

# Revolutions that Influenced the World SS1-1

## The American War of Independence

-The British treated the American colonies as centers for collecting raw materials for their industry and as market for selling their products.

### Causes of the American War of Independence

- Tax policies of England
- Mercantilist Laws
- Thinkers and their ideologies.

### Tax policies of England

- The British collect tax from 13 American colonies according to their needs.
- 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.

### Mercantilist Laws

-Policy implemented by the British merchants with the help of their motherland in the American colonies, is known as Mercantilism Mercantilist Laws

### Main clauses of Mercantilism Mercantilist Laws

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

### Thinkers and their ideologies.

- James Otis:- No taxation without Representation.

-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).

### **Important incidence of The American War of Independence**

- Boston Tea Party On 16 December 1773. Beginning of the war

- 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.

- 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

- The Second Continental Congress held at Philadelphia in 1775 elected George Washington as the commander-in-chief of the Continental Army.

-Through the pamphlet titled 'Common Sense', Thomas Paine declared that it was wise for the Americans to break the ties with Britain.

-The American Continental Congress issued the famous Declaration of Independence on 4 July 1776.

-The declaration was prepared By Thomas Jefferson, and Benjamin Franklin.

-The war between England and the colonies in North America that began with the Declaration of Freedom, ended in 1781.

-According to the Treaty of Paris in 1783, England ratified the freedom of thirteen Colonies.

-The Constitution Convention held at Philadelphia under the leadership of James Madison, framed the American Constitution.

-George Washington became the first president of the United States of America, formed in accordance with the new constitution.

### **Regarding human rights and freedom, what all can you find in declaration of American Independence?**

-All are equal.

-Everyone has certain rights.

-To achieve rights, establish governments with the approval of those who rule

-The people have the power to change or abolish the government

### **Prepare a flow chart illustrating the various events that led to the formation of the United States of America.**

-Mercantilist Laws.

-Ideologies of thinkers.

- No taxation without representation.
- Boston Tea Party-16 December 1773.
- First Continental Congress – 1774.
- Petition to the King of England.
- The Second Continental Congress 1775.
- George Washington - chief of the Continental Army.
- Thomas Paine declaration - Americans to break the ties with Britain.
- The Third Continental Congress 1776.
- Declaration of American Independence on 4 July 1776.
- England ratified the freedom of thirteen colonies in 1783.
- Formation of the American Constitution.
- George Washington became the first president of the United States of America

## **The impact of American Independence movement on later world history?**

- 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.

## **The French Revolution**

### **Causes**

- Autocratic rule
- The luxurious and extravagant life of Kings.
- The social and economic inequality.
- The French society was divided into three Strata.
- They were known as the Estates.

### **First Estate:-Clergy**

- Held vast land
- Collected the tax called 'Tithe' from farmers.
- Exempted from all taxes.
- Controlled higher positions in administrative and military service.

## **Second Estate:-Nobility**

- Engaged in military service.
- Collect various tax from farmers.
- Made farmers work without wage.
- Exempted from all taxes.
- Led luxurious life.
- Held vast land.

## **Third Estate:**

- The middle class, including traders, writers, lawyers, officials, teachers, and bankers,
- Farmers and craftsmen.
- No role in the administration.
- Paid land tax namely 'Taille' to the government.
- Low social status.
- Paid taxes to clergy and nobles.

## **Ideologies of the thinkers**

### **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.
- Similar to the French society, the States General also had three estates.
- Traditionally, each Estate would vote as a 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, 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'.
- 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.
- 12 August 1789 The National Assembly passed the Declaration of the Rights of Man and of the Citizen.
- October, 1789 Thousands of women marched from Paris to the Palace of Versailles with the slogan 'Give us bread'.
- September, 1792 The National Convention, formed as per the new constitution, proclaimed France as a republic.

## **Goals and influences of French Revolution.**

- Liberty, equality and fraternity were the aims of French revolution.

## **Influences**

- Stimulated all the later revolutions in the world.
- Ended the feudal system in Europe, and threatened the autocratic rulers.
- Proclaimed that nation is not merely a region, but the people.
- Contribute the concept of peoples sovereignty.
- Led to the emergence of Nationalism.
- Helped the growth of the middle class.
- Spread the ideas of equality, liberty and fraternity.

## **What are the provisions of the Declaration of Human Rights, which was passed by the National Assembly of France after the French Revolution?**

- Men are born and remain free and equal rights.
- The aim of all political associations is the preservation of the natural and indivisible right of man.
- These rights are liberty property, security, and resistance to oppression.
- The principle of all sovereignty resides essentially in the nation.
- Liberty consists in the freedom to do everything which injures no one else.
- Law can only prohibit such actions as are hurtful to society

## **What are the features of Napoleon Bonaparte's reign?**

- Napoleon Bonaparte's autocratic rule in France for a short period from 1799 onwards.
- In France, nationalism strengthened during the reign of Napoleon.
- One by one, he invaded the other European countries.
- The European countries feared that the reforms of Napoleon would spread all over Europe.
- Napoleon was defeated by the European Alliance in the battle of Waterloo and lost his power in 1815.

### **Administrative reforms of Napoleon Bonaparte?**

- 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.

### **Examine the reforms and policies of Napoleon and identify the ideologies of French Revolution reflected in them?**

The concepts of French Revolution	Policies and reforms of Napoleon
• Rise of the middle class	-Exercised state's control over the clergy. -Sinking fund -Established Bank of France -Constructed several roads for transportation. -new code of law
• End of feudalism	-Farmers were made the owners of land. -Exercised state's control over the clergy. -Code of law
• Nationalism	-Development of Transportation -Bank of France -Code of law

## **THE RUSSIAN REVOLUTION**

### **Causes**

- Farmers and factory workers in Russia led a tragic life under the autocracy of the Tsar emperors, who ruled Russia.
- The low agricultural production affected the farmer's income.

- 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.

## **Ideologies of the thinkers**

- Writers like Maxim Gorky, Leo Tolstoy, Ivan Turgenev, and Anton Chekhov depicted the plight of the workers and farmers in their works.
- The Marxist ideologies formulated by Karl Marx and Frederick Engels stirred the workers.
- They called for establishing the supremacy of the workers instead of that by the capitalists.
- Trade unions were formed to find remedies for the plight of the workers.
- 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.
- The crisis reached its worst when Russia was defeated in the Russia-Japan war in 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.

## **February Revolution. (Analyse the circumstances that led to form a provisional government in Russia)**

- 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 Marxism protest from Duma, Nicholas II, the then Tsar decided to participate in the First World War
- A lot of Russian soldiers founded by Karl Marx and were killed in this war.
- 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.
- This revolution that took place in March came to be known as the February Revolution.

## **October Revolution (Discuss the role of the October Revolution in establishing the proletariat government in Russia.)**

- 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.
- 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).

## **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.

# **Struggle and Freedom SS1-6**

## **Early Struggles of Mahatma Gandhi in India**

1. The Struggle of indigo farmers in Champaran - Bihar 1917  
Way of struggle - Disobedience Satyagraha  
Impact - Compelled the authorities to pass laws in favour of the indigo farmers
2. Ahmedabad cotton mill strike. Cause Denial of 'Plague Bonus'. - Gujarat 1918



Way of struggle - Disobedience Satyagraha

Impact - The authorities agreed to hike the wages of the employees

3. Peasant struggle in Kheda

Cause - Due to drought and crop failure farmers in Kheda were living in utter misery.

-Gujarat 1918

Way of struggle – Satyagraha, Denial of tax

Impact - The authorities were forced to reduce tax rates.

### **What kind of struggle did Gandhiji adopt in India?**

-Disobedience

-Fasting

-Satyagraha

-Denial of tax.

### **Find out 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.

## **Non-cooperation movement & Khilafat movement**

### **What were the features of the Non-cooperation movement, the first national movement of the Indian National Congress led by Gandhiji?**

-Lawyers shall boycott court.

-The public shall boycott foreign products.

-Boycott elections.

-Returning the British awards and prizes.

-Denial of taxes.

-Students shall boycott English schools.

### **What are the examples of 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 produce 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.

### **Analyse the effects of the non-cooperation movement**

- Gandhiji called for construction work along with the boycott in the time of non-cooperation movement.
- Inspired by this, people began to make indigenous products, spin khadi cloth using charka,
- Establish national schools and popularise Hindi.
- Students who boycotted English education were attracted to national educational institutions.

### **Which were the national schools that were formed during the non-cooperation movement?**

- Kashi Vidya Pith,
- Gujarat Vidya pith,
- Jamia Millia.

### **Who were the leaders of the Khilafat movement in India?**

- Mohamad Ali, Shaukath Ali

### **What was the aim of bringing the Gandhi Khilafat movement and the Non-cooperation movement together? Or Explain the circumstance that led Gandhiji to support the Khilafat Movement.**

- By declaring the Khilafat Movement as a part of Indian national movement, Gandhiji ensured active participation of Muslims.
- Anti-British feeling spread to the nook and corner of the nation.
- Hindu-Muslim unity was intensified.

### **Describe the circumstances that prompted Gandhi to stop the non-cooperation movement.**

- The Chaurachura incident
- In response to the police firing at a mob, at Chouri Choura 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 & Civil Disobedience Movement**

### **What were the important decisions taken at the Lahore session of the Indian National Congress in 1929 chaired by Jawaharlal Nehru?**

- 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.
- With the civil disobedience Gandhiji meant to disobey all anti-popular and anti-democratic civil laws made by the British government.

### **What are the proposals that Gandhi put forward as part of the Civil Disobedience Movement?**

- 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.

### **Examine the reasons why Gandhiji selected 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.

### **The Salt Sathyagraha played a major role in making national movement a mass movement – Substantiate.**

- Inspired by the call of Gandhiji, people in various parts of the country started to produce salt on their own, violating the British regulations.
- Payyannur in Kerala, Vedaranyam in Tamil Nadu, Bombay in Maharashtra, Noakhali in Bengal and North West Frontier Province were some of the centres of this protest.

- As part of the protest, volunteers made salt and distributed it to the public.
- Hoisted national flag and chanted anti-British slogans.
- The British police severely tortured a team of volunteers led by Sarojini Naidu who had set out to Dharasana salt field in Gujarat.
- Gandhiji was arrested and the movement was suppressed callously.

## **The British Quit India**

- This was the call of Gandhiji in the conference of the National Congress held in Bombay in 1942.
- The Quit India movement was the last popular protest organized by the Indian National Congress under the leadership of Gandhiji.
- Quit India was yet another popular movement like the Civil Disobedience Movement.
- It was a mass movement based on the ideology of non-violence(Ahimsa) meant to force the British to leave the country offering complete freedom to Indians.

### **What were 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.

### **What were the instructions given to the people by the Gandhi as a part of Quit India Movement?**

- 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.

### **What were the activities of the Quit India Struggles?**

- The British government suppressed the movement very severely.
- Arrested leaders including Mahatma Gandhi.
- 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**

### **Assess the role of Indian National Army (INA) and Subhash Chandra Bose in the Indian independence 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 for 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.

## **India after Independence SSI-7**

### **Integration of the Princely States**

#### **Explain the situation where the integration of the princely states in independent India became difficult.**

- 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.
- That is why it is very difficult to integrate the princely states into the Indian Union.

#### **How is the integration of princely states possible in independent India?**

- 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 resented.
- Finally they were also integrated into the Indian Union through conciliation talks and military interventions.

### **List the territories of France and Portugal and the year they were added to the Indian Union.**

- France - Pondicherry, Karaikkal, Mahe and Yanam - 1954
- Portugal - Goa, Daman and Diu - 1961

## **Achievements in Science and Technology**

### **List the achievements in science and technology of post-independence India.**

- Under the leadership of Jawaharlal Nehru, an ardent fan of modern science and technology India made great achievements in science and technology.
- Established several research institutions for the development of science and technology.
- Some of them are:
  - Council of Scientific and Industrial Research(CSIR)
  - Indian Council of Agricultural Research (ICAR)
  - Indian Council of Medical Research (ICMR)
- Homi Jahangir Bhabha and S.N. Bhatnagar, helmed the projects of the Council for Scientific and Industrial Research.
- H. J. Bhabha was the head of Tata Institute of Fundamental Research and Indian Atomic Energy Commission.
- During the same time, world-class engineering institutes were also established in the country. Five Indian Institutes of Technology (IITs) were started between 1954 and 1964.

# Education in India-After Independence

## List of educational commissions, objectives, and recommendations established in post-independence India.

### Radhakrishnan Commission(1948)

Objectives - To study university education

Recommendations -

- Start professional educational institutions.
- Give emphasis to women.
- Form the University Grants Commission (UGC).

### Lakshmana Swami Mudaliar Commission (1952)

Objectives - To study secondary education

Recommendations :-

- Implement three language formula
- Form Secondary Education Commission.
- Establish multi purpose schools.
- Form a council for teacher training.

### Kothari Commission (1964)

Objectives- To propose a national pattern of education

Recommendations -

- Implement 10+2+3 pattern of education
- Start Vocational education at secondary level.
- Focus on value education.

### What are the main proposals of the National Education Policy of 1986?

- 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.

## **New Policy on Education**

- New Policy on Education paved the way for remarkable changes in education.
- 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

## **India's foreign policy**

### **Main principles of India's foreign policy**

- 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**

The Panchsheel Principles are the agreement signed by India and China in 1954.

- This agreement was signed by Jawaharlal Nehru and Chou En-lai the then Prime Minister of China.
- Eventhough Panchsheel agreement was signed with China, India's approach to all other nations was also based on these principles.

### **Main Principles in Panchsheel**

- 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.



# Seasons and time SS2-1

## Seasons and apparent movement of the Sun

### Why seasons change?

- Revolution of Earth around the Sun
- The Angle of the Earth's axis
- The parallelism of the Earth's axis.

(As a result the Sun's apparent movement between Tropic of Cancer ( $23\frac{1}{2}^{\circ}\text{N}$ ) and Tropic of Capricorn ( $23\frac{1}{2}^{\circ}\text{S}$ )(*Utharayanam and Dakshinayanam*) the different seasons get appear in the Earth)

### Revolution of Earth

- The Earth revolves around the Sun in an elliptical Orbit.
- This is known as revolution of Earth

### The parallelism of the Earth's axis.

- The Earth maintains angles of axis throughout its revolution.
- This is known as the parallelism of the Earth's axis.
- 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).
- This is known as the apparent movement of the Sun.
- There is variation in the sunlight that falls on the Earth due to the apparent movement of the Sun.
- 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 hemisphere where the vertical -rays of the Sun fall. (Summer season)
- The temperature will be low at hemisphere where the Sun's rays are slanting. (Winter season)

## Seasons and apparent movement of the Sun

- As a result of the apparent movement of the sun between Tropic of Cancer ( $23\frac{1}{2}^{\circ}\text{N}$ ) and Tropic of Capricorn ( $23\frac{1}{2}^{\circ}\text{S}$ ), the different seasons get repeated in a cyclic manner.
- The seasons are Spring, Summer, Autumn and Winter.
- 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.

## Seasons and apparent position of the Sun

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

## Summer Solstice

- From 21 March onwards, the Sun apparently shifts from the Equator northwards and reaches vertically over the Tropic of Cancer ( $23\frac{1}{2}^{\circ}\text{N}$ ) on 21 June.
- 21 June is known as the Summer Solstice in the Northern Hemisphere.
- On this day the Northern Hemisphere experiences its longest day and shortest night.
- But Southern Hemisphere experiences its longest night and shortest day.
- From 21 March to 21 June Northern Hemisphere generally experiences spring season and Southern Hemisphere experiences Autumn.

## Equinoxes

- The apparent position of the Sun during the Earth's revolution will be over the Equator on March 21 and September 23.
- The length of day and night will be equal during these days on both the hemispheres.
- These days are called equinoxes.

## Winter solstice

- The Sun continues its southward apparent shift from the Equator from 23 September and reaches vertically above Tropic of Capricorn ( $23\frac{1}{2}^{\circ}\text{S}$ ) on 22 December

- 22 December is known as Winter Solstice in the Northern Hemisphere.
- On this day the Northern Hemisphere experiences its shortest day and longest night.

### **What is the peculiarity of the day and the night in the Southern Hemisphere on 22 December?**

- This day the Southern Hemisphere experiences its longest day and shortest night.

#### **Spring season**

- The Northern Hemisphere generally experiences spring season between 21 March and 21 June.
- Spring is the season of transition from winter to Summer. Features are :-
- The plants sprouts,
- Mango trees blooms.
- Jack fruit trees bearing buds.

#### **Summer season**

- The Northern Hemisphere generally experiences Summer season between 21 June and 23 September. (Southern Hemisphere experiences Winter season)
- The southward apparent movement of the Sun begins from 21 June and reaches vertically above the Equator on 23 September.

### **What are the changes observed in nature during the summer season?**

- Increase in atmospheric heat,
- Water bodies getting dry,

#### **Autumn Seasons**

- The period of the Sun' apparent shift from the Equator to the Tropic of Capricorn (23 September - 22 December), the Northern Hemisphere experiences Autumn season.
- Autumn is the transition from summer towards winter.
- During this period, the atmospheric temperature decreases considerably.
- There is shortening of day and lengthening of night during the period.
- This is the season during which the trees generally shed their leaves.
- The shedding of leaves is a form of adaptation to survive the forthcoming dry winter.

### **What is the season in the Southern Hemisphere, when it is autumn in the Northern Hemisphere?**

- Spring

#### **Winter season**

- The northward apparent shift of the Sun begins by 22 December and reaches vertically above the Equator on 21 March.
- This period marks the winter season in the Northern Hemisphere.

## **What are the peculiarities of Winter Season?**

- Falling snow
- Freezing cold temperatures

## **Which will be the season in the Southern Hemisphere when it is winter in the Northern Hemisphere?**

- Summer

## **Rotation of the Earth & Calculation of Time**

### **Rotation of the Earth**

- Day and night occur due to rotation of the Earth
- 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.

### **The people of which Indian State can see the Sun rise first?**

- Arunachal Pradesh

## **Calculation of Time**

- The angular distance of the Earth is  $360^\circ$ .
- We will get 360 longitudes if we draw one longitude each for each degree of angular distance.
- The time required to complete a  $360^\circ$  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  $1^\circ$  longitude is  $1440/360 = 4$  minutes.
- So the time required for the rotation of  $15^\circ$  longitudinal area is  $15 \times 4 = 60$  minutes (1hour).
- In other words,  $15^\circ$  longitudinal area of the Earth passes by the Sun within a period of one hour.
- From a definite longitude, the time is estimated to increase by 4 minutes towards the east and decrease by 4 minutes towards the west for every degree of longitude

# Greenwich Time (GMT)

## Greenwich Time (GMT) and Time Zones

- The zero degree longitude is known as the Greenwich Meridian.
- It acquires its name from Greenwich, the place where the Royal British Observatory is situated and through which this line passes.
- Time is calculated worldwide based on the Greenwich Line.
- Hence this line is also known as the prime meridian.
- The local time at the prime meridian is known as the Greenwich Mean Time.
- Based on the Greenwich Meridian, the world is divided into 24 zones, each with a time difference of one hour.
- These are known as time zones.

## What would be the longitudinal extent of each time zone?

- $15^\circ$

## Standard Time

- Each country in the world considers the longitude that passes almost through its middle as the standard Meridian.
- The local time at the longitude that passes through the middle of a country is known as the standard time.
- The time at the longitude that passes through the middle of a country is selected as the common time for the whole country.

## Indian Standard time (IST)

- The longitudinal extent of India is from  $68^\circ\text{E}$  to  $97^\circ\text{E}$ .
- The  $82\frac{1}{2}^\circ\text{E}$  longitude which passes almost through the middle 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.

## Find the difference between the Indian Standard Time and the Greenwich Mean Time?

- 5 .30 hour plus.

## **International Date Line**

- 180° longitude is known as International Date Line.
- There is a difference of 24 hours, at 180° longitude to the east and west of Greenwich.
- If 180° longitude passes through a country, the places situated East and West of this line will be having two different days.
- To avoid this difficulty the line is drawn with bend.
- It passes through Bering - strait in Pacific Ocean.
- The travellers who cross this line from the East calculate the time by advancing it by one day and those who cross the line from the west deduct one day.

## **India: The Land of Diversities SS2-7**

### **India Physiographic divisions**

- Northern Mountain Ranges
- Northern Great Plains
- Peninsular plateau
- Coastal plain
- Islands

### **Northern Mountain Ranges**

- In Northern mountain region there are three mountain ranges
- They are:-
- Trans Himalayas
  - Himalayas
  - Eastern Highlands

## **Trans Himalayas**

- Trans Himalayas include Karakoram, Ladakh, and Zaskar mountain ranges.
- Mount K2 (8661m) also known as Godwin Austin, the highest peak in India, is in the Karakoram range.
- The average height of the Trans Himalayas is 6000 meters.

## **Himalayas**

- The Himalayan mountain range forms an arc shaped physical division extending between the north - west trans himalayas and the south-east eastern highlands.
- These mountain ranges have a length of about 2400 kilometers.
- Many of the world's highest peaks are situated here.

- The height of these mountains tend to decrease towards the east.
- The width of these mountain ranges is just about 150 kilometers in Arunachal Pradesh, whereas it is around 400 kilometers in the Kashmir region.
- This physical division extending over 5 lakh square kilometers comprises of three parallel mountain ranges.

## **Characteristic features of Himalayan ranges**

- Himalayan ranges are divided in to three. They are :-
- Himadri,
- Himachal,
- Siwaliks.

### **Himadri**

- The highest mountain range.
- Average altitude is 6000 meters.
- Origin of the rivers Ganga and Brahmaputra.
- Has a number of peaks above 8000 meters (Eg: Kanchenjunga, Nandadevi)

### **Himachal**

- Situated to the south of the Himadri.
- Average altitude is 3000 meters.
- The hill stations like Shimla, Darjeeling, etc. are situated in the southern slopes of this range.

### **Siwaliks**

- Situated to the south of the Himachal.
- Average altitude is 1220 meters.
- As the Himalayan rivers cut across this range, its continuity breaks at many places.
- Broad flat valleys seen along these ranges are called Duns. (Eg: Dehradun)

## **Natural vegetation of Himalaya**

- Oak, chestnut, maple etc. are seen at an altitude of 1000 to 2000 metres
- Above 2000 meters are the coniferous trees such Deodar, Spruce, etc.

## **Human life in the lap of the Himalayas**

- The major means of livelihood is animal rearing that depends purely on the grasslands here.
- Sheep are commercially reared in Kashmir and Himachal.
- Potato, barley, and saffron, fruits like apple and orange are cultivated in Siwalik valleys.
- The largest production of tea in India comes from Assam mountain ranges.
- The northern mountains are described as the paradise of tourists due to its natural beauty. (Tourism)
- Hill stations like Shimla, Darjeeling, Kulu, Manali, etc. are situated here.

## Eastern Highlands

- This region which is at an altitude of 500 to 3000 meters is also known as Purvachal.
- Cherrapunji, the place receiving the highest rainfall in the world is situated here.
- This region is covered by dense tropical rain forests.

### Major mountains in Eastern Highlands

- (1) Patkai Bum-Nagaland
- (2) Naga hills-Nagaland
- (3) Garo, Khasi, and Jaintia hills-Meghalaya
- (4) Mizo hills-Mizoram

## Significance of the Northern Mountains

- Have been protecting us from foreign invasions from the north since ancient times.
- Block the monsoon winds and cause rainfall throughout North India.
- Prevent the dry cold winds blowing from the north from entering India during winter.
- Caused the emergence of diverse flora and fauna.
- Source region of rivers.

### Indian rivers

Indian rivers are classified in to two. They are:-

1. Himalayan rivers
2. Peninsular rivers

## Himalayan rivers

Rivers	Origin	Length	Tributaries	Sea which it joins
<b>Indus</b>	Manasarovar lake in Tibet	About 2880 Km, in India 709 Km	Jhelum, Chenab, Ravi, Beas, Satlaj	Arabian Sea
<b>Ganga</b>	Gaumugh caves in the Gangothri glacie	About 2500 Km	Yamuna, Gomathi. Ghaghara, Kosi	Bay of Bengal
<b>Brahmaputra</b>	Chema-yung- dung glacier in Tibet	About 2900 Km, in India 725 Km	Tista, Manas, Luhid, Subensary	Bay of Bengal

## 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.
- It includes varied topography such as mountains, plateaus, and valleys.
- The highest peak in this region is the Anamudi (2695 m) situated in the Idukki district of Kerala.
- As the peninsular plateau holds numerous deposits of diverse minerals, this region can be termed as the store house of minerals.
- The major vegetation of this region receiving seasonal rain is tropical deciduous.
- The trees found in this region are teak, sal, sandalwood, bamboo, etc.
- The rainy western slopes of the Western Ghats have tropical rain forests.
- A major portion of the deccan plateau, which is 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 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.

## Peninsular Rivers

- The rivers originating from the elevated regions of the peninsular plateau are known as peninsular rivers.
- As these are rain fed rivers, the water flow in these rivers decreases in summer.
- Peninsular Rivers are divided in to two:-
  - .West flowing rivers- Narmada & Tapti
  - .East flowing rivers-Mahanadi, Godavari, Krishna & Cauvery
- 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 Sharavathi River in Karnataka.

River	Origin	Major tributaries	Sea which it joins
<b>Mahanadi</b>	Maikala Ranges(Madhya Pradesh)	Ib, Tel	Bay of Bengal
<b>Godavari</b>	Western Ghats (Nasik district of Maharashtra)	Indravathi,Sabari	Bay of Bengal
<b>Krishna</b>	Western Ghats(Mahabaleswar in Maharashtra)	Bhima,Thungabhadra	Bay of Bengal
<b>Kaveri</b>	Brahmagiri Ranges in Western Ghats (Karnataka)	Kabani, Amaravathi	Bay of Bengal
<b>Narmada</b>	Maikala Ranges (Chhattisgarh)	Hiran, Banjan	Arabian sea
<b>Tapti</b>	Muntai Plateau (Baitul district in Maharashtra)	Anar, Girna	Arabian sea

## Human life in the peninsular plateau

- Cotton, pulses, groundnut, sugarcane, maize, ragi, chilli, etc., are the major agricultural crops of this region.
- Iron ore, coal, manganese, bauxite, limestone, etc. are the major minerals found here.
- Hence agriculture, mining, and mineral based industries are the major economic activities.

## Coastal plain of India

- The approximate length of this coast line is 6100 kilometres extending from the Rann of Kutchh in Gujarat to the Ganga-Brahmaputra delta.
- The coastal plain of India can be divided into two. They are:-
- Western coastal plain,
- Eastern coastal plain.

## Western coastal plain and Eastern coastal plain

### Western coastal plain

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

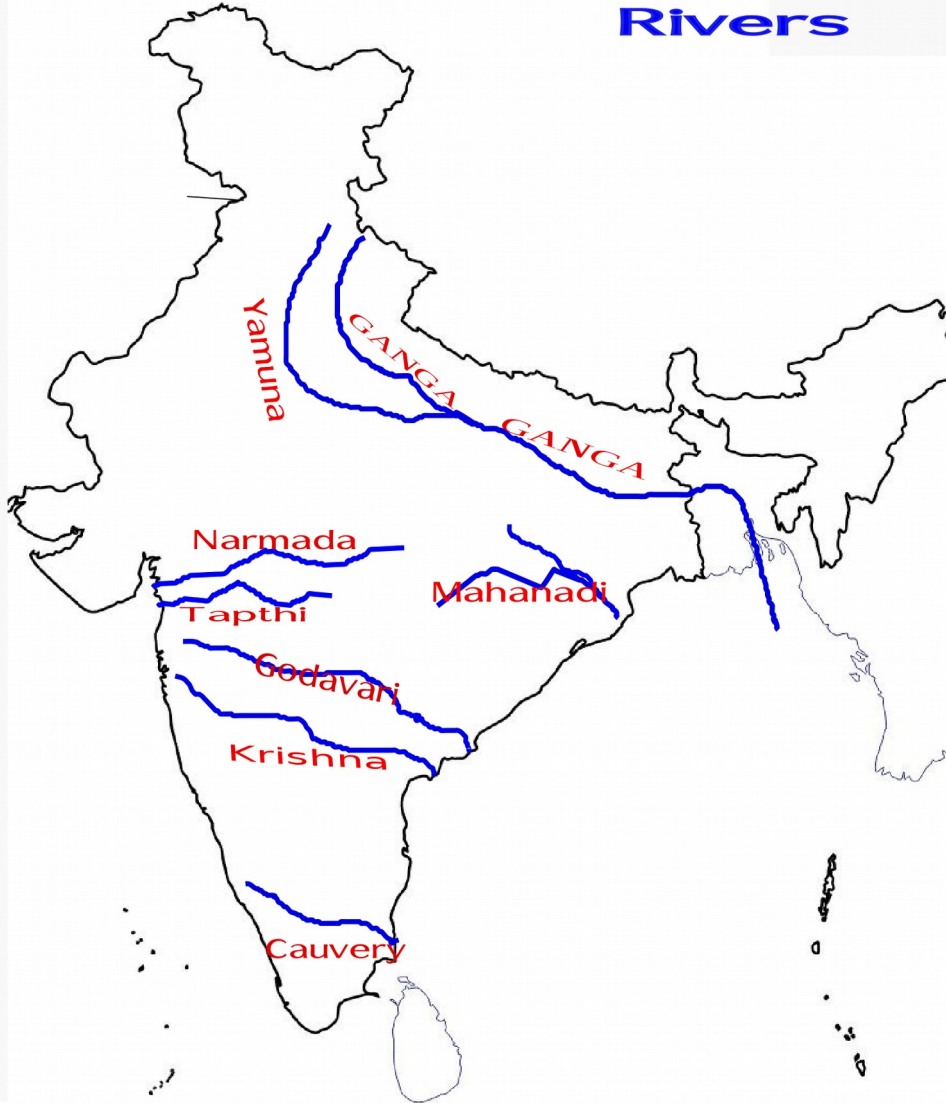
### Eastern coastal plain

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

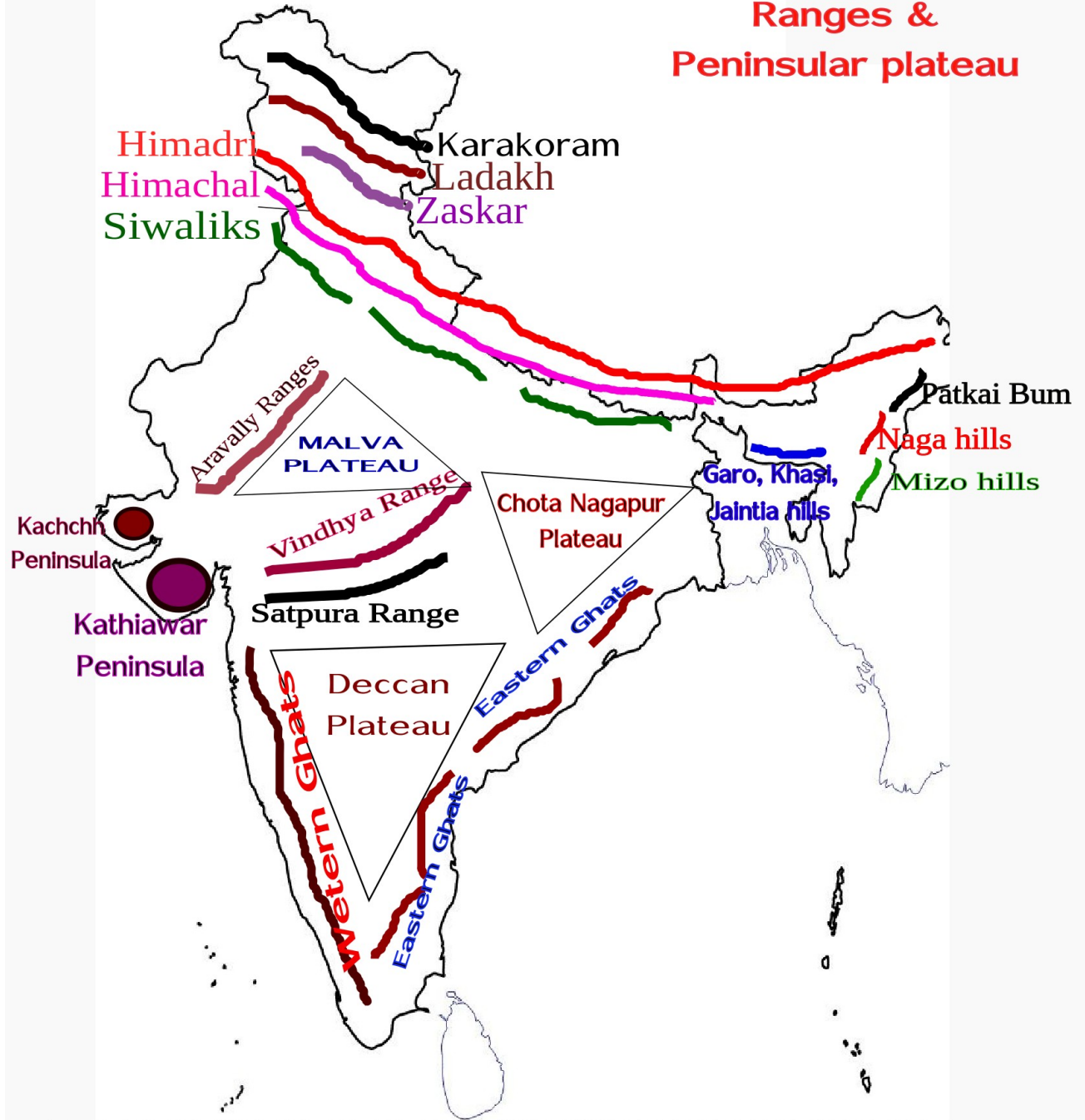
## Main occupation of the people in the coastal plains.

- Fishing
- Tourism
- Rice and coconut are the major agricultural crops along the west coast.
- Rice is extensively cultivated in the basins of the Mahanadi, Godavari, Krishna, and Kaveri along the east coast.

# India Rivers



# India Mountain Ranges & Peninsular plateau



# Public administration SS1-3

## Public administration

### What is public 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 functioned for the welfare of the people.
- Public administration varies according to system of governance.

## Significance of public administration

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

## Bureaucracy

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

## Features of bureaucracy.

### Hierarchical organisation

### Permanence

### Appointment on the basis of Qualification

### Political Neutrality

### Professionalism

### 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**

-The Indian Civil Service is made up of all the officers of the Central Government and the State Government and various Public Sector Enterprises.  
-The Indian Civil Service can be divided into three

### **1. All India Services**

-Recruits at national level  
-Appoints in central or state service  
Eg: Indian -Administrative Service, Indian Police Service

### **2. Central Services**

-Recruits at national level  
-Appoints in central government departments only  
Eg: Indian Foreign Service, Indian Railway Service

### **3. State Services**

-Recruits at state level  
-Appoints in state government departments only  
Eg : Sales tax officer.

## **Union Public Service Commission (UPSC).**

-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.

- UPSC is constituted on the basis of constitutional provisions.
- So UPSC is called constitutional institutions.

### **Public Service Commission (PSC) of the State.**

- At the state level, candidates are recruited by the Public Service Commission (PSC) of the State.
- The Governor appoints the Chairman and the members of the State Public Service Commission.
- State PSC's is constituted on the basis of constitutional provisions.
- So State PSC's are called constitutional institutions

## **E-governance**

- E-governance is the use of electronic technology in administration.
- Examples: - The single window system for admission to Higher Secondary courses.
- Online applications for various scholarships, etc.

### **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.
- Productivity of the workers increases.
- Economic inequality is reduced.
- Natural resource is utilized effectively.
- Makes possible the development and use of advanced technology.
- Social welfare is ensured.
- Entrepreneurship improves.

# **SS2 Human Resource Development in India**

## **Chapter-3**

### **What is Human resource?**

- Human resource refers to people who have the manpower which can be utilised in the production sector.
- Manpower is an important factor in making goods and services.
- Therefore, human resource is necessary for the progress of any country.

## **What is Human resource development?**

-Human resource development is the development of man's physical and mental abilities through education, health care, and training.

## **What are different levels of human resource development.**

- Individuals take efforts to develop their own skills.
- 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 its people to develop their skills.

## **Qualitative features of human resource**

### **Qualitative features of human resource (What are the qualitative factors that improve the labour potential?)**

- Education-Literacy rate
- Healthcare-Life expectancy
- Training
- Social capital

### **How education helps in the development of a country.**

- Education
- Improves the skills of individuals
- Better the technological know-how
- Helps to secure better job and income
- Improves the standard of living.

### **Argument about education and national income**

- Experts argue that at least 6% of the national income must be spent for providing facilities in the education sector.
- During the year 2017 – 18 Government of India spent only 3.7% of the Gross Domestic Product (GDP) on education.
- Hence the literacy rate could not be improved along the expected lines.

### **Literacy rate**

-Literacy rate refers to the percentage of population that can read and write with comprehension.

### **India's literacy rate according to Census of 2011**

Total-74.04



Female - 65.46

Male – 82.14

### Which are institutions at various levels to provide education in a country.

- Schools,
- colleges,
- Universities,
- Technical education institutions.

### Right to Education Act (RTE Act)

-India has made education a fundamental right and has passed the Right to Education Act (RTE Act) in 2009.

-The constitution ensures the goal of "elementary education for all" through RTE

### Which are the projects implemented in India to develop education and skills.

Integrated Child Development Scheme (ICDS)	To ensure integrated development of children upto 6 years -To provide healthcare for pregnant and lactating women
Samagra Shiksha Abhiyan (SSA) Samagra Shiksha Abhiyan (It was formed by integrating institutes like Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksh)	-To ensure universal education to all up to higher secondary level -To ensure quality and equity -To promote the vocational education strenthen -To the teacher training SCERT/DIET
Rashtriya Uchthal Shiksha Abhiyan (RUSA)	To increase the access to higher education • To improve the quality of higher education
National Skill Development and Monetary Reward Scheme	To improve the working skills of the yo • Productivity of the workers increases. • Economic inequality is reduced. • Natural resource is utilized effectively. • Makes possible the development and use of advanced technology. •Social welfare is ensured. • Entrepreneurship improves. uth • To ensure the availability of people with

## **What are the problems still exist in the education sector of India which need to be solved.**

- Certain sections 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.

## **Human resource development & Health care**

### **What is health?**

- According to the World Health Organization (WHO), health is a state of physical, mental and social wellbeing.
- Along with physical conditions, importance is given to mental and social conditions as well.
- It is the government's responsibility to ensure health care for all.
- Only then can each individual work for the economic development of a country.

### **Explain how healthy persons can participate in the progress of a country.**

- Production increases with the increase in efficiency and the number of working days.
- Natural resources can be utilized properly.
- Medical expense can be reduced, thereby reducing the government's expenditure.
- Economic development is possible through increase in production.

### **What are the facilities to be ensured for health care.**

- Availability of nutritious food
- Availability of clean water
- Preventive measures
- Cleanliness
- Medical facilities
- Ensuring of leisure and entertainment
- Healthy environment

### **Government institutions that work at different levels in the medical sector.**

- Medical Colleges
- District Hospitals
- Community Health Centres
- Primary Health Centres
- Health Sub Centres

### **Other institutions that work in the medical sector.**

- There are various hospitals in the cooperative and private sectors.
- Multi specialty hospitals operate to make available modern treatment facilities.

-There are several institutions which provide different systems of medicine like ayurveda, yoga, naturopathy, unani, sidha and homeopathy.

### **National Rural Health Mission (NRHM)**

- Function to make available quality health services to all in the rural sector.
- Multi specialty hospitals operate to make available modern treatment facilities.

### **National Urban Health Mission (NUHM)**

-It provides improved health services to the residents of urban slums and other marginalised people in towns with a population of more than 50,000.

### **Life expectancy**

-Life expectancy is the expected average years of life of a person lives.

### **Life expectancy of India According to census of 2011**

Female – 67.7

Male – 64.6

Total -66.1

### **Advantages in developing human resource.**

- Productivity of the workers increases.
- Economic inequality is reduced.
- Natural resource is utilized effectively.
- Makes possible the development and use of advanced technology.
- Social welfare is ensured.
- Entrepreneurship improves.

**ALL THE BEST**

BIJU KK,  
GHSS TUVVUR,  
9895694537, 8075512478