of E-literacy.



Model Questions

1. What is public administration? 2
2. Whose statement is "public administration is concerned with the administration of government administration"? 1
3. What is the difference between monarchy and democracy in public administration? 3
4. Who contributed the concept of Gramaswaraj? 1
5. What is bureaucracy? 3
6. What are the characteristics of the bureaucracy? 5
7. Make a note of the bureaucracy in India 3
8. Compare the Union Public Service Commission and the Public Service Commission of state 4
9. What is e-Governance? Write the benefits of E- governance 6

SS II: Unit 3

HUMAN RESOURCE DEVELOPMENT IN INDIA

MAIN CONCEPTS

- Human resource – its importance
- Human resource development (HRD) - different levels of HRD -
- Qualitative aspects of human resource
- Education and HRD - literacy rate - education and skill development programmes – problems faced in this sector
- Health care and HRD – its importance and institutions

Human resource

- Human resource refers to people who have the man power which can be utilised in production sector.
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Human resource development

Human resource can be developed through education , healthcare and training.

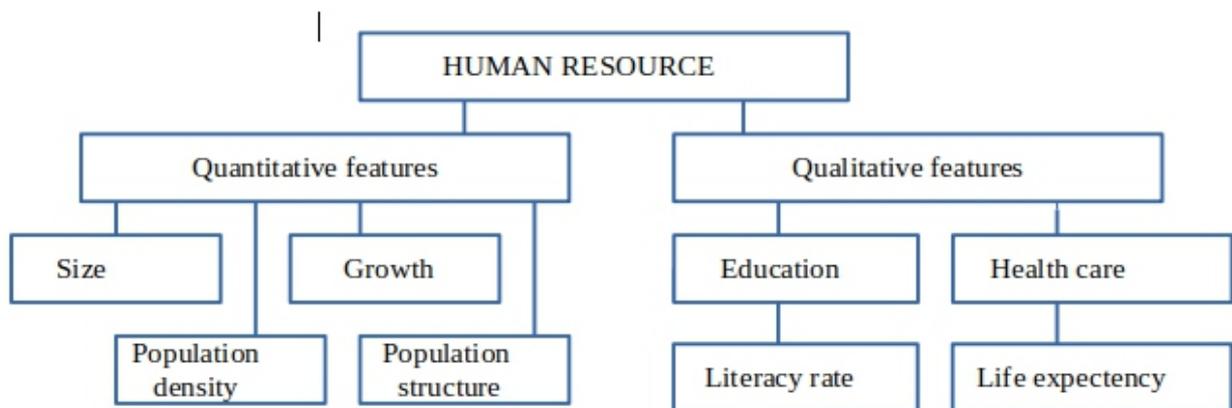
Different levels of human resource development

Individuals make efforts to develop their skill.

Family creates an environment for the development of the potential of individuals.

Various **institutions** and agencies provide facilities for education and training.

Nation provides the necessary facilities for people to develop their skill.



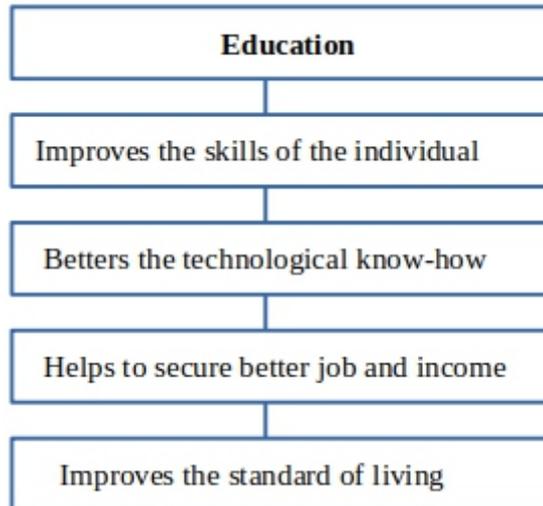
The qualitative factors that improve the labour potential

- Education
- Health care
- Training
- Social capital

Advantages of developing human resource

- Productivity of workers increases
- Economic inequality is reduced.
- Natural resources are utilised effectively.
- Makes possible the development and use of advanced technology.
- Entrepreneurship improves

Education and development of the nation



The projects implemented in India to develop education and skills.

PROJECTS	GOALS
ICDS (integrated child development scheme)	<ul style="list-style-type: none"> To ensure integrated development of children up to 6 years To provide healthcare for pregnant and lactating women
SSA (Samagra Shiksha Abhiyan)	<ul style="list-style-type: none"> To ensure universal education to all up to higher secondary level To ensure equality and equity To promote vocational education
RUSA (Rashtriya uchthal Siksha Abhiyan)	<ul style="list-style-type: none"> To increase the access to higher education To improve the quality of higher education
National Skill Development and Monetary Reward Scheme	<ul style="list-style-type: none"> To ensure equality and equity

The problems exists in Indian education sector

- Certain sessions drop out from schools without completing primary education.
- There is a lack of availability of basic facilities in the education sector.
- **Quality of education has to be improved.**

Right to Education Act (RTE Act 2009)

- passed in 2009
- Aim :- ensure the goal of ' elementary education to all '
- Education became a fundamental right.

Healthcare

According to WHO, health is a state of physical, mental and social well being.

Healthcare and the progress of nation

- Production increases with the increase in efficiency and the number of working days.
- Natural resources can be utilised properly.
- medical expense can be reduced ,there by reducing the expenditure of the government.
- **Economic development is possible through increase in production.**

The facilities to be ensured for the health care of society.

- Availability of nutritious food
- Availability of clean water
- preventive measures
- cleanliness
- Medical facilities
- ensuring the leisure and entertainment
- healthy environment

Institutions that work at different levels in the medical sector to ensure the health care of the society.

- Medical colleges
- District hospitals
- Community health centres
- Primary health centres
- Health sub centres

The different systems of medicine available in India

- Modern English medicine (Allopathy)
- Ayurveda
- Yoga
- Naturopathy
- Unani
- Sidha
- Homeopathy

NRHM & NUHM

NRHM (**National Rural Health Mission**) operates in **rural** sector to provide quality service to all.

NUHM (**National Urban Health Mission**) provide improved health service to the residents of **urban** slums and in small towns with a population of more than 50000.

Life expectancy

Life expectancy refers to **the average years of life of a person lives.**

MODEL QUESTIONS

1. What is human resource? 2
2. How can human resource be developed ? 2
3. What are the different levels of human resource development? 2
4. What are the qualitative factors that improve the labour potential? 2
5. 'Social welfare is ensured through developing human resource.' Explain
6. What are other major advantages of developing human resource? 4
- 6 How does education help in a countries development? Prepare a flow chart. 2
- 7 The following are some of the projects implemented in India to develop education and skills.

Write down the goals of each projects .

PROJECTS	GOALS
ICDS	
SSA	
RUSA	
National Skill development and Monetary Reward Scheme	

8. What are the existing problems in Indian education sector? 3
9. By which act the Indian constitution ensured the goal of ' elementary education to all ' ?
10. What is the definition of health according to WHO? 2
11. How a healthy person can participate in the progress of nation? 3
12. List out the facilities to be ensured for the health care of society. 3
13. Differentiate between N R H M and N U H M. 3
14. What is life expectancy? 2
15. The government has set up institutions that work at different levels in the medical sector to ensure the health care of the society. Draw a flow chart 4

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