

**Focus Area For**  
**2022 March SSLC Examination**

## Social Science I

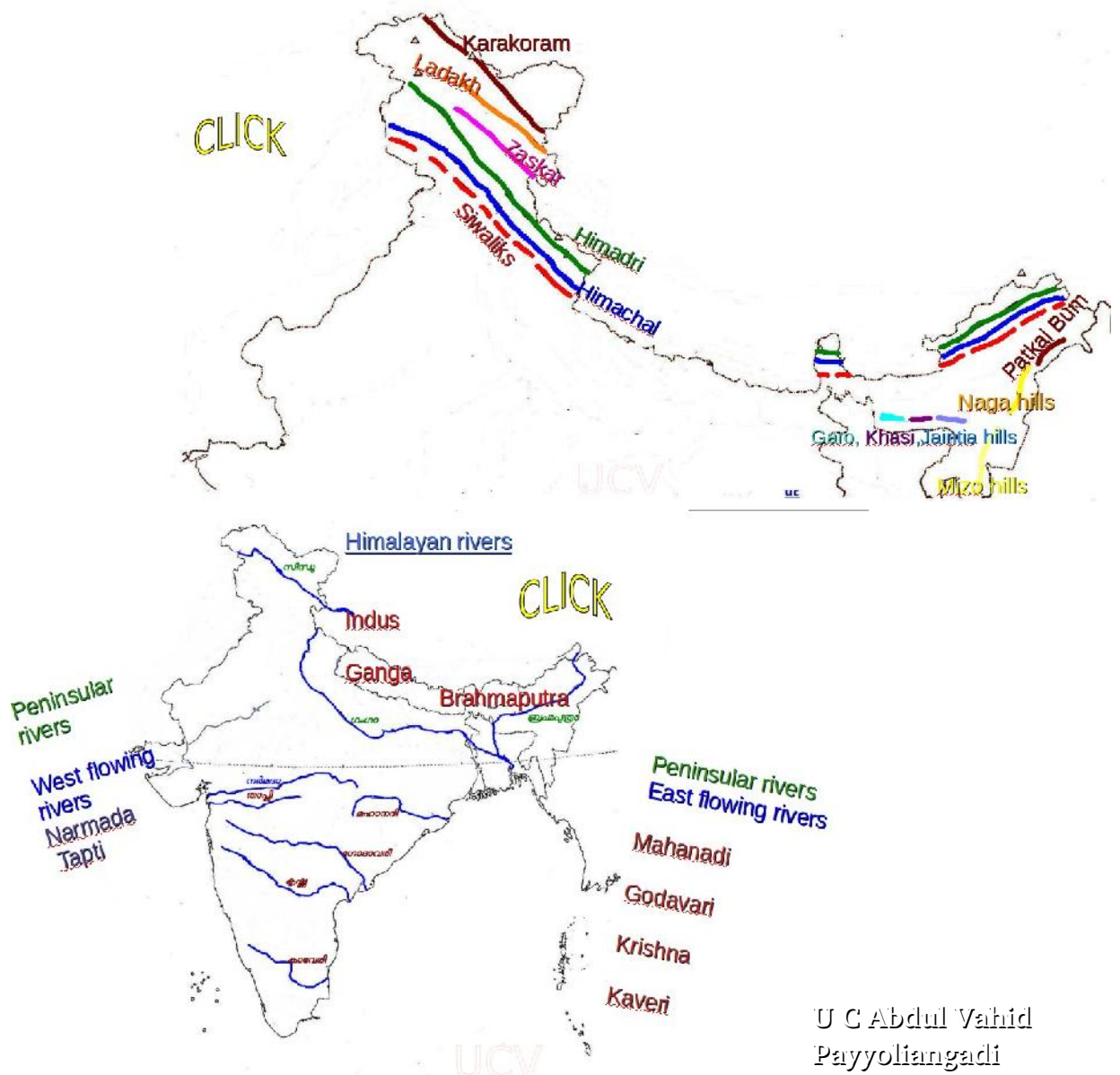
Unit No	Name of Unit	Focus Zones
1	Revolutions that Influenced the World	<ul style="list-style-type: none"> <li>• THE AMERICAN WAR OF INDEPENDENCE\</li> <li>• THE FRENCH REVOLUTION</li> <li>• THE RUSSIAN REVOLUTION</li> </ul>
2	World in the twentieth Century	<ul style="list-style-type: none"> <li>• Causes Of The First World War</li> <li>• Mussolini and Fascism</li> <li>• Hitler and Nazism</li> <li>• Non-Aligned Movement: An Alternative to Bipolar Blocs</li> </ul>
3	Public Administration	<ul style="list-style-type: none"> <li>• Public Administration</li> <li>• Importance of Public Administration</li> <li>• Features Of Bureaucracy</li> <li>• Indian Civil Service</li> </ul>
4	British exploitation and Resistance	<ul style="list-style-type: none"> <li>• Impact of the British policies</li> <li>• Kurichya Revolt</li> <li>• First War of Indian Independence, 1857</li> </ul>
5	Culture and Nationalism	<ul style="list-style-type: none"> <li>• Education for the Nation</li> <li>• Nationalism in Art</li> </ul>
6	Struggle and Freedom	<ul style="list-style-type: none"> <li>• Early Struggles of Mahatma Gandhi</li> <li>• Non-cooperation and the Khilafat Movements</li> <li>• Poorna Swaraj and Civil Disobedience</li> <li>• The British Quit India</li> </ul>
7	India after Independence	<ul style="list-style-type: none"> <li>• Integration of Princely States</li> <li>• Space Research in India</li> <li>• Foreign Policy</li> <li>• Panchsheel Principles</li> </ul>
8	Kerala towards Modernity	<ul style="list-style-type: none"> <li>• Early Resistances against the British -Pazhassi Revolts</li> <li>• Reform Movements and Social Changes</li> <li>• National Movement and Women</li> </ul>
9	The State and political science	<ul style="list-style-type: none"> <li>• Functions of a State</li> <li>• Theories on the Origin of State</li> <li>• Citizenship</li> </ul>
10	Civic Consciousness	<ul style="list-style-type: none"> <li>• How can we foster civic consciousness Through Family, Education, Associations &amp; Media</li> <li>• Civic Consciousness: Challenges</li> </ul>
11	Sociology : What? Why?	<ul style="list-style-type: none"> <li>• The early social science thinkers</li> <li>• Methods of study in sociology - Social survey, Interview, Observation &amp; Case study</li> </ul>

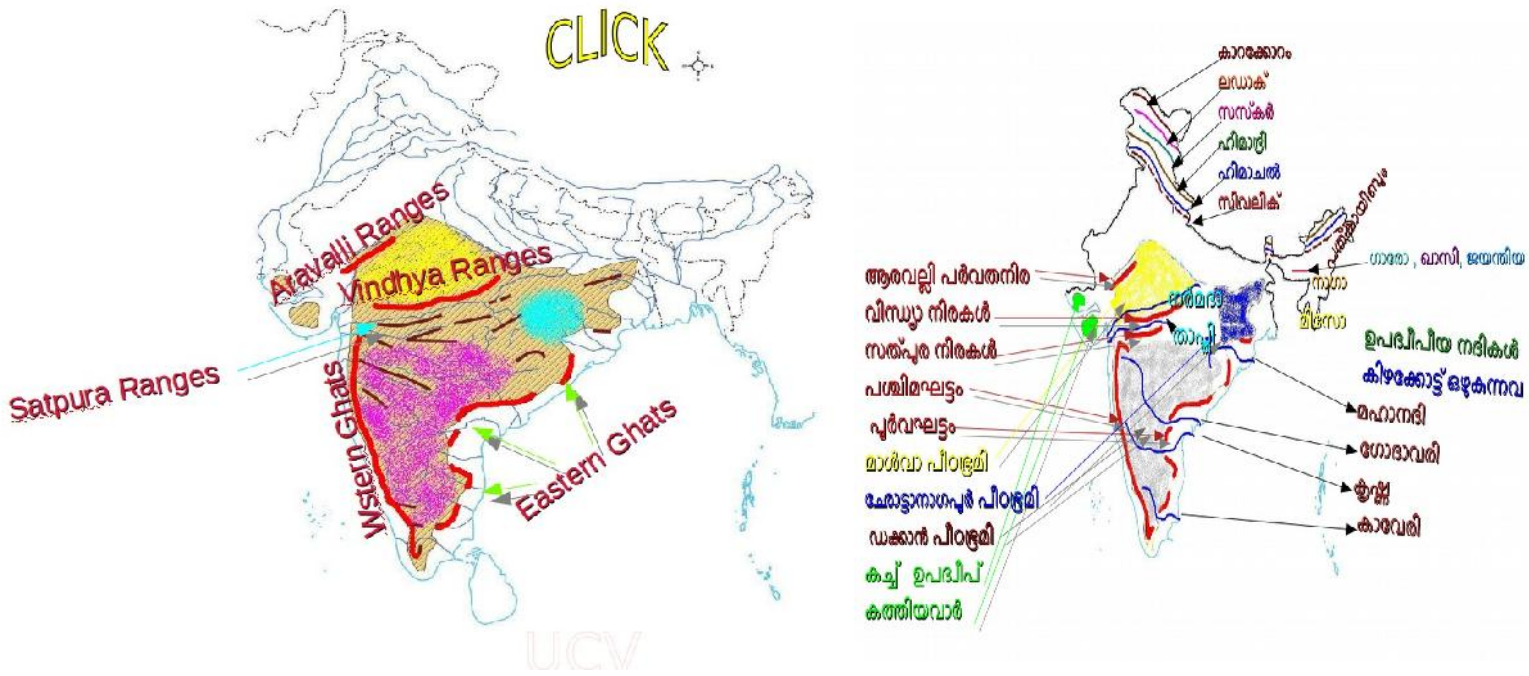
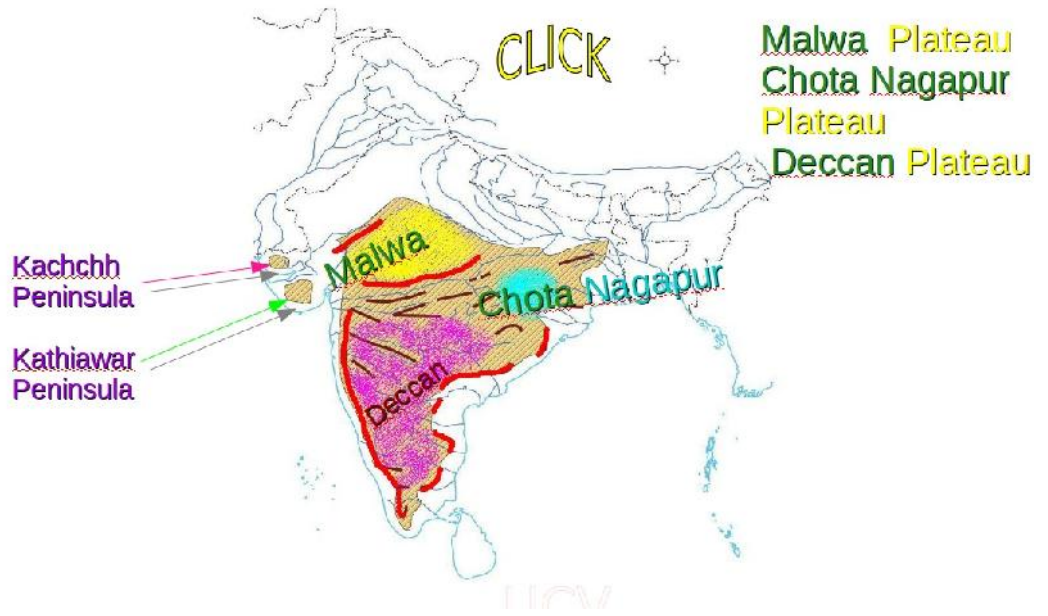
## Social Science II

Unit No	Name of Unit	Focus Zones
1	Seasons and Time	<ul style="list-style-type: none"> <li>• Seasons and apparent movement of the Sun</li> <li>• Rotation and calculation of time</li> <li>• Greenwich time (GMT)</li> <li>• Standard time</li> <li>• Indian Standard Time (IST)</li> <li>• International Date Line</li> </ul>
2	In search of the source of wind	<ul style="list-style-type: none"> <li>• Atmospheric pressure -               <ul style="list-style-type: none"> <li>• Atmospheric pressure and altitude</li> <li>• Temperature and atmospheric pressure</li> <li>• Humidity and atmospheric pressure</li> </ul> </li> <li>• Global pressure belts</li> <li>• Planetary winds ( Trade winds, Westerlies &amp; Polar easterlies )</li> </ul>
3	Human Resource Development in India	<ul style="list-style-type: none"> <li>• Qualitative features Of Human Resource</li> <li>• Education and human resource development</li> <li>• Human resource development and healthcare</li> </ul>
4	Landscape analysis through maps	<ul style="list-style-type: none"> <li>• Topographic Map</li> <li>• Uses of topographic maps</li> <li>• Grid reference</li> <li>• Eastings</li> <li>• Northings</li> <li>• 4 - figure grid reference</li> </ul>
5	Public expenditure and public revenue	<ul style="list-style-type: none"> <li>• Public revenue</li> <li>• Taxes</li> <li>• Major direct taxes in India</li> <li>• Goods and Services Tax (GST)</li> <li>• Goods and Services Taxes (GST): Types</li> </ul>
6	Eyes in the Sky and Analysis of information	<ul style="list-style-type: none"> <li>• Remote Sensing</li> <li>• Classification of Remote Sensing based on the platform</li> <li>• Satellite Remote Sensing - Geostationary satellites &amp; Sun synchronous satellites</li> <li>• Analytical Capabilities of GIS ( Geographic Information System )</li> <li>• Overlay Analysis</li> <li>• Buffer Analysis</li> </ul>
7	India: The Land of Diversities	<ul style="list-style-type: none"> <li>• In the Himalayas - Northern mountain region ( Trans Himalayas, Himalayas &amp; Eastern Highlands )</li> <li>• Himalayan rivers</li> <li>• Peninsular rivers</li> <li>• Along the beautiful coastlines...               <ul style="list-style-type: none"> <li>• Western coastal plain</li> <li>• Eastern coastal plain</li> </ul> </li> <li>• Climate               <ul style="list-style-type: none"> <li>• Southwest monsoon season</li> <li>• Retreating monsoon season</li> </ul> </li> </ul>

		<b>Map- Rivers, Mountains &amp; The Peninsular Plateau</b>
8	<b>Resource Wealth of India</b>	<ul style="list-style-type: none"> <li>• Cropping seasons</li> <li>• Food Crops</li> <li>• Transport</li> <li>• Water transport</li> </ul> <b>Map- The Major Ports in India.</b> (• Kandla • Tuticorin • Mumbai • Chennai • Nheva sheva • Visakhapatanam • Marmagao • Paradip • Mangalore • Haldia • Kochi • Kolkata )
9	<b>Financial institutions and services</b>	<ul style="list-style-type: none"> <li>• Functions of Reserve Bank of India</li> <li>• Function of Commercial Banks</li> <li>• Modern trends in banking sector</li> </ul>
10	<b>Consumer: Satisfaction and Protection</b>	<ul style="list-style-type: none"> <li>• Consumer Protection Act 1986</li> <li>• Administrative mechanism</li> </ul>

You See **Focus- Map**







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1	Revolutions that Influenced the World	<ul style="list-style-type: none"> <li>• THE AMERICAN WAR OF INDEPENDENCE</li> <li>• THE FRENCH REVOLUTION</li> <li>• THE RUSSIAN REVOLUTION</li> </ul>

### THE AMERICAN WAR OF INDEPENDENCE

No taxation without representation

What did people demand through this slogan, framed by James Otis?

Representation in Govt.

Membership in British parliament

Denial of taxes

Allow free trade

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From the sixteenth century onwards the Europeans began to migrate to North America. The major aim of the migration was to exploit the resources. By the eighteenth century, England had established **thirteen colonies** in the **eastern coast of North America**.



**Explain the factors that led to the American War of Independence. Hints – Mercantilist laws . Continental congress – 2020 SSLC March Score 6**

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**. As part of Mercantilism, several laws were implemented in the British colonies.

**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 some thinkers also stimulated the people of the colonies to fight against the exploitative laws of the British.-John Locke, Thomas Paine  
**Continental Congress.**

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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.

**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.

**Third- 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 ended in 1781. According to the **Treaty of Paris in 1783**, England ratified the freedom of thirteen colonies.

Constitution Convention-**James Madison**

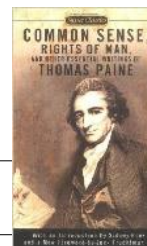
George **Washington** - the **first president** of the United States of America

How the American War of Independence greatly **influenced the later history of the world**

- 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.

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 FRENCH REVOLUTION**

The slogan

'liberty, equality, and fraternity'

#### **Causes**

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. This situation was the result of the social and economic inequality that existed in France.

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

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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 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**

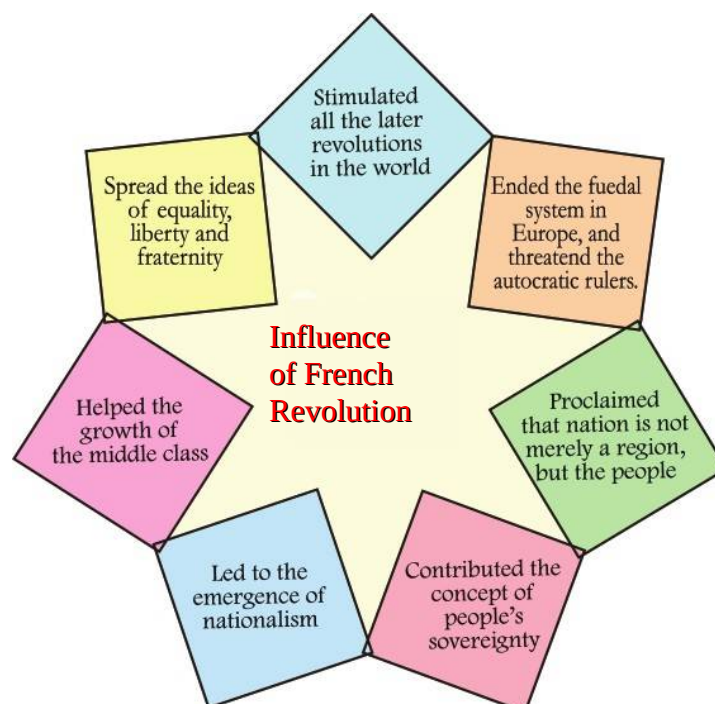
- Encouraged **democracy and the Republic**.
- Suggested division of powers of the government into **legislature, executive, and judiciary**

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.

September, **1792** The National Convention, formed as per the new constitution, proclaimed France as a republic.

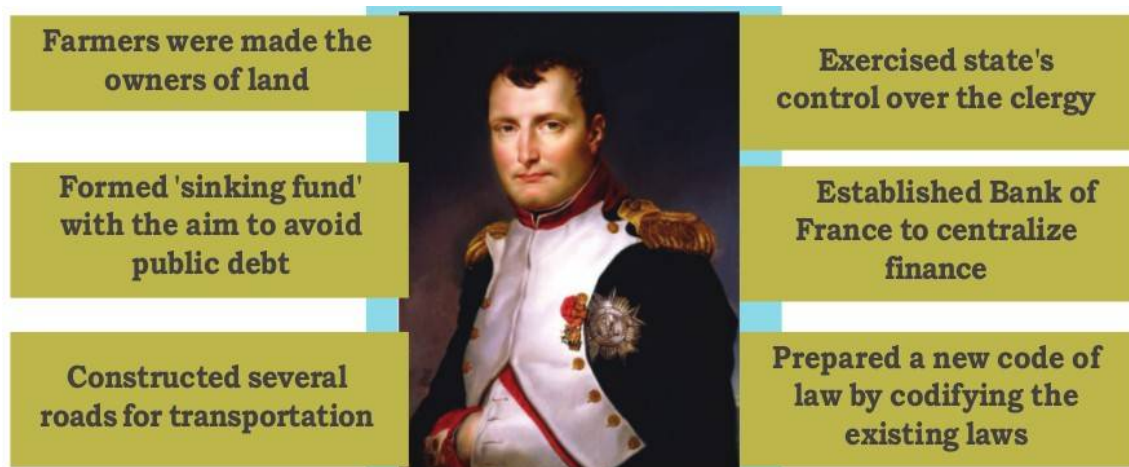
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U C Abdul Vahid Payyoliangadi

## Policies and reforms of Napoleon Bonaparte

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.



European countries feared that the reforms of Napoleon would spread all over Europe. They organized themselves under the leadership of England. It was the ideals of the French Revolution and not Napoleon that they were afraid of. Napoleon was defeated by the European Alliance in the battle of **Waterloo and lost his power in 1815.**

## 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 Tzarist 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.

### 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

**October Revolution - Bolsheviks**  
Lenin



## February Revolution.

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

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.

## March 2019 SSLC Exam

Explain the background of the French revolution based on the following hints.

\* French society \* Thinkers & their ideologies

## 2019 Modal Exam

Explain the factors that led to the February Revolution in Russia

## 2019 Modal Exam

Explain the circumstances that led to Bolsheviks came into power and results

## 2017 Modal Exam -

Analyse how the February Revolution and October revolution led to the formation of Soviet Union

## 2020 Model Exam

Analyse the French revocation based on the following hints

\* Third Estate and their role in the revocation \* Influence of French revocation

## 2020 March SSLC Exam

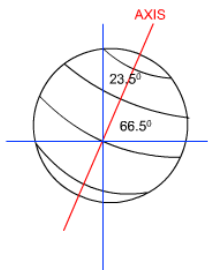
Explain the factors that led to the American War of Independence .

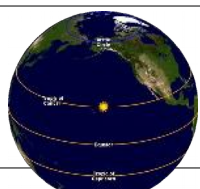
**# Mercantilist laws      # Continental congress**

<b>SS II</b>	<b>Name of Unit</b>	<b>Focus Zones</b>
<b>1</b>	<b>Seasons and Time</b>	<ul style="list-style-type: none"> <li>• Seasons and apparent movement of the Sun</li> <li>• Rotation and calculation of time</li> <li>• Greenwich time (GMT)</li> <li>• Standard time</li> <li>• Indian Standard Time (IST)</li> <li>• International Date Line</li> </ul>

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Date	Day	Peculiarity	Position of the sun	Northern hemisphere	Southern hemisphere
March 21	Equinox	Length of day and night will be equal	Above the Equator ( 0° )	From March 21 to June 21  <b>Spring</b>	<b>Seasons</b>  <b>Autumn</b>
June 21	Summer Solstice	Northern Hemisphere experiences its <b>longest day</b> and shortest night	Above the Tropic of Cancer (23½°N)	From June 21 to September 23  <b>Summer</b>	<b>Winter</b>
September 23	Equinox	Length of day and night will be equal	Above the Equator ( 0° )	From September 23 to December 22  <b>Autumn</b>	<b>Spring</b>
December 22	Winter Solstice	Northern Hemisphere experiences its <b>shortest day</b> and longest night.	Above Tropic of Capricorn (23½°S)	From December 22 to March 21  <b>Winter</b>	<b>Summer</b>

<b>Causes</b>		
Earth's revolution		It is in an elliptical orbit that the Earth revolves around the Sun
Tilt of the axis ( the inclination of axis )		The axis of the Earth is tilted at an angle of 66½° from the orbital plane. If measured from the vertical plane this would be 23½°
Parallelism of the Earth's axis.		The Earth maintains this tilt throughout its revolution.

<p>The apparent movement of the Sun.</p> <p><b>What is apparent movement of the sun?</b></p>		<p>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 (23½° North) and</p>
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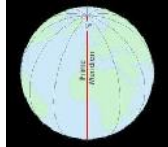
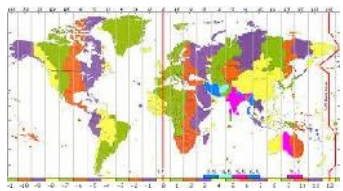


	Tropic of Capricorn ( $23\frac{1}{2}^{\circ}$ South).
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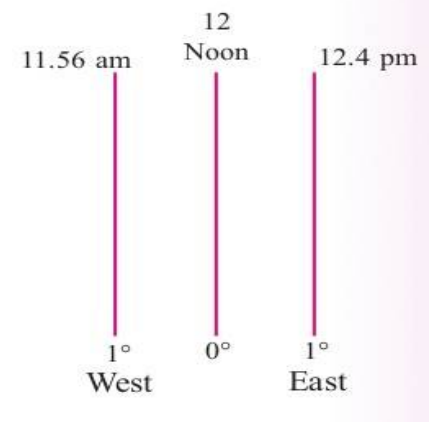
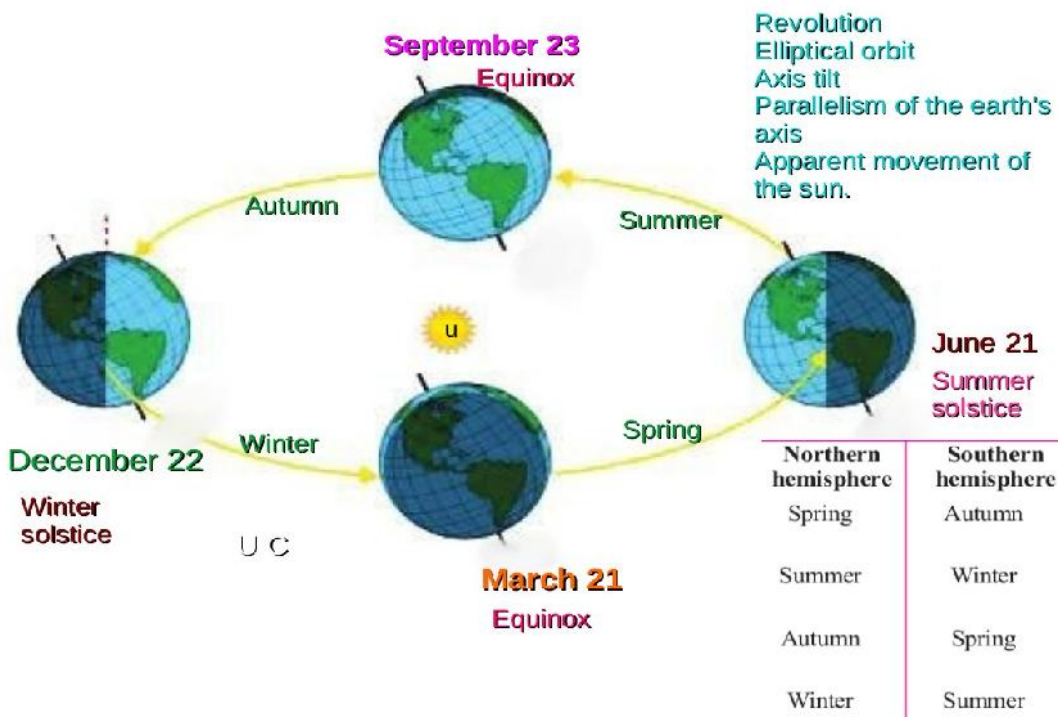
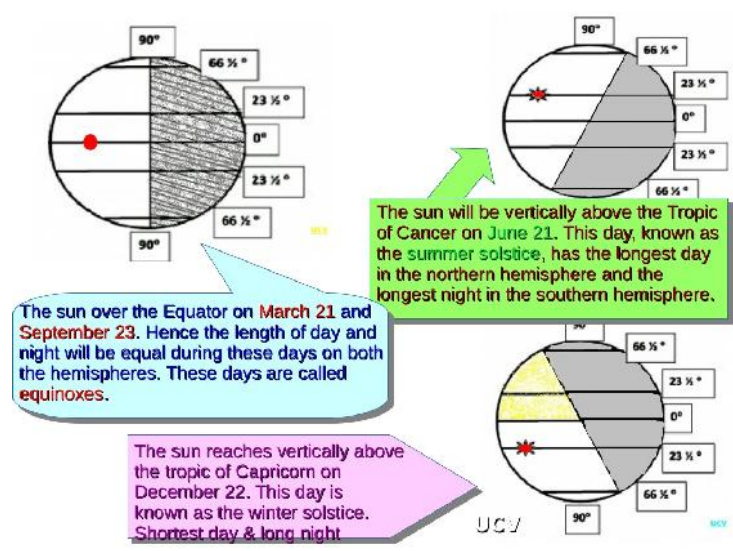
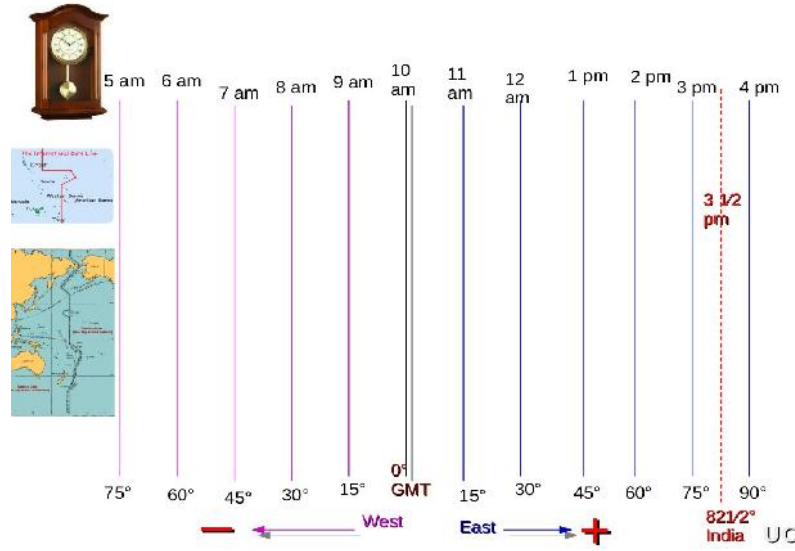
**The facts associated with rotation.**

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

**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.
The time required for the rotation of $15^{\circ}$ longitudinal area is $15 \times 4 = 60$ minutes (1 hour).
$15^{\circ}$ longitudinal area of the Earth passes by the Sun within a period of one hour.
The time required for the rotation of $7\frac{1}{2}^{\circ}$ longitudinal area is $7.5 \times 4 = 30$ minutes ( $\frac{1}{2}$ hour).
$82.5$ degree $\times 4 = 330$ minutes ( $5 \frac{1}{2}$ hour )

	<p><b>Greenwich time (GMT)</b></p>	<p>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.</p>
<p><b>Standard time</b></p> 		<p>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.</p>
<p><b>International Date Line</b></p> 		<p><math>180^{\circ}</math> longitude. <math>180^{\circ}</math> longitude to the east and west of Greenwich. To avoid 24 hours difference adjustments have been made avoiding the land areas along the <math>180^{\circ}</math> longitude. It passes only through ocean (the Bering Strait in the Pacific Ocean.). The line is fluctuated. Travellers gain or loss a day on crossing this line. There ends a day and begins another day.</p>
<p><b>Indian Standard Time (IST)</b></p> 	<p>U C Vahid</p>	<p>The <math>82\frac{1}{2}^{\circ}</math>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 <math>5\frac{1}{2}</math> hours. (5 hours 30 minutes )</p>
<p>We should <b>increase</b> the time by 4 minutes towards east and <b>decrease</b> it by 4 minute towards west for every one degree longitude ( <math>7.5^{\circ} \times 4 = 30</math> minutes / <math>15^{\circ} \times 4 = 60</math> minutes (1 hour) )</p>		



**What is Standard Time? Explain how Indian Standard Time is determined?**

**Complete the table appropriately 3 score**

Day	Relative position of the sun	Speciality of th day
21 March	Equator	Equinox
21 June	(a).....	(b) .....
23 September	(c) .....	(d) .....
22 December	(e) .....	(f) .....

**Write a short note on Equinoxes 3 score 2020 Model**

**Elucidate Local Time, GMT and Standard Time.**

**Estimate the Local Time @ the following Longitudes assuming Greenwich Mean Time as 2 pm.**

- 1) 82° 30' East
- ii) 82° 30' West

**Distinguish between summer solstice and winter solstice 3- score 2017 March**

**Arrange the seasons in the order of their occurrence. Describe the changes in apparent position of the sun during these seasons -5-score**

**What do you mean by parallelism of axis? How does it causes seasons? Score 3 2018 March**

**What i local time? Estimate the time at the following longitude assuming the Greenwich mean time as 10 am.**

- i) 45 degree East longitude
- ii) 30 degree West longitude

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**Score 5**



Answer the following questions based on IDL (i) what is IDL? (ii) Explain the peculiarity of the IDL with reason? (iii) Estimate the time at IDL when GMT is 12 noon?

Write a short note on Autumn Season. **3 score 2018 model**

Give an account of the differences between Solstices and Equinoxes **5 score**

give the reasons for the occurrence of season. **3 score**

complete the following table showing the apparent movement of the Sun.

	Period	The Apparent Movement	U C /Vahid
i	21 March 21 June	.....	
ii	.....	From Tropic of Capricorn to the Equator	
iii	23 September to 22 December	.....	

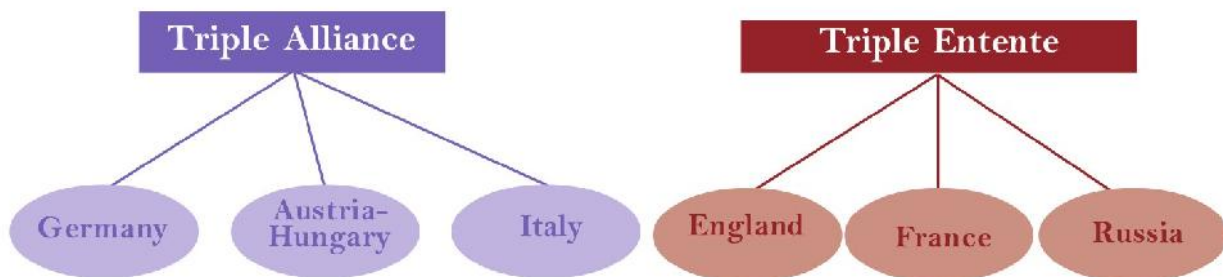
**Elucidate Local Time, GMT and Standard Time. Estimate the Indian Standard Time when GMT is 12 Midnight**

**SS I**

Unit No	Name of Unit	Focus Zones
2	World in the twentieth Century	<ul style="list-style-type: none"> <li>• Causes Of The First World War</li> <li>• Mussolini and Fascism</li> <li>• Hitler and Nazism</li> <li>• Non-Aligned Movement: An Alternative to Bipolar Blocs</li> </ul>

**Causes Of The First World War**

The European nations vied with each other in establishing colonies. This **competition** led to conflicts among them and caused mutual distrust and enmity. This further drove the nations to the signing of **military alliances**. The **Triple Alliance** and the **Triple Entente** were examples of such military alliances.



The formation of such alliances created a war atmosphere in Europe. They started **manufacturing and buying lethal weapons**.

The European nations resorted to various strategies to succeed in their **imperialistic competitions**. **Aggressive nationalism** was one among them. The European nations used aggressive nationalism to invade other countries. Aggressive nationalists considered their own nations as the supreme and justified whatever be the actions of their nations. Various movements in Europe such as **Pan-slave , Pan-German, Revenge movement** were an offshoot of aggressive nationalism.

**Imperialist rivalry drove the European countries into several crisis,**

Pan-Slav Movement	Pan-German Movement	Revenge Movement
Russia wanted to unite the Slavic people of Serbia, Bulgaria, Greece, etc. in Eastern Europe under her leadership. For this the Pan-Slav Movement was formed with the help of Russia.	To establish its dominance in Central Europe and Balkan Provinces, Germany planned to unite the Teutonic people. This Pan-German movement came into being under the leadership of Germany.	In 1871, Germany occupied Alsace-Lorraine, the territories that were under the control of France. To regain these territories, the Revenge Movement was formed under the leadership of France.

among which the **Moroccan crisis** and the **Balkan crisis** are considered to be important.



### Sarajevo Incident

When **Austria** laid its claim over the Balkan region with the support of **Germany**, **Serbia** claimed this region with the support of **Russia**. During this time, a Serbian youth **Gaverilo Prinsep**, assassinated **Francis Ferdinand**, the heir to the **throne of Austria** at the Bosnian capital **Sarajevo** in **July 1914**. Austria held Serbia responsible for it and declared war on Serbia on 28 July 1914.

The allied nations rushed to help their allies. Almost all the nations of the world directly or indirectly were involved in it. Therefore this war is known as the First World War.

### Mussolini and Fascism in Italy

Discuss the circumstances under which the Fascist party came to power in Italy.

- Italy got nothing, though she was with the victors in the First World War.
- Post-war destruction of industries, unemployment, increase in tax, inflation etc. kept people away from the government.
- Industrialists, in fear of Italy moving to socialism, were prompted to support fascism.

### His Oppression



Mussolini resorted to despotic measures in the political and economic fields of Italy. Violence and ferocity were the strategies of the Fascists. **Socialists** and **leaders of peasants and workers** were proclaimed as enemies of the nation. Those who opposed the Fascist Party were executed. The aim of Mussolini was **to restore ancient Roman Empire**. As part of this, he adopted several symbols of ancient Roman administration. Using his military force the '**Black Shirts**', Mussolini suppressed the opponents through Fascist policies.

His aggressive foreign policy led him to conquer nations like **Ethiopia, Albania** etc. Italy's run for dictatorship paved the way for the outbreak of another world war.

## **Hitler and Nazism**

**Discuss the factors that helped Hitler, the leader of Nazi party come to power in Germany**

- The **Treaty of Versailles** imposed by the victorious allies on Germany after the First World War.
- Economic destruction and inflation.
- Failure of German government and the resultant political uncertainty.

With his oratory skills and organizational abilities, Hitler easily succeeded in gaining popular support.

He dismissed the government and **captured power**.

**Socialists, Communists, Jews** and Democrats were executed. Hitler held the Jews responsible for Germany's ruin and humiliation. Jews were massacred enmasse in specially built **concentration camps**. This is known as the **Holocaust**. A military force '**Brown Shirts**' and a secret police troop '**Gestapo**' were in charge of assaulting and massacring the Jews.

Hitler projected the **purity of the Aryan race** and argued that Aryans should rule the world. He deified the Aryans ancestry of the Germans. All other political parties, except the Nazi Party, were banned. **Trade unions** also were banned.

Military service was made **compulsory**. Hitler incited a spirit of revenge among the Germans against the terms of the Treaty of Versailles. He used newspapers, radio, cinema, and education systems widely to **propagate the ideologies** of Nazism.

Taking advantage of the feeling of revenge among Germans, Hitler adopted an aggressive foreign policy.

He attacked **Austria and Czechoslovakia**. Germany formed **alliance with Italy and Japan**. It was opposed by other countries. Ultimately this led to the outbreak of another world war.

How did Fascism in Italy and Nazism in Germany defy world peace?

## **Non-Aligned Movement: An Alternative to Bipolar Blocs**





### What is non Aligned Movement?

Following the Second World War, many **Asian, African and Latin American countries** became independent. They realized that the **Cold War** was yet another face of imperialism and that it would threaten world peace.

The liberated nations decided not to join any of the **blocs ( Capitalist USA bloc & socialist USSR bloc )** and formed the Non-Aligned Movement. They understood that the race of super powers for weapons and a stronger military force would pose harm to them. They realized that only a world sans wars and conflicts accelerates economic and social development.

The idea of the Non-Aligned Movement was mooted at a meeting held **Bandung in Indonesia in 1955**. The **first conference** of the non- aligned countries was held in **Belgrade in 1961**.

"Non alignment doesn't mean to keep aloof from world affairs. Rather, it is to face many issues we confront," Jawaharlal Nehru said, indicating the objectives of the movement.

## SS II

Unit No	Name of Unit	Focus Zones
2	In search of the source of wind	<ul style="list-style-type: none"> <li>• Atmospheric pressure -                             <ul style="list-style-type: none"> <li>• Atmospheric pressure and altitude</li> <li>• Temperature and atmospheric pressure</li> <li>• Humidity and atmospheric pressure</li> </ul> </li> <li>• Global pressure belts</li> <li>• Planetary winds ( Trade winds, Westerlies &amp; Polar easterlies )</li> </ul>

### Atmospheric pressure

The weight of atmospheric air is atmospheric pressure and the variations in the atmospheric pressure are the basic reason for wind.

The average weight that air exerts on the earth's surface is **1034 mg per cm square** .

The atmospheric pressure is measured using an instrument called **Mercury Barometer**.

It is recorded in units like **millibar (mb) and hectopascal (hPa)**.

The level of mercury at normal atmospheric pressure will be 76 cm. The atmospheric pressure at that point will be **1013.2 mb or 1013.2 hPa**.

The factors that influence the atmospheric pressure. (The factors responsible for changes in atmospheric pressure are; )

U C Vahid

Altitude	Temperature	Humidity
<p>The atmospheric pressure decreases with height due to the rarification of air with altitude. The pressure decreases at the rate of 1 millibar (mb) per an altitude of 10 meters.</p> <p>The atmospheric pressure and the altitude are <b>inversely proportional</b>.</p> <p>The atmospheric pressure decreases as the altitude</p>	<p>The atmospheric pressure decreases as the temperature increases and vice versa. The temperature and the atmospheric pressure are <b>inversely proportional</b>.</p> <p>Air expands when it gets heated. The expanded air is less dense and hence it ascends. This leads to the lowering of atmospheric</p>	<p>The atmospheric pressure decreases as the humidity increases and vice versa. The humidity and the atmospheric pressure are <b>inversely proportional</b>.</p> <p>The presence of water vapours in air is called humidity. Water vapour is lighter than air and hence it ascends. If the quantity of water vapour is</p>



increases and vice versa.	pressure. The ascending air spreads to the sides and it starts cooling. On cooling, it becomes dense and descends. As a result the atmospheric pressure increases.	more in a unit volume of air, then naturally the atmospheric pressure will be less. U C Vahid
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Variations in atmospheric pressure occur in accordance with the variations in the above factors.

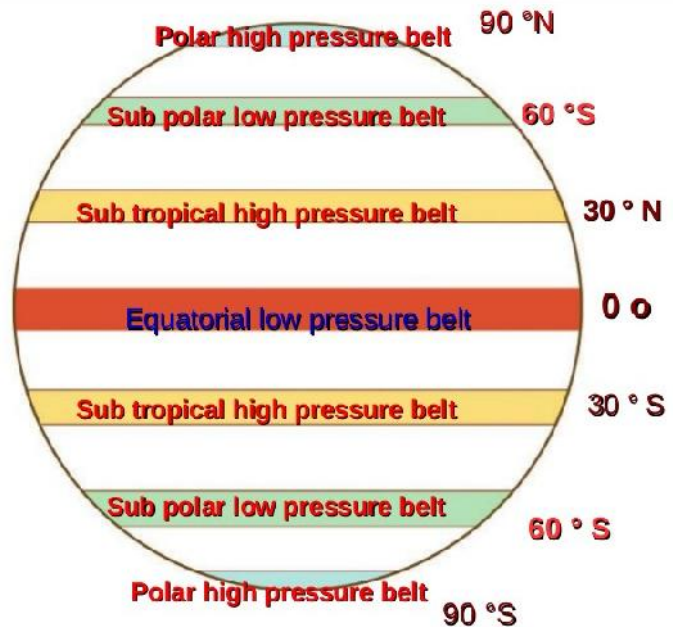
**HP** - If the atmospheric pressure of an area is higher than that of the surrounding regions, it can be designated as 'high pressure' (High - H).

**LP** - If the atmospheric pressure of an area is lower than that of the surrounding regions, it can be designated as 'low pressure' (Low - L).

**Isobars**

Isobars are the imaginary lines joining places having the same atmospheric pressure. We can easily understand the distribution of the atmospheric pressure of any region by observing the isobars. It is the imaginary line on the map which joins places of equal pressure.

**Global pressure belts and Latitude**



**Global pressure belts and Latitude**

Equatorial low pressure belt 0°	Sub tropical high pressure belts 30° N & S (Northern Hemisphere & Southern Hemisphere)	Sub polar low pressure belts 60° N & S (Northern Hemisphere & Southern Hemisphere)	Polar high pressure belts 90° N & S (Northern Hemisphere & Southern Hemisphere)
This is the zone where the sun's rays fall vertically throughout the year. Hence the temperature will be high in this zone all through the year. The air expands due to sun's heat and rises up on a massive scale.	The hot air ascending from the equatorial low pressure belt cools gradually and subsides at the sub tropical zone due to the rotation of the Earth. High pressure belts develop over here as the hot air that rises	As this zone is close to the Pole, the air is colder here. Though the cold air remains close to the Earth, the air is thrown away due to the rotation of the earth. As a result, low pressure is experienced all along the sub polar region.	This zone experiences severe cold throughout the year. As a result, the air remains chilled under the extreme cold that prevails over the Poles, and this contributes to the steady high pressure experienced here.

<p>This is the reason for the low pressure experienced throughout this zone. This is also known as 'doldrum'</p>	<p>up from the equatorial regions gets deflected due to the Coriolis effect and concentrates in these regions</p>		<p>U C Vahid</p>
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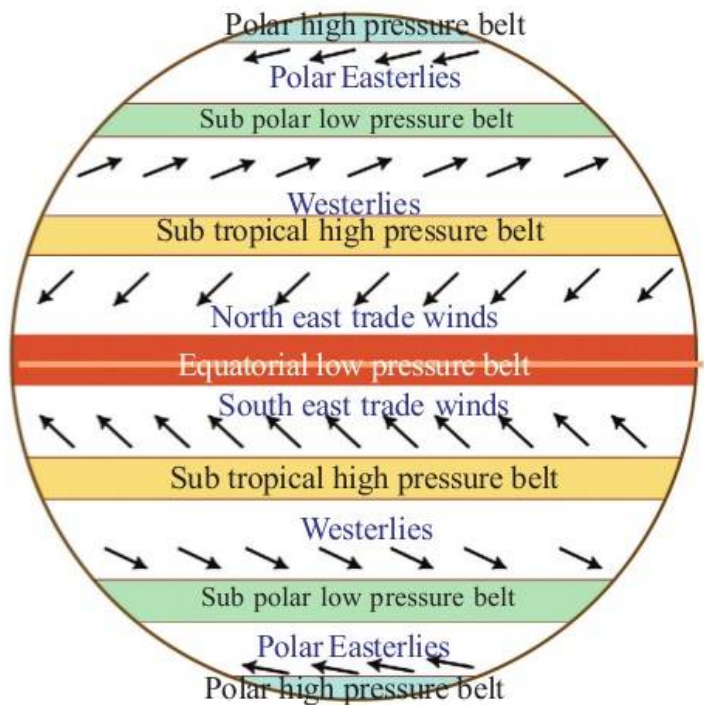
**doldrum**

The equatorial low pressure belt is situated between 5° North and South latitudes. As the air in this zone ascends on a large scale, winds are very feeble here. This pressure belt is also known as 'doldrum', meaning 'the zone with no winds'. The region was a nightmare for the ancient mariners.

**Changes in the position of the global pressure belts**

According to the changing seasons the position of the pressure belts in the northern and southern hemispheres shifts according to the apparent movement of the Sun. The pressure belts shift northward during the period of Sun's Utharayanam and towards the south during the period of its Dakshinayanam.

**Planetary winds.**



**Global Pressure belts and Planetary winds**

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**Planetary winds.**

The winds developed between the global pressure belts can be generally called as planetary winds. The different planetary winds are;

1- Trade winds	2- Westerlies	3- Polar easterlies
<p>The winds blow from the sub tropical high pressure belts towards the equatorial low pressure belt.</p>	<p>Winds blow continuously from the sub tropical high pressure zones to the sub polar low pressure belts</p>	<p>Winds blow continuously from the Polar high pressure belt to Sub polar low pressure belts.</p>
<p>As these winds blow from the northeast in the Northern Hemisphere, they are known as</p>	<p>The westerlies are stronger in the Southern Hemisphere than in the Northern Hemisphere.</p>	<p>These winds blow from the East in both the hemispheres due to the Coriolis Force. Hence these</p>

<p>northeast trade winds. Southern Hemisphere South east trade winds. The equatorial low pressure zone where the trade winds from both the hemispheres converge is known as the <b>Inter Tropical Convergence Zone (ITCZ)</b>.</p>	<p>This is due to the vast expanse of oceans in the Southern Hemisphere. The ancient mariners had given different names to the rough westerlies in the Southern Hemisphere, such as '<b>Roaring Forties</b>' (along 40° latitudes), '<b>Furious Fifties</b>' (along 50° latitudes) and '<b>Shrieking Sixties</b>' (60° latitudes).</p>	<p>are known as polar easterlies. These winds play a significant role in determining the climate of <b>North America, the eastern European countries, and Russia</b>.</p> <p style="text-align: right;">U C Vahid</p>
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**2019 March SSLC Examination**

Why does the atmospheric pressure vary from place to place? - 3 score

Describe any two planetary wind system - 5 score

**2018 March**

Identify the planetary winds blowing in between the following pressure belts

i) between polar highs and sub polar lows

ii) between sub tropical highs and equatorial low

iii) between sub tropical highs and sub polar lows (3 score)

Explain the formation of sub tropical high pressure belts and sub polar low pressure belts. Identify the planetary wind blowing in between these pressure belts. (5 score)

**2017 March**

List out the Global pressure Belts. Explain the causes for the formation of any three of them  
**Model (5 Score)**

**2020 March**

**i) what is atmospheric pressure? ii) Name the instrument used for measuring atmospheric pressure? iii) How do altitude, temperature and humidity influence atmospheric pressure? 5 Score**

U C Abdul Vahid Payyoliangadi

**SS I**

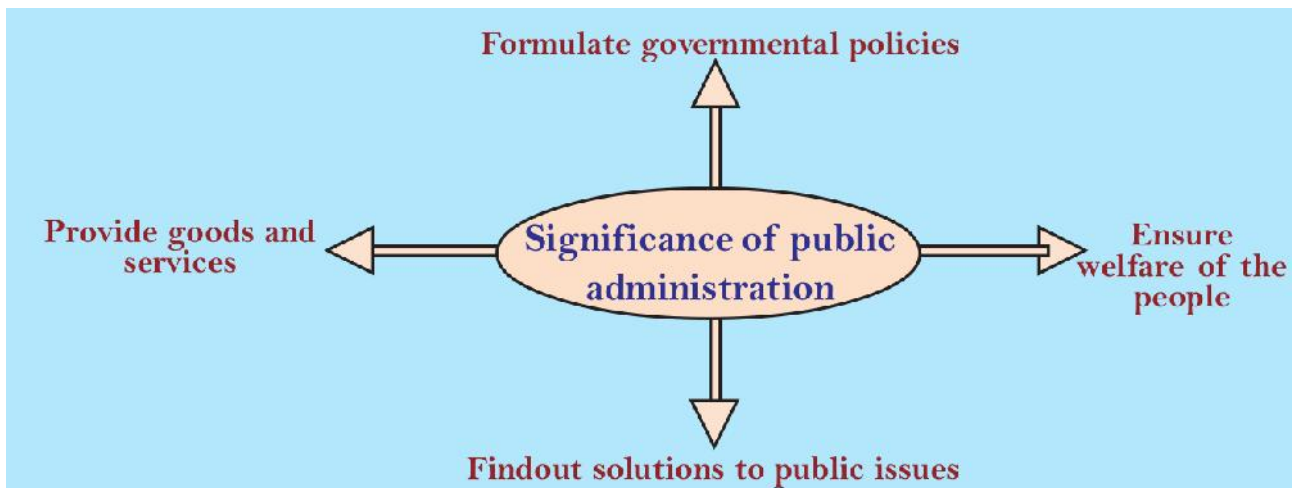
<b>3</b>	<b>Public Administration</b>	<ul style="list-style-type: none"> <li>• <b>Public Administration</b></li> <li>• <b>Importance of Public Administration</b></li> <li>• <b>Features Of Bureaucracy</b></li> <li>• <b>Indian Civil Service</b></li> </ul>
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**Public Administration**

Public Administration is concerned with the administration of the government. N. Gladden
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.
The history of public administration begins with the formation of state. Based on differences in the form of government we can find differences in public administration also. During monarchy, the interests of the monarch was the basis of public administration. But in democratic system, importance is given to the interests of the people. Democratic administration becomes more effective and efficient through public administration.

**Importance of Public Administration**

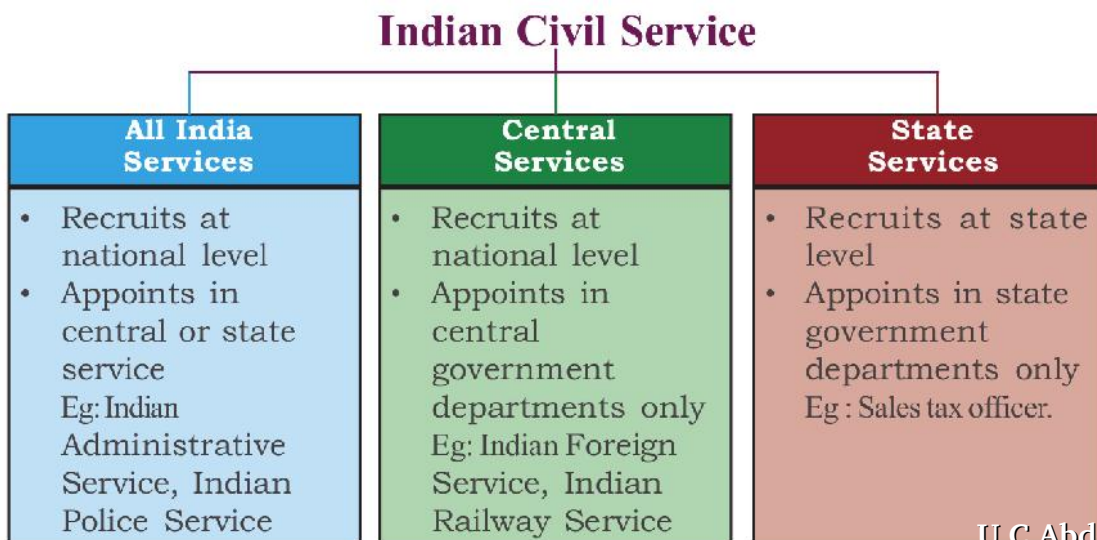
Governments try to find solutions to various problems and ensure the welfare of the people through public administration.
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**Features of Bureaucracy**

<b>Features of Bureaucracy</b>	<b>Hierarchical organisation</b>
	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.
	<b>Permanence</b>
	Persons appointed will continue in service till the age of retirement.
	<b>Appointment on the basis of Qualification</b>
	Employees are recruited and appointed on the basis of educational qualification.
<b>Political Neutrality</b>	
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.	
<b>Professionalism</b>	
Every government employee must be skilled in their work.	

**Indian Civil Service**



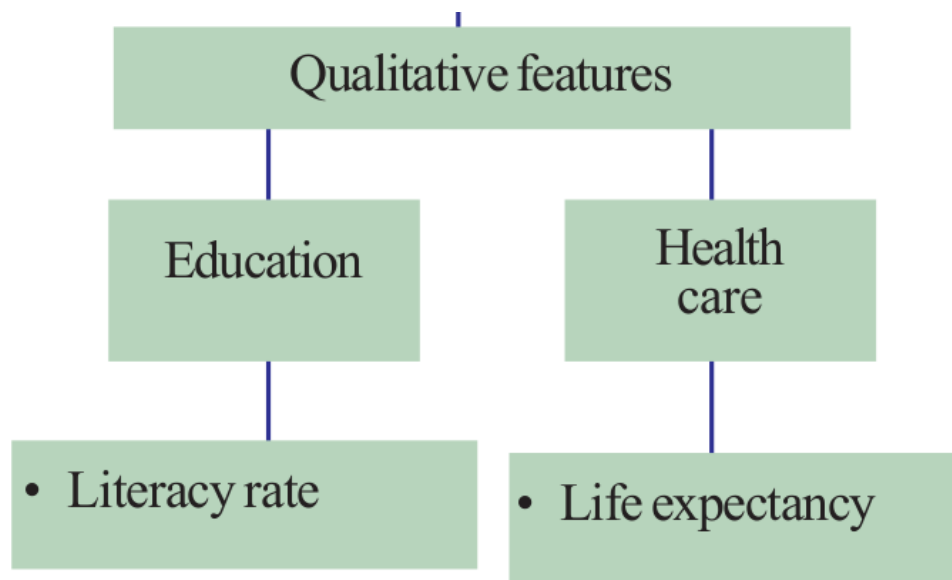


UPSC	PSC
<p>Candidates to all India services and central services are recruited by the Union Public Service Commission (UPSC). The chairman and the members of this commission are appointed by the President of India. The UPSC has elaborate mechanisms for the recruitment of candidates based on qualification.</p>	<p>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.</p>
<p><b>Constitutional institutions</b> UPSC and State PSC's are constituted on the basis of constitutional provisions. So they are called constitutional institutions.</p>	

SS II

<b>3</b>	<b>Human Resource Development in India</b>	<ul style="list-style-type: none"> <li>• Qualitative features Of Human Resource</li> <li>• Education and human resource development</li> <li>• Human resource development and healthcare</li> </ul>
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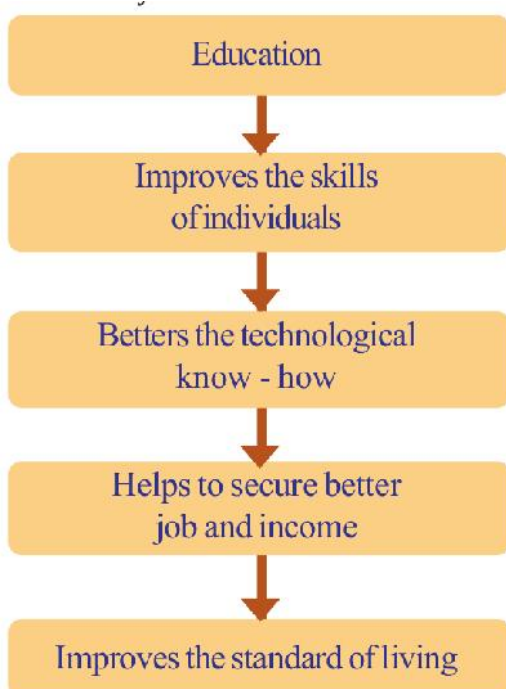
Qualitative features of Human Resource



Education and human resource development

Education has a major role in moulding skilled people.

How education helps in the development of a country?



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

India : Literacy rate	
Female	65.46
Male	82.14
Total	74.04

Source : Census of India 2011

The projects implemented in India to develop education and skills.

Projects	Goals
Integrated Child Development Scheme (ICDS)	<ul style="list-style-type: none"> <li>To ensure integrated development of children upto 6 years</li> <li>To provide healthcare for pregnant and lactating women</li> <li></li> </ul>
Samagra Shiksha Abhiyan (SSA)	<ul style="list-style-type: none"> <li>To ensure universal education to all up to higher secondary level</li> <li>To ensure quality and equity</li> <li>To promote the vocational education strenthen</li> </ul>
Samagra Shiksha was formed by integrating Sarva Shiksha Abihyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA)	<ul style="list-style-type: none"> <li>To the teacher training institutes like SCERT/DIET</li> <li></li> <li></li> </ul>
Rashtriya Uchthal Shiksha Abhiyan (RUSA)	<ul style="list-style-type: none"> <li>To increase the access to higher education</li> <li>To improve the quality of higher education</li> <li></li> </ul>
National Skill Development and Monetary Reward Scheme	<ul style="list-style-type: none"> <li>To improve the working skills of the youth</li> <li>To ensure the availability of people with employable skills</li> <li></li> </ul>

RTE

Our country 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.

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 and healthcare

What is health?

According to the World Health Organisation (WHO), health is a state of physical, mental and

social well-being.

It is the government's responsibility to ensure healthcare for all.

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 utilised properly.
- Medical expense can be reduced, thereby reducing the government's expenditure.
- Economic development is possible through increase in production

Let's list the facilities to be ensured for healthcare.

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

The government has set up institutions that work at different levels in the medical sector.

Medical Colleges	District Hospitals	Community Health Centres	Primary Health Centres	Health Sub Centres
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There are various hospitals in the cooperative and private sectors. Many multispecialty 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;

NRHM	NUHM
The National Rural Health Mission operates in the rural sector. To make available quality health services to all.	The National Urban Health Mission 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.

India : Life expectancy	
Female	67.7
Male	64.6
Total	66.1

Source : Census of India 2011

