



THIRUVANANTHAPURAM  
CORPORATION

# PARIHARABODHANAM (SSLC)

(2022 - 2023)

SOCIAL SCIENCE



**District Institute of Education  
and Training (DIET)**  
Thiruvananthapuram





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പ്രിയ വിദ്യാർത്ഥികളേ,

തിരുവനന്തപുരം നഗരസഭാ പരിധിയിലെ സ്കൂളുകളിൽ പഠിക്കുന്ന വിദ്യാർത്ഥികളുടെ പഠന നിലവാരം വർദ്ധിപ്പിക്കുന്നതിനായി നഗരസഭ നടപ്പിലാക്കുന്ന പദ്ധതിയാണ് 'പരിഹാരബോധനം'. മുൻ വർഷങ്ങളിൽ നടത്തിവന്നിരുന്ന പദ്ധതി ഈ വർഷവും വിപുലമായ നിലയിൽ നടപ്പിലാക്കുകയാണ്. പഠനത്തിൽ പിന്നാക്കം നിൽക്കുന്ന വിദ്യാർത്ഥികളെ കൂടുതൽ കരുതൽ നൽകി മുന്നിലേക്ക് ഉയർത്തുകയെന്നതാണ് നഗരസഭ ഈ പദ്ധതിയിലൂടെ ഉദ്ദേശിക്കുന്നത്. പൊതുവിദ്യാഭ്യാസ രംഗം കൂടുതൽ കരുത്താർജ്ജിച്ച് മുന്നേറുന്ന ഈ കാലഘട്ടത്തിൽ വിദ്യാർത്ഥികൾക്ക് ഗുണമേന്മയുള്ള വിദ്യാഭ്യാസം ഉറപ്പാക്കുന്നതിനും വിവിധ തലങ്ങളിൽ മികവ് തെളിയിക്കാനുള്ള അവസരമൊരുക്കുന്നതിനും സർക്കാരും നഗരസഭയും പ്രതിജ്ഞാബദ്ധമാണ്. അക്കാദമികവും ഭൗതികവുമായ സൗകര്യങ്ങൾ കൂടുതൽ മെച്ചപ്പെട്ട് കേരളത്തിലെ പൊതുവിദ്യാഭ്യാസ രംഗം ശ്രദ്ധേയമായ മാതൃകയായി മാറിയിരിക്കുകയാണ്. ഈ സന്ദർഭത്തിൽ നമ്മുടെ വിദ്യാർത്ഥികൾക്ക് ഉന്നത പഠനത്തിന് ഉപകരിക്കുന്ന തരത്തിൽ പഠന നിലവാരം മെച്ചപ്പെടുത്തുക എന്നതാണ് നാം ലക്ഷ്യമിടുന്നത്. മികച്ച അധ്യാപകരുടെ സഹായത്തോടെ പഠനം അസ്വാഭുക്രമാക്കി മാറ്റിക്കൊണ്ട് കുട്ടികളെ മികച്ച നിലാരത്തിലേക്ക് ഉയർത്തുകയെന്ന ലക്ഷ്യത്തിന്റെ സാധ്യതകളെല്ലാം കൂടിയാണ് പരിഹാരബോധനം എന്ന ബൃഹത് പദ്ധതി. ഈ പദ്ധതിയുടെ ഭാഗമാകുന്ന എല്ലാ പ്രിയപ്പെട്ട വിദ്യാർത്ഥികൾക്കും അഭിനന്ദനങ്ങൾ അറിയിക്കുന്നതോടൊപ്പം മികച്ച വിജയം ആശംസിക്കുന്നു.

സ്നേഹത്തോടെ

**ആര്യരാജേന്ദ്രൻ എസ്.**  
 മേയർ  
 തിരുവനന്തപുരം നഗരസഭ





പ്രിയപ്പെട്ട കുട്ടികളേ,  
 തിരുവനന്തപുരം നഗരസഭാ പരിധിയിൽ വരുന്ന ഹൈസ്കൂൾ,  
 ഹയർസെക്കന്ററി വിഭാഗം കുട്ടികളുടെ പഠനനിലവാരം  
 ഉയർത്താനും പൊതുപരീക്ഷയിൽ ഉയർന്ന ഗ്രേഡ് കരസ്ഥമാ  
 കാനും ലക്ഷ്യമിട്ടുകൊണ്ട് മുൻവർഷങ്ങളെപ്പോലെ പരിഹാര  
 ബോധനം പദ്ധതി ഈ വർഷവും നടപ്പിലാക്കിവരുന്നതിൽ അതി  
 യായ സന്തോഷവും അഭിമാനവും ഉണ്ട്. ഈ വർഷത്തെ പൊതു  
 പരീക്ഷയ്ക്ക് നേരത്തെതന്നെ തയ്യാറെടുക്കുന്നതിനും എല്ലാ വിഷ  
 യങ്ങളിലെ പാഠഭാഗങ്ങളിലൂടെ ആവർത്തിച്ചുകടന്നുപോകാനും  
 പരിചയപ്പെടാനും സാധിക്കട്ടെ എന്ന് ആശംസിക്കുന്നു.

**ഡോ.നീന കെ.എസ്.**

ചെയർപേഴ്സൺ

(വിദ്യാഭ്യാസ കായിക സ്റ്റാന്റിംഗ് കമ്മിറ്റി)

തിരുവനന്തപുരം കോർപ്പറേഷൻ

**Members participated in the workshop**

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Chapter  
**01**



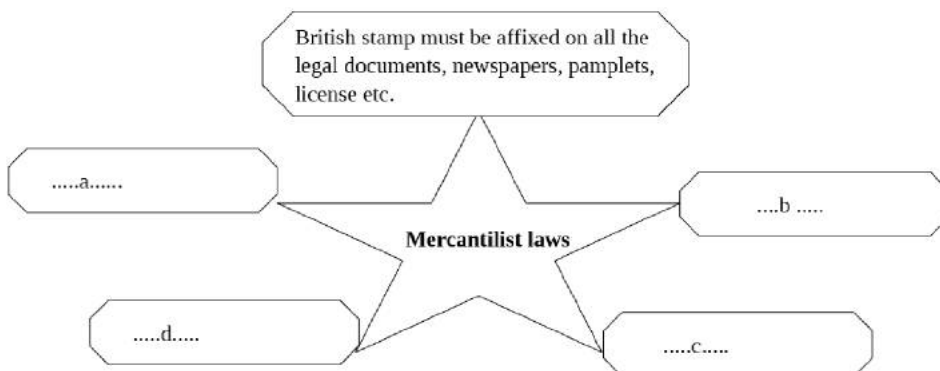
**REVOLUTIONS THAT INFLUENCED THE WORLD**



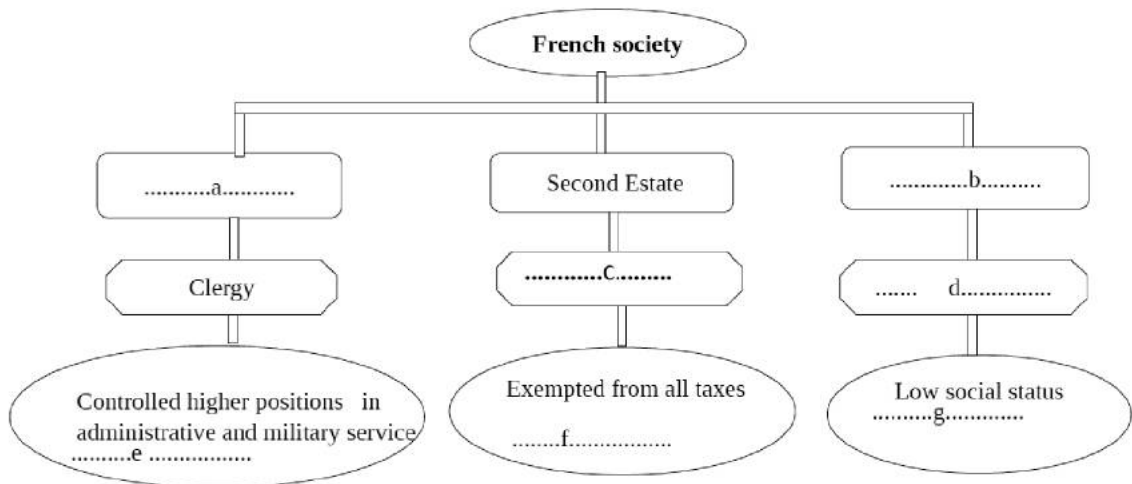
**AT A GLANCE**

- ✧ **American War of Independence**
  - Mercantilist Laws
  - Continental Congress
  - George Washington.
- ✧ **French Revolution**
  - 1789
  - French Society - Three Estates
  - Thinkers - Voltaire, Rousseau, Montesquieu.
- ✧ **Latin American Revolution**
  - Revolution against the Portuguese and Spain
  - Fransico Miranda, Simón Boliver, José De San Martin.
- ✧ **Russian Revolution**
  - 1917
  - February Revolution – Alexander kerensky,
  - October Revolution -Lenin.
- ✧ **Chinese Revolution**
  - Boxer Rebellion
  - Long March -Mao Zedong - People’s Republic of China.

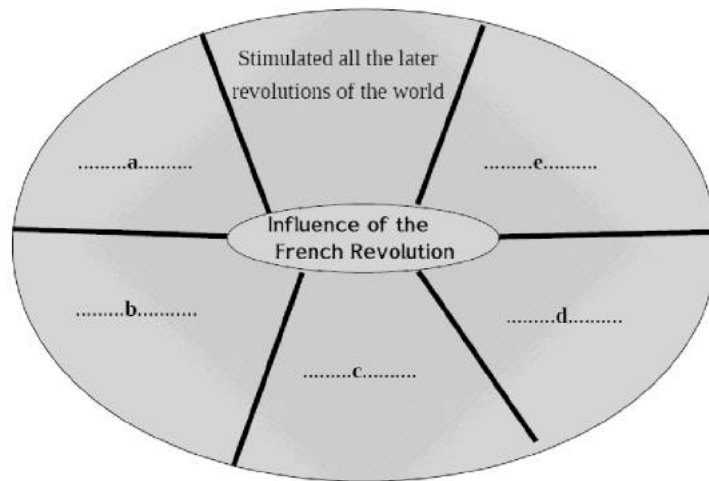
1. Complete the diagram related to Mercantilist laws.



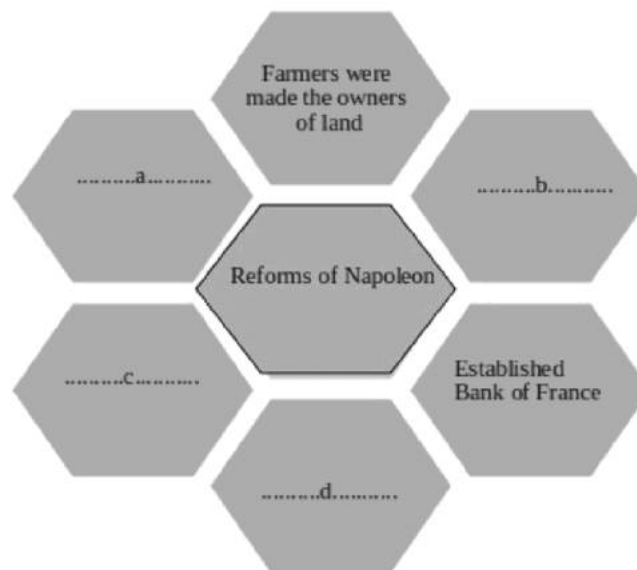
2. Complete the flow chart related to the French society.



3. Complete the diagram.

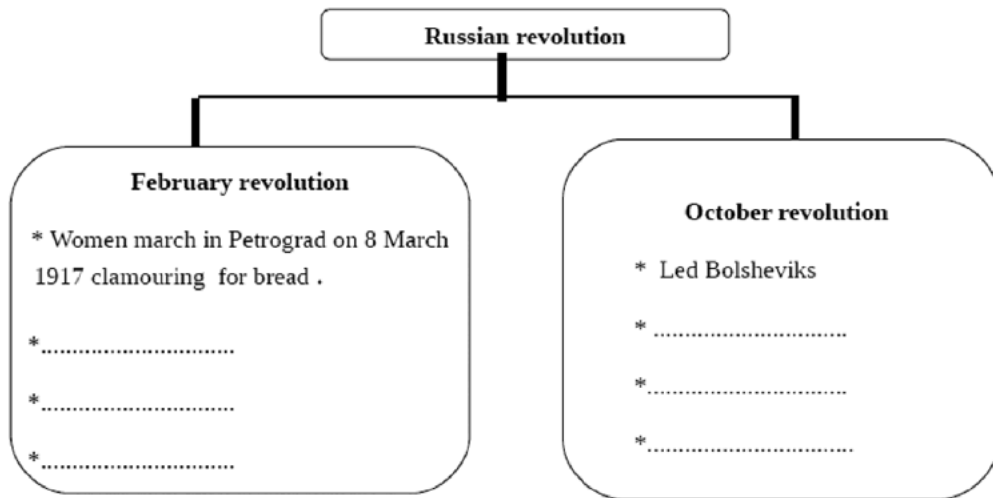


4. List out the reforms of Napoleon.

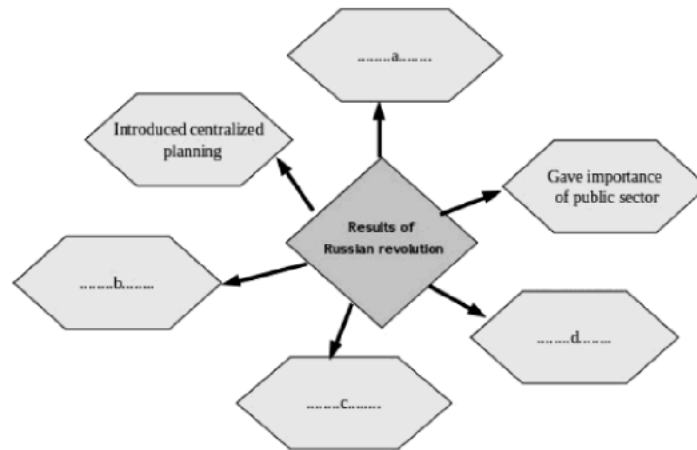




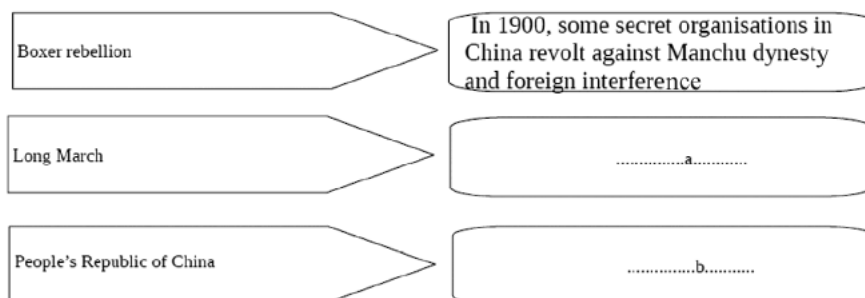
5. Complete the chart about the Russian Revolution.



6. Complete the diagram of the results of the Russian Revolution.



7. Complete the chart.

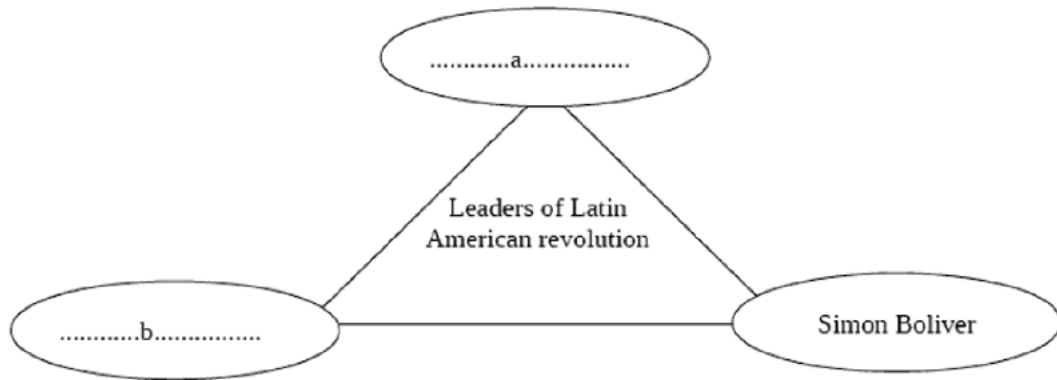


8. List out the influence of the American War of Independence.

- Put forward the concept of republican form of government.
- 
- 
-

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9. Mention the leaders of Latin American revolution.



10. Arrange the table properly.

<b>A</b>	<b>B</b>
Dr. Sun Yat-Sen	The Mother
Maxim Gorky	French revolution
Rousseau	Latin American revolution
Jose De San Martin	Kuomintang party

**Answers**

1.
  - a. The goods to and from the colonies must be carried only in British ships or ships built in the British colonies.
  - b. Products of the colonies like sugar, wool, cotton, tobacco, etc. could only be exported to England.
  - c. Colonies must provide food and quarters for the British troops which were maintained in the colonies.
  - d. Import tax must be paid for the import of tea, glass, paper, etc.
2.
  - a. First Estate
  - b. Third Estate
  - c. Nobility
  - d. The middle class
  - e. Exempted from all taxes
  - f. Led luxurious life
  - g. No role in the administration
3.
  - a. Spread the idea of equality, liberty and fraternity.
  - b. Helped the growth of middle class.
  - c. Led the emergence of nationalism.
  - d. Contributed the concept of people’s sovereignty.
  - e. Ended the feudal system in Europe, and threatend the autocratic rulers.

4.
  - a. Exercised state's control over the clergy
  - b. Formed 'sinking fund' with the aim to avoid public debt
  - c. Prepared a new code of law by codifying the existing laws
  - d. Constructed several roads for transportation.
5. **February revolution**
  - ❖ Led by Mensheviks.
  - ❖ Do not withdrew Russia from the First World War.
  - ❖ The workers captured Petrograd and Nicholas II was thrown out of power.
  - ❖ End of the rule of Tsar.

### **October revolution**

- ❖ Withdrew Russia from the First World War
  - ❖ Bolsheviks organized an armed rebellion against the provisional government
  - ❖ End of the rule of Mensheviks.
6.
    - a. Russia withdrew from the first World War.
    - b. Seized out the land and distributed among the peasants.
    - c. New constitution came to force in 1924.
    - d. Union of Soviet Socialist Republic was formed.
  7. **Boxer Rebellion**
    - ❖ The emblem of these organizations was the Boxer's fist. So this is known as the Boxer Rebellion.

### **a. Long March**

- ❖ In 1934, under the leadership of Mao Zedong, a journey started from Kiangsi in South China to Yanan in North Western China.
- ❖ Throughout the journey they seized out agricultural land and villages from lords and distributed them among the farmers.
- ❖ The journey covered around 12000 kms. So it is known as the 'Long March'.

### **b. People's Republic of China**

- ❖ The Red Army of Mao Zedong captured the centre of Kuomintang rule.
  - ❖ China became the People's Republic of China on 1 st October 1949 under the leadership of Mao Zedong.
8.
    - ❖ Gave direction and motivation to the later freedom struggles and revolutions all over the world
    - ❖ Prepared the first written constitution.
    - ❖ Contributed to the concept of federal system that ensured freedom and authority of states in the union.



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9. a. Fransico Miranda  
b. Jose De San Martin

10.

<b>A</b>	<b>B</b>
Dr. Sun Yat-Sen	Kuomintang party
Maxim Gorky	The Mother
Rousseau	French revolution
Jose De San Martin	Latin American revolution

Chapter  
**02**



# WORLD IN THE TWENTIETH CENTURY



## AT A GLANCE

### First World War - 1914 -1918

- \* **Military Alliances** –Triple Alliance, Triple Entente.
- \* **Aggressive nationalist Movements** – Pan-Slav Movement, Pan-German Movement, Revenge Movement.
- \* **Imperialist crisis** - Moroccan Crisis, Balkan Crisis

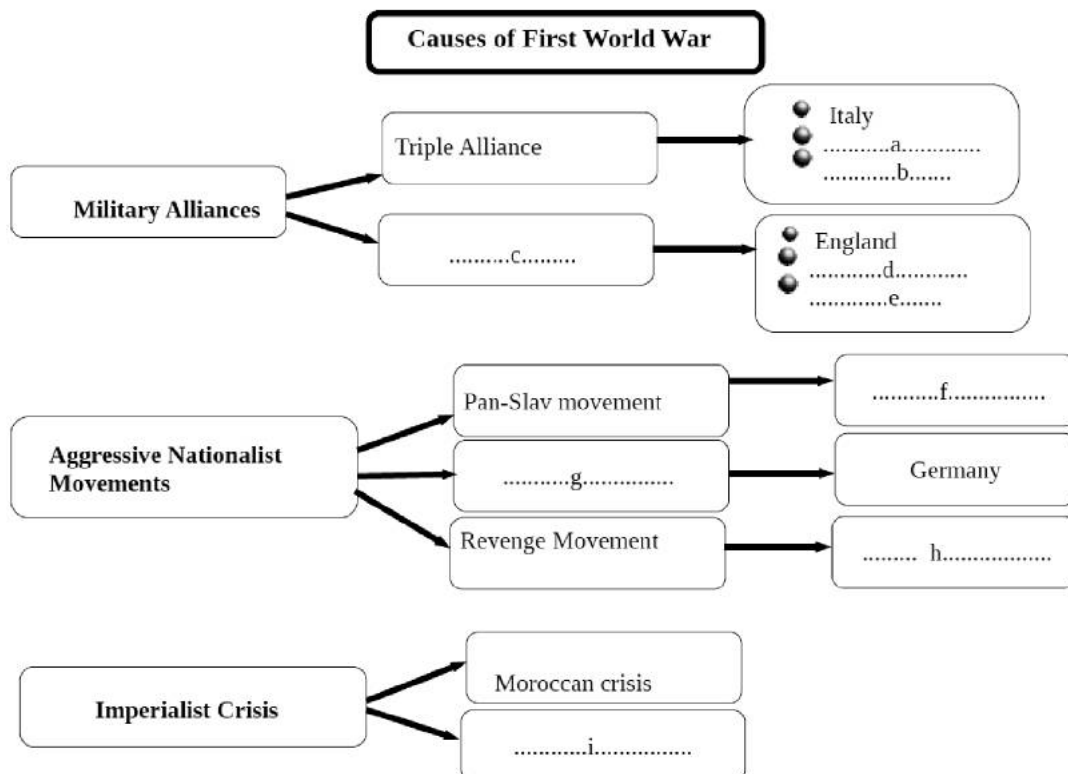
### Fascism- Italy- Mussolini

### Nazism – Germany – Hitler

### Second World War

- \* 1939 -1945
- \* Military Alliances - Axis Powers, Allied Powers - delese.

1. Complete the chart.



**SOCIAL SCIENCE**

2. Complete the diagram.



3. Complete the diagram.



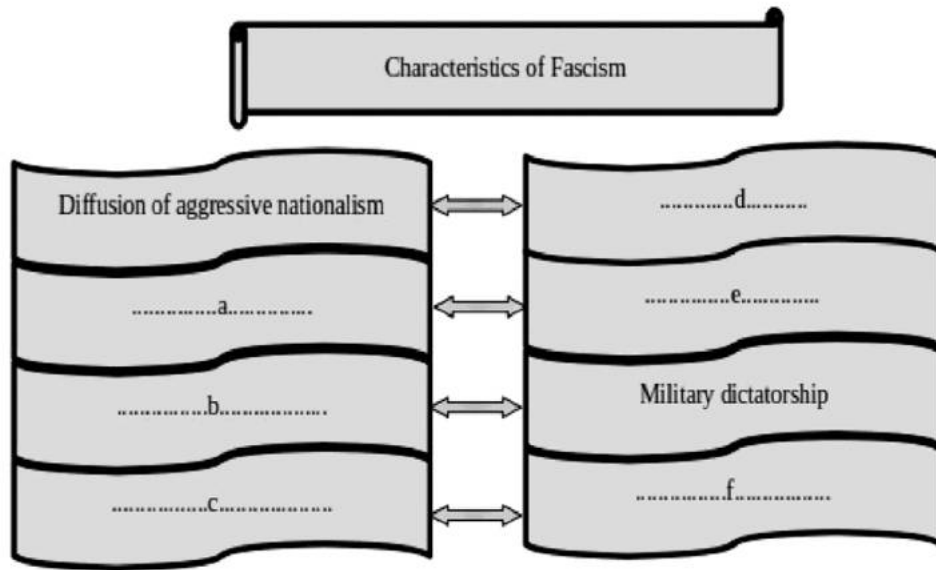
4. List out the impacts of the economic depression of 1929.

**Impacts of the economic depression of 1929**

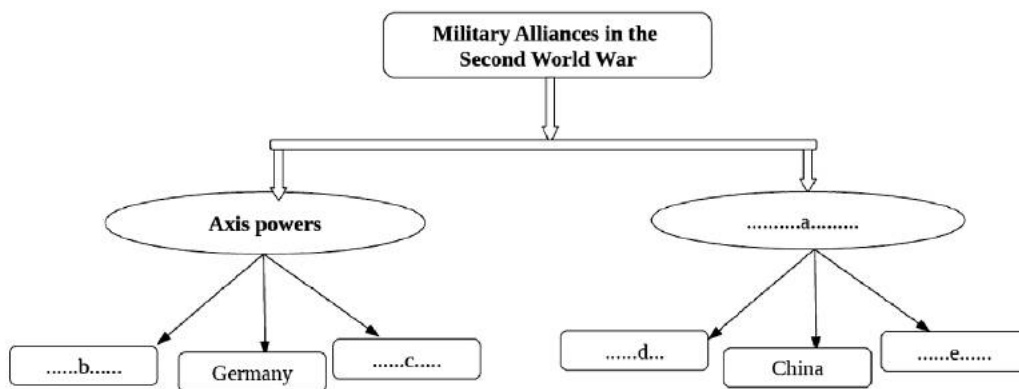
- ☉ Acute unemployment and poverty
- ☉ Inflation became uncontrollable.
- ☉ .....
- ☉ .....
- ☉ .....



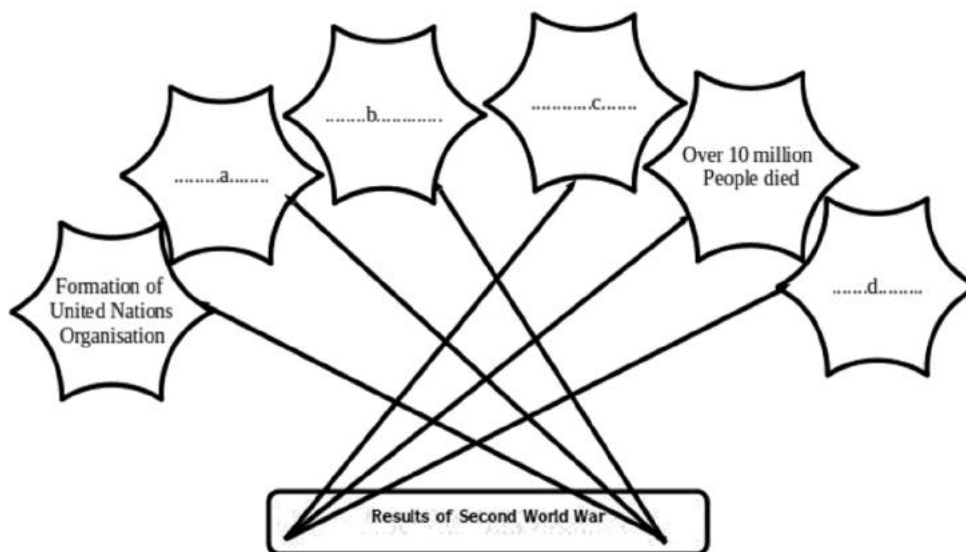
5. Complete the diagram.



6. Complete the flow chart.



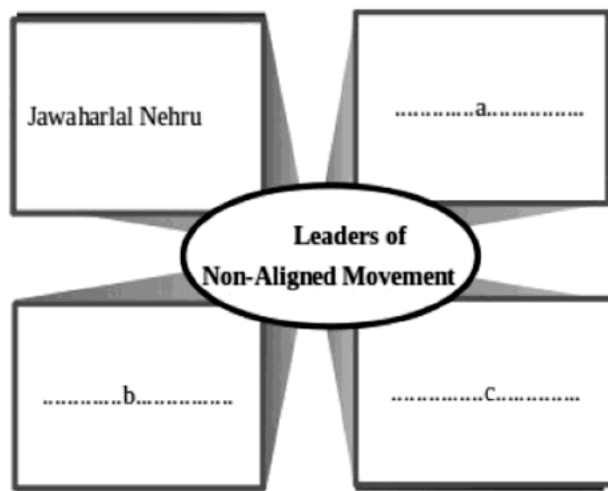
7. Complete the diagram.



8. List out the objectives of the United Nations Organization.



9. Complete the word web.



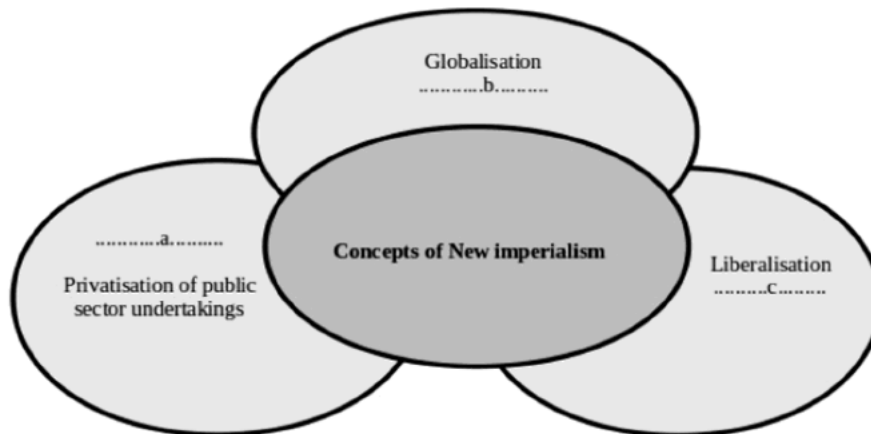
10. List out the challenges of globalization to the developing countries.

- ❖ Led to the destruction of indigenous culture.
- ❖ Natural resources were looted.
- ❖
- ❖
- ❖
- ❖

11. Arrange the table suitably.

<b>A</b>	<b>B</b>
Fascism	Yasser Arafat
Nazism	Marshal Tito
Palestine Liberation Organisation	Mussolini
Non- Aligned Movement	Hitler

12. Complete the diagram.



13. List out the reasons that led to the disintegration of Soviet Union.

- |  |
|--|
| <ul style="list-style-type: none"> <li>❖ Deviation from the basic principles of socialism.</li> <li>❖</li> <li>❖</li> <li>❖</li> </ul> |
|--|

**ANSWERS**

1.
  - a. Triple Entente
  - b. Germany
  - c. Austria-Hungary
  - d. France
  - e. Russia
  - f. Russia
  - g. Pan-German movement
  - h. France
  - i. Balkan crisis
2.
  - a. Traditional economic system of the colonies was destroyed.
  - b. People in colonies were forced to cultivate cash crops in lieu of traditional food crops.
  - c. Natural resources were widely exploited.
  - d. Indigenous arts, literature, language, culture and education system were destroyed.
3.
  - a. Over 10 million people lost their lives or were injured in the war.
  - b. Agriculture, industry and communication system were destroyed.
  - c. Poverty, unemployment and inflation increased.



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- d. Economic dominance of Europe diminished.
4. a. People who became pauper because of the war, couldn't afford the commodities.  
b. Goods were kept unsold in factories.  
c. European nations failed to repay their debts to the USA.  
d. Banks collapsed.
5. a. Antagonism to democracy  
b. Opposition to socialism  
c. Glorifying the nation  
d. Adoring the purity of race  
e. Justifying war  
f. Destruction of political rivals
6. a. Allied powers  
b. Italy  
c. Japan  
d. England  
e. France
7. a. Economic system of European countries was destroyed.  
b. European dominance in world diminished.  
c. Freedom movements in Asia and Africa intensified.  
d. America and Soviet Union emerged as global powers.
8. a. Save the succeeding generations from the scourge of war.  
b. To foster social and economic development of countries.
9. a. Gamal Abdul Nasser  
b. Marshal Tito  
c. Ahmed Sukarno
10. ❖ The intervention of multinational companies challenged the concept of nation state.  
❖ Price of agricultural products plunged.  
❖ Public sector undertakings were destroyed.  
❖ Government withdrew from social service sectors.

11.

<b>A</b>	<b>B</b>
Fascism	Mussolini
Nazism	Hitler
Palestine Liberation Organisation	Yasser Arafat
Non- Aligned Movement	Marshal Tito

12. a. Privatisation
- b. Economic system of the country linked to global economy.
- c. Import of multinational products to domestic markets.
13. The administrative measures of Mikhail Gorbachev (Glasnost and Perestroika).  
    Corruption and inefficiency of the bureaucracy.  
    Failure in bringing about changes in economic sector.

Chapter  
**03**



**PUBLIC ADMINISTRATION**



**AT A GLANCE**

❄ **Public Administration-Definition:**

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

❄ **E-Governance:**

It is the use of electronic technology in administration.

❄ **Right to Service**

- ❖ Right to Service Act is a law which ensures services to the people.
- ❖ This law determines the time limit for every service given by a government office.
- ❖ If the deserved service is not given within this time limit, the responsible employee should pay a fine.

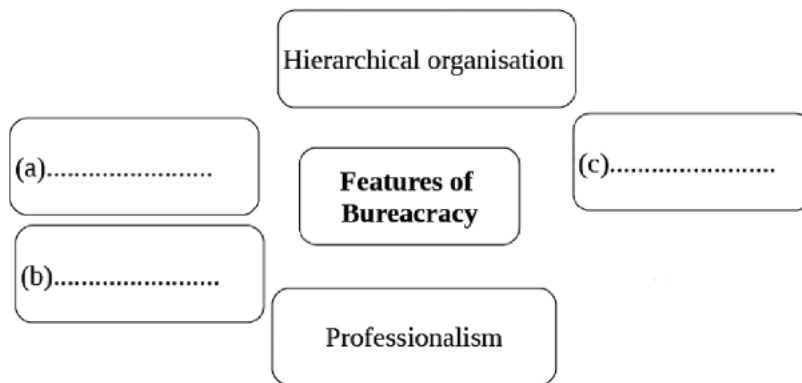
❄ **Ombudsman:**

- ❖ Complaints can be filed against the corruption, nepotism or financial misappropriation or negligence of duties of elected representatives and bureaucrats .Ombudsman is constituted for this purpose.
- ❖ A retired Judge of the High Court is appointed as the Ombudsman.

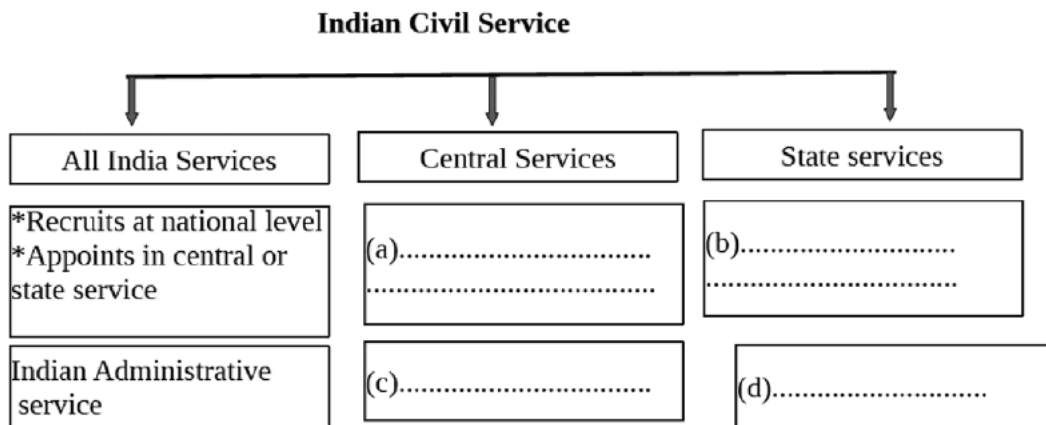
1. List out the significance of Public Administration.

❖ Formulate government policies
❖
❖
❖

2. Complete the diagram.



3. Complete the chart- Indian Civil Service.



4. List out the benefits of E-governance.

❖ Can receive service with the help of information technology
❖
❖
❖

5. Write down the objectives of Information Commission.

- ❖ To prevent corruption
- ❖
- ❖

6. Differentiate Lokpal and Lokayuktha

<b>Lokpal</b>	<b>Lokayuktha</b>
❖	❖
❖	❖

**ANSWER KEY**

1. ❖ Provide goods and services  
❖ Ensure welfare of the people  
❖ Findout the solution to public issues
2. a. Permanance  
b. Appointment on the basis of qualification  
c. Political Neutrality
3. (a) Recruits at national level  
Appoints in central government department only  
(b) Recruits at State level  
Appoints in state government department only  
(c) Indian Foreign Service, Indian Railway service  
(d) Sales Tax Officer
4. ❖ 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.
5. ❖ Ensure the rights of all citizens of india
  - Create responsibility
  - Functioning of Government become transparent
6. Lokpal : The institution constituted at the national level to prevent corruption  
Lokayuktha: The institution constituted at the state level to hear the corruption cases.



Chapter

04



## BRITISH EXPLOITATION AND RESISTANCE



### AT A GLANCE

#### ❁ **The British land revenue systems in India:**

Permanent land revenue settlement

- ❖ Ryotwari system
- ❖ Mahalwari system

#### ❁ **Features of Indigo Revolt**

- ❖ In 1859 the farmers of Bengal organized themselves and declared that they were giving up indigo cultivation.
- ❖ Attacked indigo factories with bows, arrows, swords and spears.
- ❖ Several women participated

#### ❁ **Santhal Revolt in 1855**

Santhal were Tribal.

- ❖ The Forest Act made their life miserable.
- ❖ They were prohibited to enter forest.

#### ❁ **Kurichya Revolt in 1812**

- ❖ It was organized by the Kurichya and the Kurumba tribes of Wayanad in 1812.
- ❖ The reasons of this revolt.
- ❖ Imposition of excessive tax by the British
- ❖ Compulsion for paying tax in cash
- ❖ Seizing of agricultural land for non payment of tax
- ❖ The revolt was led by the Kurichya leader Rama Nambi.

#### ❁ **The causes of the Revolt of 1857**

- Miseries of farmers
- Poverty of the craftsmen
- Dissatisfaction of kings
- Miseries of the sepoy

#### ❁ **Drain Theory**

- Put forward by Dadabai Naoroji
- Drain theory explained in his book “ Poverty & Un-British Rule in India ”

**SOCIAL SCIENCE**

1. Complete the tables based on the land revenue systems introduced by the British.

**Permanent land revenue settlement**

- ❖ Bengal , Bihar and Orissa regions
- ❖ Features:
  - (a) Tax was collected by zamindars.
  - (b) .....
  - (c) .....
  - (d) .....

**Ryotwari system**

- ❖ South Indian regions
- ❖ Features:
  - (a) Tax was collected directly from the farmers (Ryots)
  - (b) .....

**Mahalwari system**

- ❖ North West regions
- ❖ Features:
  - (a) Village headman collected the tax
  - (b) .....

2. List out the circumstances that led to the commercialization of agriculture during the British period.

- ❖ Farmers were compelled to cultivate crops according to the market needs.
- ❖ .....

3. Write short notes on

- (a) Indigo revolt of 1859
- (b) Mappila Rebellions
- (c) Santhal revolt
- (d) kurichya Revolt.

4. What were the reasons for the decline of Indian textile industry?

- (a) The machine made textile imported from Britain
- (b) .....
- (c) .....
- (d) .....
- (e) .....

5. Explain the causes of the revolt of 1857.

1. **Miseries of the Farmers**
- ❖
  - ❖

2. **Poverty of Craftsmen**
- ❖
  - ❖

3. **Dissatisfaction of Kings**
- ❖
  - ❖

4. **Miseries of the Sepoys**
- ❖
  - ❖

6. Who formulated the 'Drain Theory'? Which book mentioned this idea?

- ❖
- ❖

7. List out the features of Swadeshi Movement.

- ❖ Boycott of foreign goods
- ❖
- ❖
- ❖

**ANSWER KEY**

1. **Permanent land revenue settlement**

- ❖ Bengal , Bihar and Orissa regions

Features:

- ❖ Tax was collected by zamindars.
- ❖ The zamindars became the owners of land, the actual farmers became tenants.
- ❖ 60% of production was given as tax.
- ❖ Tax was to be paid in cash before the cut-off date.

**Ryotwari system**

- ❖ South Indian regions

Features:

- ❖ Tax was collected directly from the farmers (Ryots)
- ❖ Ownership of land vested with farmers
- ❖ Tax rates were frequently increased
- ❖ Excessive tax

**Mahalwari system**

- ❖ North West regions

Features:

- ❖ Village headman collected the tax
- ❖ Excessive tax

2. Farmers cultivated the crops that had higher market price.

3. **a) Indigo Revolt :**

- ❖ The British gave the farmers good amount as advance for the cultivation of indigo.
- ❖ The farmers were compelled to cultivate indigo at the most fertile part of their land.
- ❖ Due to the interference of the British agents in the harvesting season, the farmers received only lower price for indigo.

**b) Mappila Rebellions :**

- ❖ The British treated the Janmis as owners of the land.
- ❖ The revolt was against the atrocities of the landlords, including eviction of tenants.
- ❖ Farmers of South Malabar were tenants who cultivated the land obtained on lease from landlords. Most of these tenants were Mappilas (Muslims in Malabar are known as Mappilas).

**c) Santhal Revolt :**

- ❖ The Santhals were a tribe inhabiting the valleys of Rajmahal Hills.
- ❖ Earned a living by farming and collecting forest produce, cattle rearing and hunting.
- ❖ The forest Act imposed by the British made their life miserable. They were prohibited to enter forest.

**d) Kurichya Revolt :**

- ❖ Imposition of excessive tax by the British
- ❖ Compulsion for paying tax in cash
- ❖ Seizing of agricultural land for non-payment of tax
- ❖ Kurichya leader Rama Nambi.
- ❖ It was organized by Kurichya and the Kurumba tribes of Wayanad in 1812.

4. (a) The machine made textiles imported from Britian  
 b) The expansion of railway  
 c) Export of raw materials  
 d) Exploitation of the officers  
 e) High tax imposed on Indian textiles

**5. a) Miseries of the Farmers –**

- ❖ The Permanent land revenue settlement, Ryotwari and Mahalwari systems were implemented by the British destroyed the backbone of the farmers.
- ❖ They had to pay high rate of taxes in cash.
- ❖ The farmers were compelled to cultivate commercial crops instead of food crops.

**b) Poverty of Craftsman**

- ❖ Large scale import of machine made British textiles ruined the Indian textile industry.
- ❖ The Import of aluminium vessels, destroyed pottery making sector.
- ❖ Tanning and carpentry industries were also destroyed.

**c) Dissatisfaction of Kings**

- ❖ Doctrine of Lapse
- ❖ The princely states were accused of inefficient rule and were annexed by the British

**d) Miseries of the Sepoys**

- ❖ Poor salary
- ❖ Abuse by the British officers.



## **SOCIAL SCIENCE**

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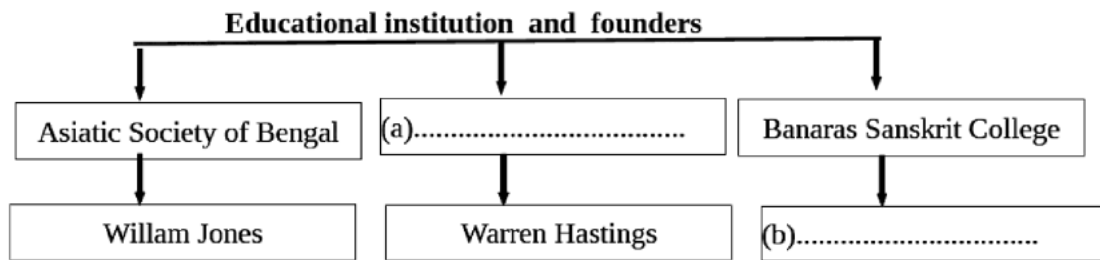
- ❖ Use of newly supplied cartridges
- 6. ❖ Dadabai Naoroji
- ❖ Poverty and Un British Rule in India
- 7. ❖ Participation of women, labours and students
- ❖ Consumption of indigenous products.
- ❖ Washermen avow that they would not wash foreign cloths.
- ❖ The priests swore that they would not perform rituals and prayers using foreign items.
- ❖ Woman boycotted foreign bangles and utensils.
- ❖ Students quit the schools

Chapter  
**05****CULTURE AND NATIONALISM****AT A GLANCE**

- ✧ **The major social reform movements and their leaders**
  - Theosophical Society - Annie Besant
  - Hitakarini Samaj - Viresalingam
  - Satya Shodak Samaj - Jyotiba Phule
  - Sree Narayana Dharma Paripalana Yogam - Sree Narayana Guru
- ✧ **Legislations abolishing Social Evils**
  - Abolished Sati
  - Abolished Slavery
  - Banned Female Infanticide
  - Permitted Widow Remarriage
  - Prevented child marriage and polygamy
  - Prevented Marriage of girls below 12 years of age
- ✧ **Literature and Nationalism**
  - Anandamath (Bandemataram)- Bankim Chandra Chatterji
  - Nil Darpan-Dinabandhu Mitra
  - Sare Jahan Se Accha-Muhhammad Iqbal
  - Ghora, Gitanjali-Rabindranath Tagore
  - Sevasadan, Premasram, Rangabhumi, Godan -Prem Chand
  - Panchalisapadham, Kalipaattu, Kannam Paattu, Kuyil Paatu-Subrahmanya Bharati
  - Ente Gurunathan, Bappuji,Indiayude Karachil-Vallathol Narayana Menon
- ✧ **Art and Nationalism**
  - Bharat Mata-Abanindranath Tagore
  - Sakunthalam-Raja Ravi Varma
  - Sati, Village Drummer-Nandalal Bose
  - Village life-Amrita Sher- Gil

**SOCIAL SCIENCE**

1. Complete the chart relating to the Educational institutions established by the Britishers in India



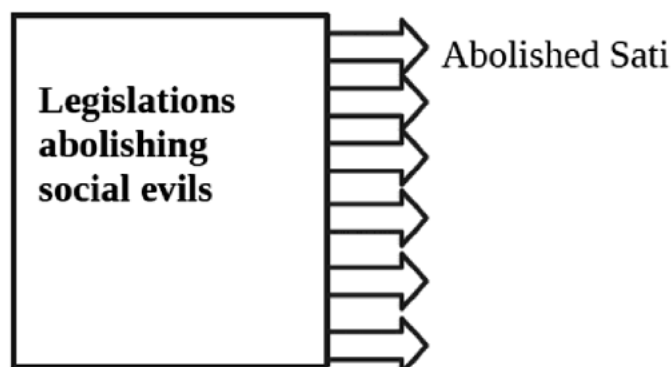
2. List out the proposals made by social reformers to reform Indian society.

- (a) Abolish child Marriage
- (b) .....
- (c) .....
- (d) .....
- (e) .....
- (f) .....
- (g) .....

3. Match column A with B appropriately

<b>Social Reform Movements</b>	<b>Reformers</b>
Ramakrishna Mission	Swami Dayananda Saraswathi
Arya Samaj	Athmaram Pandurang
Prarthana Samaj	E.V Ramaswami Naicker
Self Respect Movement	Swami Vivekananda

4. Write down the social evils abolished by the British.



5. List out the role of Newspapers in strengthening the nationalism.

<ul style="list-style-type: none"> <li>· Motivated the people to protest against the British rule and evils in Indian society</li> <li>· .....</li> <li>· .....</li> <li>· .....</li> <li>· .....</li> <li>· .....</li> </ul>
---

6. Complete the table relating to national educational institutions, founders and objectives.

<b>National Educational Institutions</b>	<b>Founders</b>	<b>Objectives</b>
The Deccan Education Society	(a).....	(b).....
(c).....	Rabindranath Tagore	(d).....
Jamia Milia Islamia	(e).....	(f).....
(g).....	(h).....	Women Empowerment
Kerala Kalamandalam	(i).....	(j).....

**ANSWER KEY**

1. (a) Calcutta Madrasah  
(b) Jonathan Duncan
2. ❖ Eradicate Caste System  
❖ Protect the Rights of All  
❖ Eliminate Discrimination on Women  
❖ Provide Education to All  
❖ Promote Widow Remarriage  
❖ Abolish Child Marriage  
❖ Eliminate Supremacy of the Clergy

3.

<b>Social Reform Movements</b>	<b>Reformers</b>
Ramakrishna Mission	Swami Vivekananda
Arya Samaj	Swami Dayananda Saraswathi
Prarthana Samaj	Athmaram Pandurang
Self Respect Movement	E.V Ramaswami Naicker

## SOCIAL SCIENCE

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4. ❖ Abolished Sati
- ❖ Abolished Slavery
- ❖ Banned Female Infanticide
- ❖ Permitted Widow Remarriage
- ❖ Prevented child marriage and polygamy
- ❖ Prevented Marriage of girls below 12 years of age
5. ❖ Disseminated information on massacres, oppression and repressive rule in various parts of the country.
- ❖ Popularized reformative movements against social evils and superstitions.
- ❖ Motivated the people to protest against the British rule and evils in Indian society.
- ❖ Kept abreast of the global agitations for freedom, democracy and equality
- ❖ Created public awareness on economic exploitation by the British
- ❖ Reported the calamities like plague and famines that killed thousands of Indians in various regions.
6. a) G.G Agarkar, Bal Gangadhar Tilak and Mahadev Govinda Ranade
- b) Secular education
- c) Visva Bharati
- d) Universal Brotherhood
- e) Moulana Mohamed Ali, Shoukath Alki, Dr. Zakir Husain & M.A Ansari
- f) Secular Education
- g) Indian women University
- h) D.K Karve
- i) Vallathol Narayana Menon
- j) Promote traditional Art



Chapter

06



## STRUGGLE AND FREEDOM



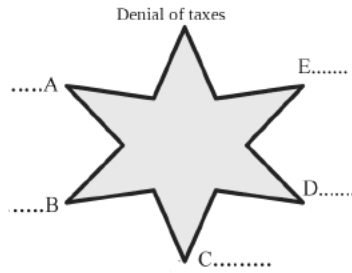
### AT A GLANCE

- ✧ **Early Struggles of Mahatma Gandhi**
  - ❖ The Struggle of indigo farmers in Champaran
  - ❖ Ahmedabad cotton mill strike
  - ❖ Peasant struggle in Kheda.
- ✧ **National struggles**
  - ❖ The non-cooperation movement
  - ❖ The civil disobedience Movement
  - ❖ The Quit India movement.

1. Complete the table related to the early struggles of Mahatma Gandhi.

Struggle	Area	Year	Importance
The Struggle of indigo farmers in Champaran	Bihar	.....	.....
Ahmedabad cotton mill strike	.....	.....	.....
Peasant struggle in Kheda	.....	1918	.....

2. Gandhiji became a national leader acceptable to all strata of the society is one of the results of the early struggles of Gandhiji. What are the other results of these struggles?
- ❖
  - ❖
  - ❖
3. The characteristics of non-cooperation Movement—Complete the word wheel.



4. Complete the table related to the constructive programmes carried out as part of the Non-cooperation movement.

- ❖ To make indigenous products
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖

5. Complete the list related to 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.
- ❖
- ❖
- ❖
- ❖

6. A) What are the causes of Quit India Movement.

- ❖
- ❖
- ❖

B) Complete the table related to Gandhiji's instructions to the people as part of this movement.

- |   |
|---|
| <ul style="list-style-type: none"><li>❖ Princely states shall recognise the sovereignty of their people</li><li>❖</li><li>❖</li><li>❖</li><li>❖</li></ul> |
|---|

7. Find out the answer.
- A) Which act passed by the British Parliament in 1919 to limit the civil rights?
  - B) Which was the first national level struggle by the Indian National Congress under the leadership of Mahatma Gandhi?
  - C) Who formed the political party called Forward Bloc?
  - D) Which incident forced Gandhiji to withdraw the Non-cooperation Movement?

8. Match items in column A with items in column B

<b>A</b>	<b>B</b>
Lala Hardayal	Forward Bloc
C R Das	Ghadar Party
Subhash Chandra Bose	Jhansi Regiment.
Captain Lekshmi	Swaraj Party

9. Proposals of Mountbatten Plan'. Complete the list.
- ❖ To form a separate country in Muslim majority area as per the Muslims wish.
  - ❖
  - ❖
  - ❖
10. 'To lift salt tax' is one of the proposals put forward by Gandhiji related to the Civil disobedience Movement. What are the other proposals?
- ❖
  - ❖
  - ❖
  - ❖
  - ❖
  - ❖

**ANSWERS**

1.

<b>Struggle</b>	<b>Area</b>	<b>Year</b>	<b>Importance</b>
The Struggle of indigo farmers in Champaran	Bihar	1917	Laws passed in favour of the indigo farmers. Established primary schools initiating medical aids
Ahmedabad cotton mill strike	Gujarat	1918	<ul style="list-style-type: none"> <li>• Denied 'Plague Bonus'</li> <li>• The authorities agreed to hike the wages of the employees.</li> </ul>
Peasant struggle in Kheda	Gujarat	1918	<ul style="list-style-type: none"> <li>• Misery due to drought and crop failure.-</li> <li>• Permitted tax reduction.</li> </ul>

2.
  - ❖ The struggles he took up popularised his ideologies and method of protest.
  - ❖ His methods of protest attracted the laymen to the movement.
  - ❖ The city centric national movement spread to rural areas.
3.
  - ❖ Lawyers shall boycott courts.
  - ❖ Boycott foreign products.
  - ❖ Boycott elections.
  - ❖ Returning the British awards and prizes.
  - ❖ Students shall boycott English schools.
4.
  - ❖ Spin khadi cloth using charka
  - ❖ Establish national schools
  - ❖ Popularise Hindi.
  - ❖ Kashi Vidya Pith Gujarat Vidya pith, Jamia Millia, etc.
5.
  - ❖ 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.

- 6.
- A) • 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.
- B) • 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.
7. A) The Rowlatt Act  
 B) The non-cooperation movement.  
 C) Subhash Chandra Bose  
 D) Chouri Choura

8.

<b>A</b>	<b>B</b>
Lala Hardayal	Ghadar Party
C R Das	Swaraj Party
Subhash Chandra Bose	Forward Bloc
Captain Lekshmi J	Jhansi Regiment.

9. ❖ To divide Punjab and Bengal.  
 ❖ To conduct a referendum to determine whether to add North West Frontier province to Pakistan or not.  
 ❖ To appoint a commission to determine the borders in Punjab and Bengal.
10. ❖ 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



Chapter

07

# INDIA AFTER INDEPENDENCE



## AT A GLANCE

❁ **Challenges faced by Independent India**

- ❖ Partition and the flow of refugees
- ❖ Integration of Princely States
- ❖ Formation of Constitution
- ❖ First General Election
- ❖ Linguistic Reorganization of States

❁ **Education Commissions**

- ❖ Radhakrishnan Commission
- ❖ Lakshmana Swami Mudaliar Commission
- ❖ Kothari Commission.

❁ **India's foreign policy**

- ❖ Policy of Non - alignment .
- ❖ The chief architect-Jawaharlal Nehru.
- ❖ Panchsheel Principles signed between India and China-Jawaharlal Nehru and Chou En-lai

1. Integration of Princely States was an important challenge faced by independent India. Complete the list related to this.

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



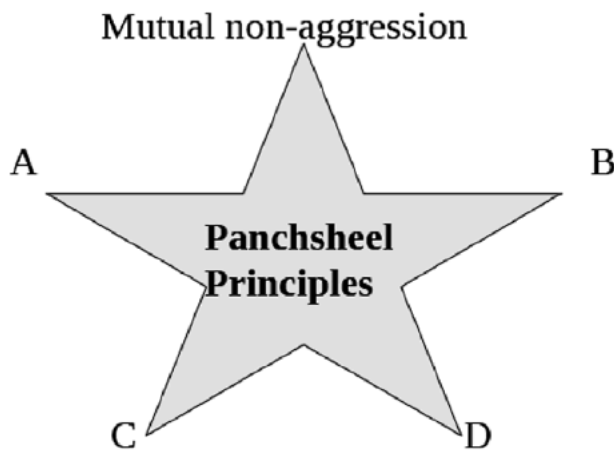
**SOCIAL SCIENCE**

Kothari Commission (1964)	.....D.....	· .....E..... · ..... · Focus on value education.
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6. Independent India made remarkable achievements in science and technology. Elucidate the statement.

- ❖ Established several research institutions
- ❖
- ❖
- ❖
- ❖

7. Complete the word wheel related to Panchsheel Principles.



8. Complete the chart. **Achievements in space research in Independent India**

❖ The first rocket-launching station in India was established in Thumba
❖
❖
❖
❖
❖
❖
❖ Mangalyan-Mars mission



## ANSWERS

1.
  - ❖ Integration of Princely States was an important challenge faced by independent India.
  - ❖ Sardar Vallabhbhai Patel was in charge of it.
  - ❖ He appointed V.P.Menon, a Keralite, as Secretary of the Department of States.
  - ❖ Prepared an Instrument of Accession
  - ❖ The princely states had to transfer their control over defence, external affairs, and information and communication to the Government of India.
  - ❖ Majority of the princely states signed the Instrument of Accession and joined Indian Union.
  - ❖ Some states such as Hyderabad, Kashmir and Junagarh resented.
  - ❖ Finally they were also integrated into the Indian Union through conciliation talks and military interventions.
2.
  - ❖ Focusing on primary and continuing education.
  - ❖ Launching Operation Blackboard Programme to universalise primary education and to improve infrastructure facilities in schools.
  - ❖ Encouraging girls' education.
3.
  - ❖ In 1920 the Nagpur session of the INC resolved to form its state committees on the basis of language.
  - ❖ Potti Sriramalu, a freedom fighter, started satyagraha for the formation of Andhra Pradesh for Telugu-speaking people.
  - ❖ Fasting and his martyrdom
  - ❖ Formation of Andhra Pradesh for Telugu-speaking people in 1953.
  - ❖ The Government of India formed a Commission to reorganise Indian states on the basis of languages.
  - ❖ Fazl Ali as Chairman. H.N.Kunzru and K.M.Panikkar, as members
  - ❖ The Parliament passed the States Reorganisation Act in 1956.
  - ❖ Thus, 14 states and 6 union territories came into effect.
4.
  - ❖ Hostility to racism
  - ❖ Trust in the United Nations Organization
  - ❖ Peaceful co-existence
  - ❖ Emphasis on the necessity of foreign assistance
  - ❖ Policy of Non - alignment
5. A.
  - ❖ Start professional educational institutions
  - ❖ Give emphasis to women education
  - ❖ Form the University Grants Commission (UGC)

## SOCIAL SCIENCE

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- B. ❖ Lakshmana Swami Mudaliar Commission (1952)
- C. ❖ Implement three language formula
  - ❖ Form Secondary Education Commission
  - ❖ Establish multi purpose schools
- D. ❖ To propose a national pattern of education
- E. ❖ Implement 10+2+3 pattern of education
  - ❖ Start Vocational education at secondary level
- 6. ❖ 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.
  - ❖ Five Indian Institutes of Technology (IITs) were started between 1954 and 1964
  - ❖ Progress in the fields of medical science, biomedical engineering, genetics, biotechnology, health science, marine technology, information technology, atomic energy and transportation.
- 7. ❖ Mutual respect for each other's territorial integrity and sovereignty.
  - ❖ Mutual non-interference in each other's internal affairs.
  - ❖ Equality and cooperation for mutual benefit.
  - ❖ Peaceful co-existence
- 8. ❖ Formed the Indian National Committee for Space Research.
  - ❖ In 1969, Indian Space Research Organization (ISRO) was established.
  - ❖ First satellite Aryabhata was successfully launched in 1975.
  - ❖ National Remote Sensing Agency (NRSA)
  - ❖ Physical Research Laboratory (PRL)
  - ❖ Agni and Prithwi are the missiles developed by India.
  - ❖ Dr. Raja Ramanna and Dr. A.P.J. Abdul Kalam
  - ❖ Chandrayan- lunar mission.

Chapter  
**08**
**KERALA TOWARDS MODERNITY**

**AT A GLANCE**

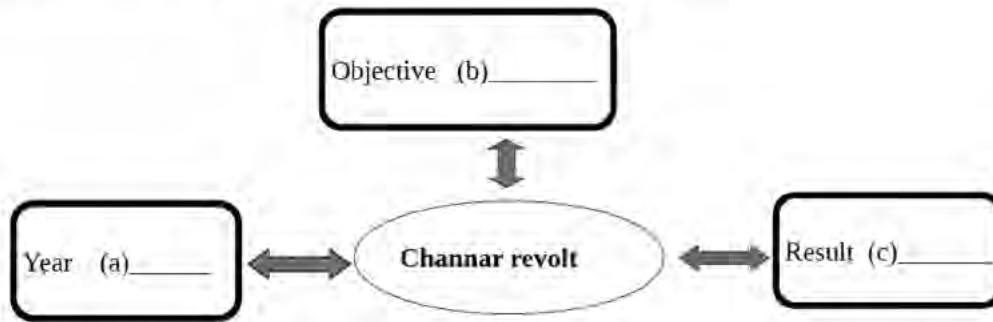
- ❖ **Early Resistances against the British**
  - ❖ Pazhassi Revolts
  - ❖ Veluthambi
  - ❖ Paliyathachan
- ❖ **Towards United Kerala**
  - ❖ The first Kerala State Political Conference held at Ottappalam in 1921.
  - ❖ The Payyannur Congress Conference chaired by Jawaharlal Nehru
  - ❖ The United Kerala Convention held at Thrissur under K Kelappan in 1947
  - ❖ The formation of the state of Thiru-Kochi in 1949
  - ❖ Onnekal Kodi Malayalikal by E M S Namboothiripad
  - ❖ The state of Kerala came into existence on 1 November 1956

1. Complete the table.

<b>Missionaries</b>	<b>Field of work</b>
London Mission Society	(a).....
Church Mission Society	Kochi , (b).....
(c) .....	Malabar

**SOCIAL SCIENCE**

2. Complete the diagram related to Channar revolt.



3. Match the following.

Social reformers	Movements
Kumara Gurudevan	Yogakshemasabha
Sahodaran Ayyapan	Sree Narayana Dharma paripalana Yogam
V.T Bhattathiripad	Sahodaraprasthanam
Sree Narayana Guru	Prathyaksha Raksha Daiva Sabha

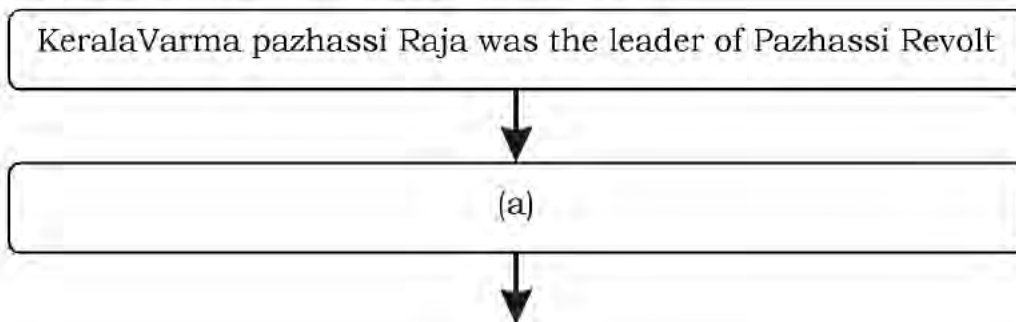
4. Complete the table.

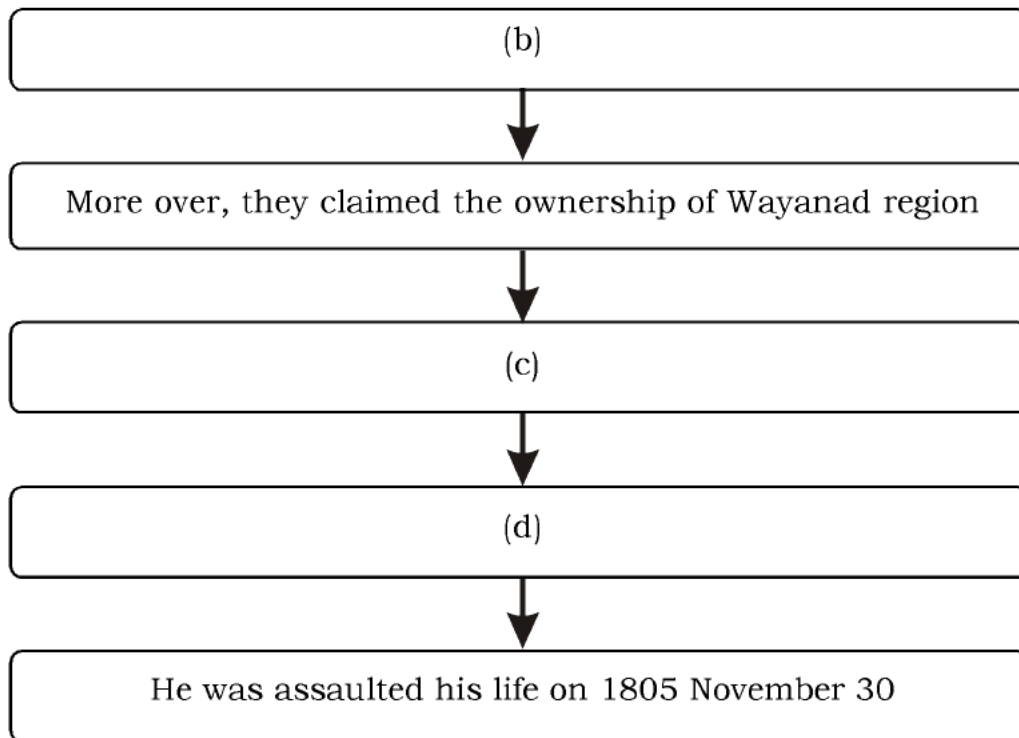
	Malayali Memorial	Ezhava Memorial
<b>Year</b>	1891	(a) _____
<b>Leadership</b>	(b) _____	Dr. Palpu
<b>Objectives</b>	Proportionate representation for the people of Travancore in government jobs.	(c) _____

5. Match the following.

Social reformers	Movements
Vaghbhadanandhan	Samathwasamajam
Pandit .K.P. Karuppan	Sadhu Jana Paripalana Sangam
Ayyankali	Admavidhyasangam
Vaikunda Swamikal	Araya Samajam

6. Complete the table related to pazhassi revolt.





7. Complete the table.

	<b>Vaikom Satyagraha</b>	<b>Guruvayur Satyagraha</b>
<b>Year</b>	1924	(a)_____
<b>Leadership</b>	(b)_____	K.Kelappan
<b>Objectives</b>	The lower caste secured permission to travel through the roads around the temple	(c)_____
<b>Result</b>	(d)_____	Demanding entry for all caste of Hindus into the Guruvayur temple

**ANSWER KEY**

1. a) Travancore  
b) Travancore  
c) Basel Evangelical Mission(BEM)
2. · 1859  
· The channar women of Southern Travancore fought for the right to cover their body.  
· Uthram Thirunnal Maharaja was forced to permit the channar women to wear jackets.

## SOCIAL SCIENCE

3.

<b>Social reformers</b>	<b>Movements</b>
Kumara Gurudevan	Prathyaksha Raksha Daiva Sabha
Sahodaran Ayyapan	Sahodaraprasthanam
V.T .Bhattathiripad	Yogakshemasabha
Sree Narayana Guru	Sree Narayana Dharma Paripalana Yogam

4.

	<b>Malayali Memorial</b>	<b>Ezhava Memorial</b>
<b>Year</b>	1891	(a) 1896
<b>Leadership</b>	(b) Barrister G. P. Pillai	Dr. Palpu
<b>Objectives</b>	Proportionate representation for the people of Travancore in government jobs.	(c) To solve the problems faced by the Ezhava community.

5.

<b>Social reformers</b>	<b>Movements</b>
Vagbhadanandhan	Admavidhyasangam
Pandit .K.P. Karuppan	Araya Samajam
Ayyankali	Sadhu Jana Paripalana Sangam
Vaikunda Swamikal	Samathwa Samajam

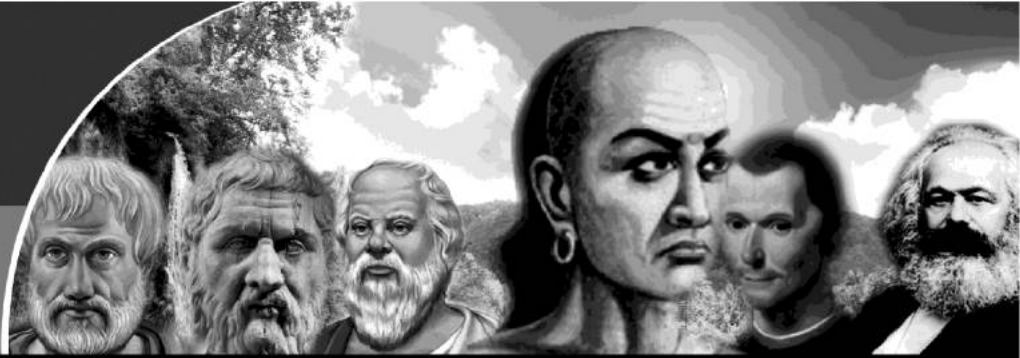
- 6.
- ❖ British promised Pazhassi Raja the right to collect tax from Kottayam as a reward for helping them in wars against Mysore.
  - ❖ British refused to keep their promise after winning the war.
  - ❖ Pazhassi Raja organised the people and fought against this injustice of the British.
  - ❖ Pazhassi Raja unleashed guerilla war against the British with the help of ChempanPokker, Kaitheri Ambu Nair, Edachena Kunkan Nair and Thalakkal Chandu

7.

	<b>Vaikom Satyagraha</b>	<b>Guruvaur Satyagraha</b>
<b>Year</b>	1924	(a) 1931
<b>Leadership</b>	(b) T.K. Madhavan	K.Kelappan
<b>Objectives</b>	The lower caste secured permission to travel through the roads around the temple	(c) An agitation was launched demanding entry for all castes of Hindus into the Guruvayur temple .
<b>Result</b>	(d) The lower castes secured permission to travel through the roads around the Vaikom Temple	Demanding entry for all caste of Hindus into the Guruvaur temple

Chapter

09



## THE STATE AND POLITICAL SCIENCE



### AT A GLANCE

#### \* The basic factors of a state

##### Population

- ❖ There is no state without people.
- ❖ Population which is too much or too less is not good for a state.

##### Territory

- ❖ A state should have an exact territory with clear cut boundary.
- ❖ The land area, water bodies, coastal area, aerial space etc. within the boundaries are part of the territory.

##### Government

- ❖ Makes and executes law.
- ❖ Ensures justice.

##### Sovereignty

- ❖ Makes a state different from other institutions.
- ❖ Sovereignty should be there for a state to be formed

##### Functions of the state

- ❖ Obligatory functions
- ❖ Discretionary functions

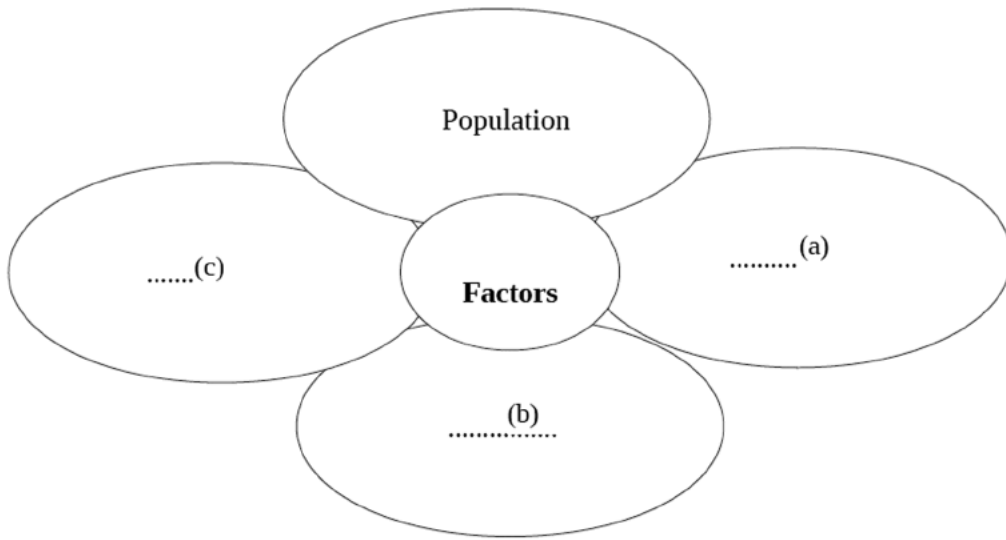
##### Citizenship

- ❖ Citizenship is the full and equal membership in a nation.

##### Branches of study of Political Science

- ❖ Political theories
- ❖ Comparative politics
- ❖ Public administration
- ❖ International politics

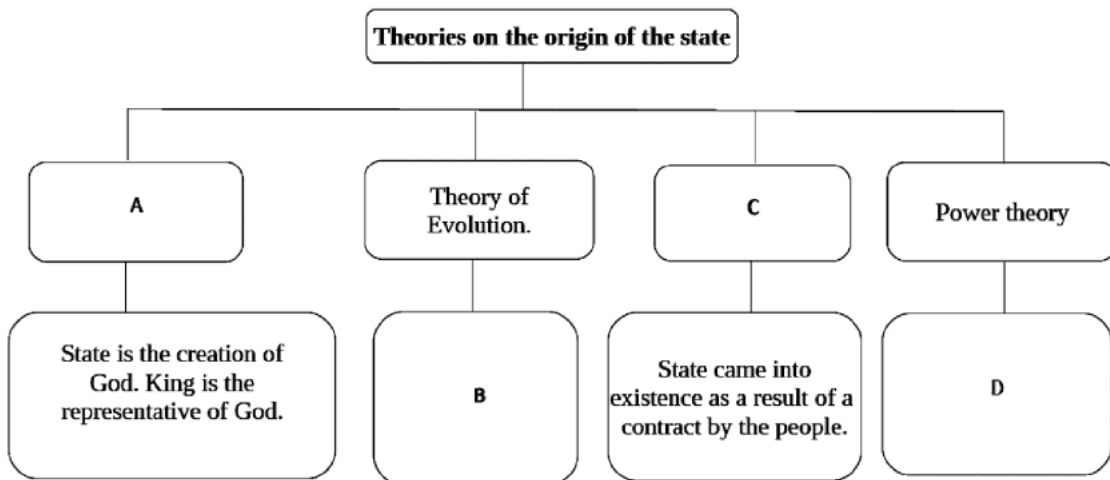
1. Complete the word web related to the basic factors of a state.



2. **Functions of the state** -Choose the right one and complete the table.  
 (Implementation of justice, Provide educational facilities, Maintain internal peace, Provide transportation facilities, Protection of rights , Implement welfare programmes)

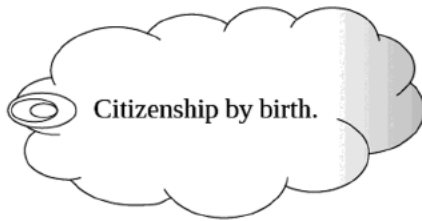
Obligatory functions	Discretionary functions
Protection of boundary	Protection of health
A	D
B	E
C	F

3. Complete the chart -Theories related on the origin of the state.

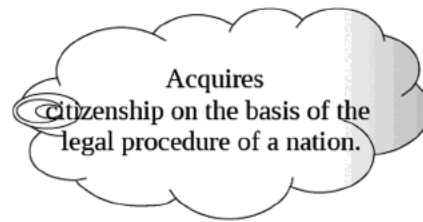




4. Find out the types of citizenship from the clues.

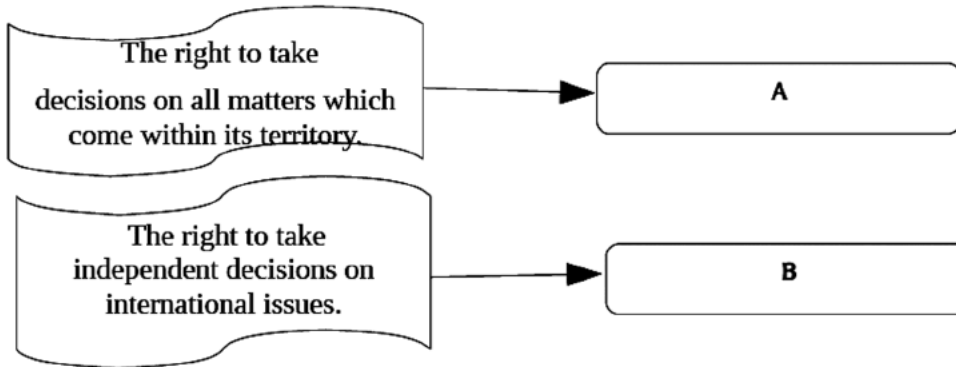


A.....



B.....

5. Identify the dimensions of sovereignty.



**ANSWERS**

1. ❖ Territory  
❖ Sovereignty  
❖ Government
2. A. Implementation of justice  
B. Maintain internal peace  
C. Protection of rights  
D. Implement welfare programmes  
E. Provide educational facilities  
F. Provide transportation facilities
3. ❖ Divine Right Theory.  
❖ State is the product of history. It was formed by social evolution.  
❖ Social Contract Theory.  
❖ Came into existence as a result of the establishment of power by the strong.
4. A) Natural citizenship  
B) Acquired citizenship
5. ❖ Internal  
❖ External



Chapter  
**10**

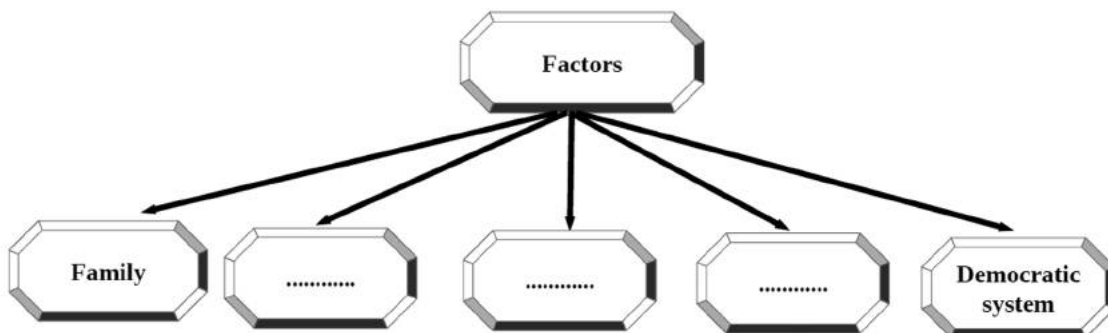
**CIVIC CONSCIOUSNESS**



**AT A GLANCE**

- ❖ **Importance of civic consciousness**
  - ❖ In the absence of civic consciousness human beings will become selfish.
  - ❖ In such a society there will be no peace or security
- ❖ **Civic Consciousness and Morality**
  - ❖ Morality means the ability to recognize virtues from vices
  - ❖ Accept virtues and to perform duties with utmost responsibility.
  - ❖ Morality helps civic consciousness.
  - ❖ Immorality destroys it
- ❖ **Challenges of Civic Consciousness**
  - ❖ The mindset to do anything for the sake of one’s own personal interest, by negating public interest.

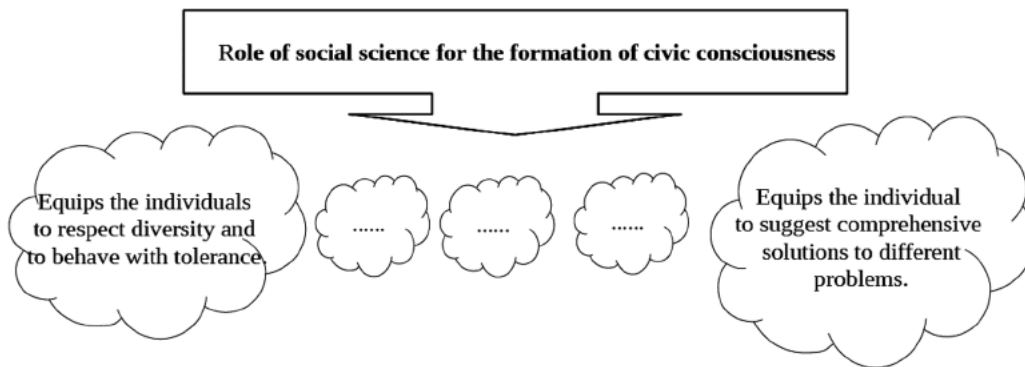
1. Factors fostering civic consciousness-complete the chart.



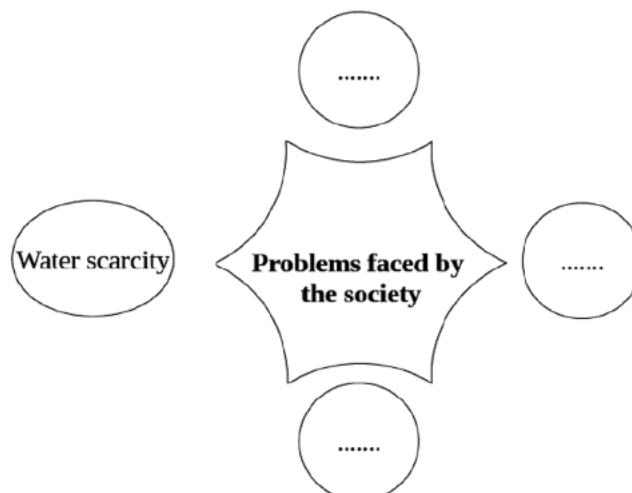
2. Methods that overcome challenges of civic consciousness-complete the columns.

Each one should evaluate his activities critically
Equal weight should be given to both rights and duties.

3. Add more informations about the role of social science for the formation of civic consciousness.



4. Find out the examples and complete the diagram.



**ANSWERS**

1. ❖ Education
  - ❖ Associations
  - ❖ Media
2. ❖ Should work for one's interest without going against public interest.
  - ❖ Be the change which you expect from others.
  - ❖ Individuals should act democratically and tolerably.
3. ❖ Helps to understand the different contexts of political, social, economic and environmental problems.
  - ❖ Disseminate the message of peace and co-operation to the society.
  - ❖ Makes the individual civic conscious and action oriented by familiarising the ideal models and activities of civic consciousness.
4. ❖ Environmental pollution
  - ❖ Flood
  - ❖ Corruption

Chapter

11



## SOCIOLOGY: WHAT ? WHY?



### AT A GLANCE

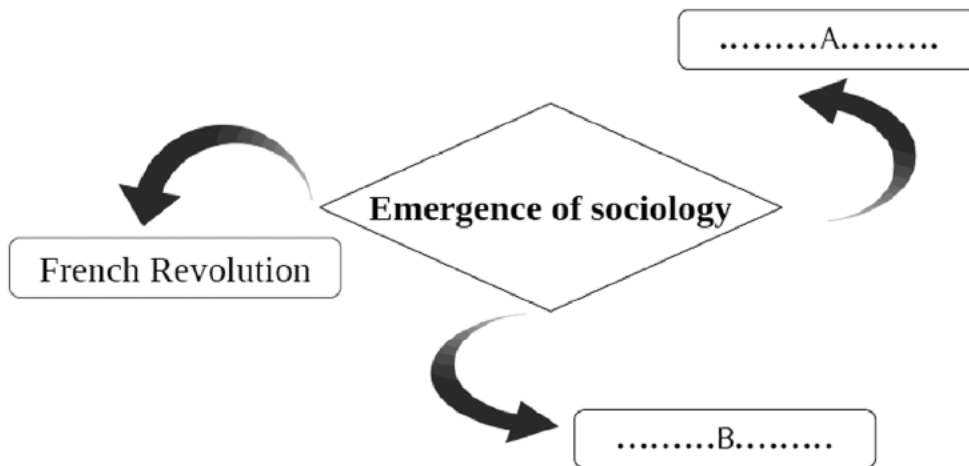
- ❄ **Auguste Comte**
  - ❖ Father of sociology
- ❄ **Herbert Spencer**
  - ❖ The thinker who utilised the theory of evolution by Charles Darwin for the study of the society
- ❄ **Social survey**
  - ❖ Survey method is used when data is to be collected from a larger population
  - ❖ Questionnaires are commonly used in social surveys
- ❄ **Things are to be taken care of in an interview**
  - ❖ Identifying the apt persons.
  - ❖ Formulating an idea of the information to be collected.
  - ❖ Preparing of suitable questions
  - ❖ Management of time

1. Choose the right one and complete the table.  
(Economics, History, Political Science, Anthropology)

Study of human mind and behaviour	Psychology
Inquiry into the past and the culture	A
Study of economic activities	B
Study of the state and the rights of the people	C
Study of the origin and racial evolution of man	D

**SOCIAL SCIENCE**

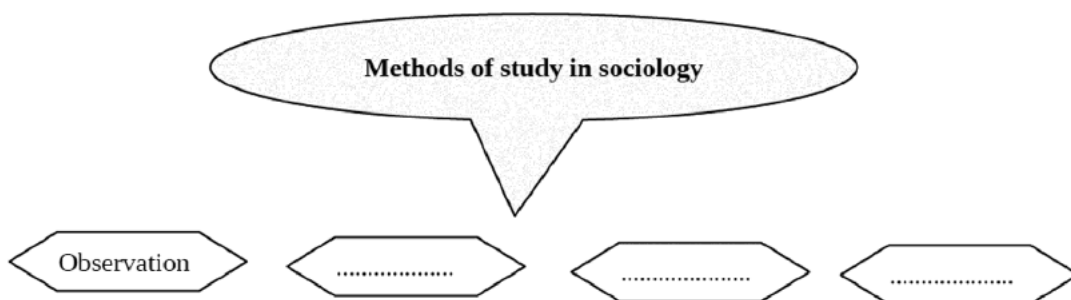
2. Revolutions paved the way for the emergence of sociology. Complete the diagram.



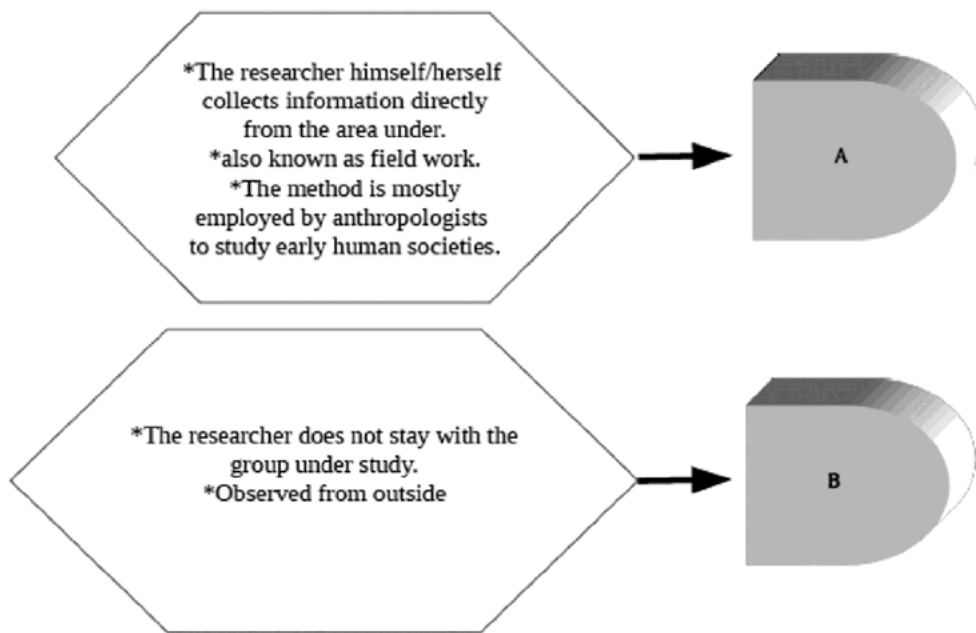
3. Complete the table related to the importance of the study of sociology.

Helps to formulate the right perspective of society
Studies social problems precisely.
Helps to find solution for social problems

4. Fill the columns- Methods of study in sociology.



5. Find out the types of observation.



### ANSWERS

1. ❖ History
  - ❖ Economics
  - ❖ Political Science
  - ❖ Anthropology
2. ❖ Renaissance or scientific revolution
  - ❖ Industrial Revolution.
3. ❖ Helps to get an objective knowledge of one's society and other societies
  - ❖ Helps to know the relation between the individual and the social institutions.
  - ❖ Benefits social planning and development
4. ❖ Social survey
  - ❖ Interview
  - ❖ Case study
5. ❖ Participant observation
  - ❖ Non participant observation



# **Social Science II**





## SEASONS AND TIME



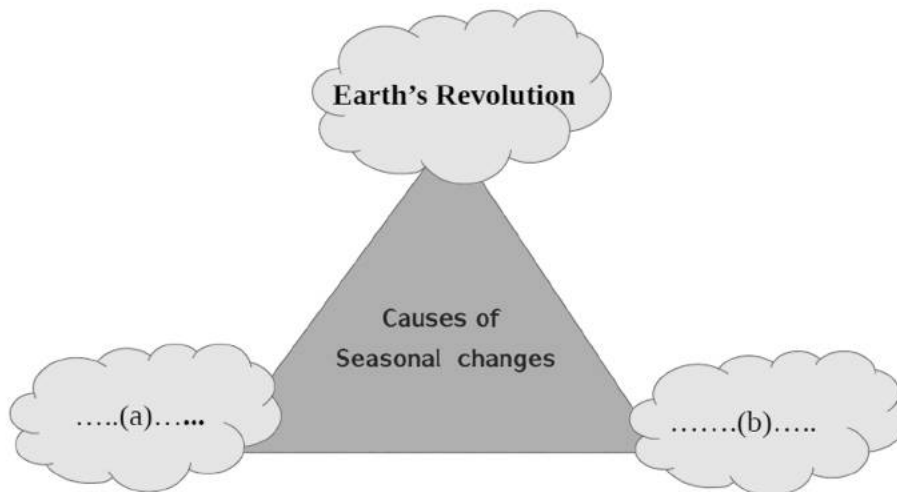
### AT A GLANCE

- ✧ **Parallelism of the Earth's axis :** The Earth maintains the tilt of its axis throughout the revolution.
- ✧ **Apparent movement of the Sun:** 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).
- ✧ **Equinoxes**– March 21, September 23
- ✧ **Summer solstice**– June 21
- ✧ **Winter solstice**– December 22
- ✧ **'Utharayanam'** The northward apparent movement of the Sun from Tropic of Capricorn to Tropic of Cancer
- ✧ **Dakshinayanam:** The southward apparent movement of the Sun from Tropic of Cancer to Tropic of Capricorn.
- ✧ **Greenwich Meredian**-  $0^{\circ}$  longitude
- ✧ **Standard Meredian of India:** The  $82\frac{1}{2}^{\circ}$ E longitude
- ✧ **International Date Line:**  $180^{\circ}$  longitude





1. Match the following items in column A with items in column B.

A	B
Earth's Revolution	The position of the Sun in relation to the Earth varies apparently between Tropic of Cancer and Tropic of Capricorn.
Apparent movement of the Sun	The Earth maintains tilt of axis throughout its revolution.
The parallelism of the Earth's axis.	The Earth revolves around the Sun in an elliptical orbit.

2. Causes of seasonal changes -Complete the chart.



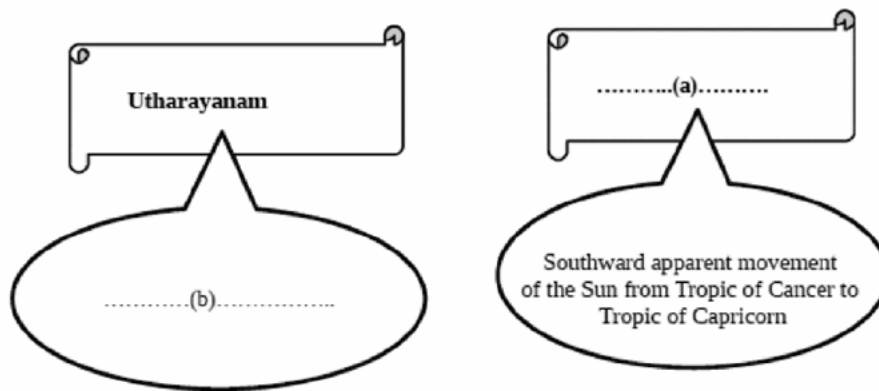
3. Complete the table based on the hints.

Day	Apparent position of the sun	Features	
March 21 September 23	over the Equator	Equinoxes	 A..... ?
? B..... 	over the Tropic of cancer	C..... ? 	<ul style="list-style-type: none"> <li>Northern Hemisphere experiences its longest day.</li> <li>shortest night</li> </ul>
December 22	D..... ? 	Winter solstice	<ul style="list-style-type: none"> <li>The Northern Hemisphere experiences its shortest day.</li> <li>longest night.</li> </ul>

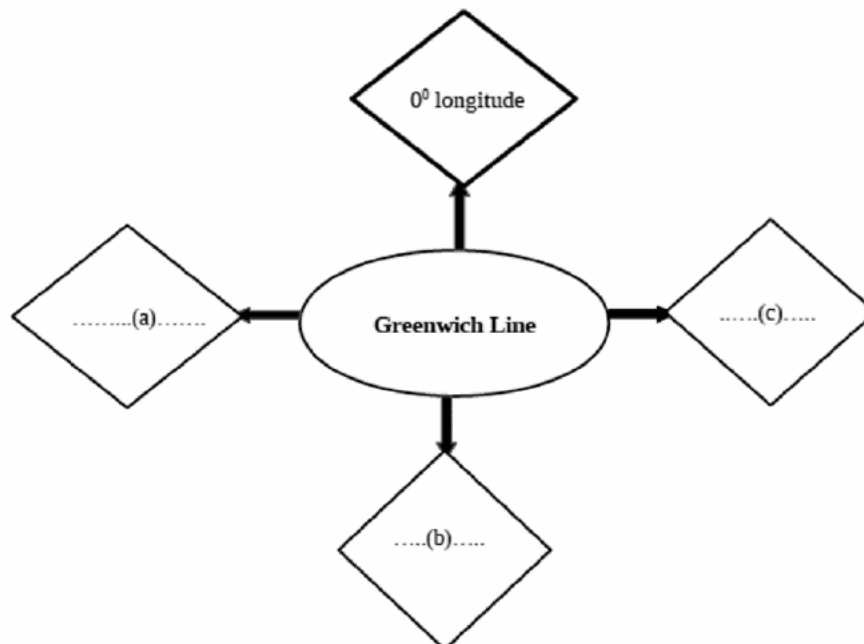
4. Seasons and apparent movement of the Sun – Complete the table.

Months	The apparent movement of the sun	Seasons	
		Northern hemisphere	Southern hemisphere
(i)	From the Equator to Tropic of Cancer	(ii)	Autumn
June 21 -September 23	(iii)	Summer	(iv)
(v)	From the Equator to Tropic of Capricorn	(vi)	Spring
December 22 - March 21	(vii)	Winter	(viii)

5. Complete the chart related to Utharayanam and Dakshinayanam.



6. Complete the diagram related to Greenwich Line.



**SOCIAL SCIENCE II**

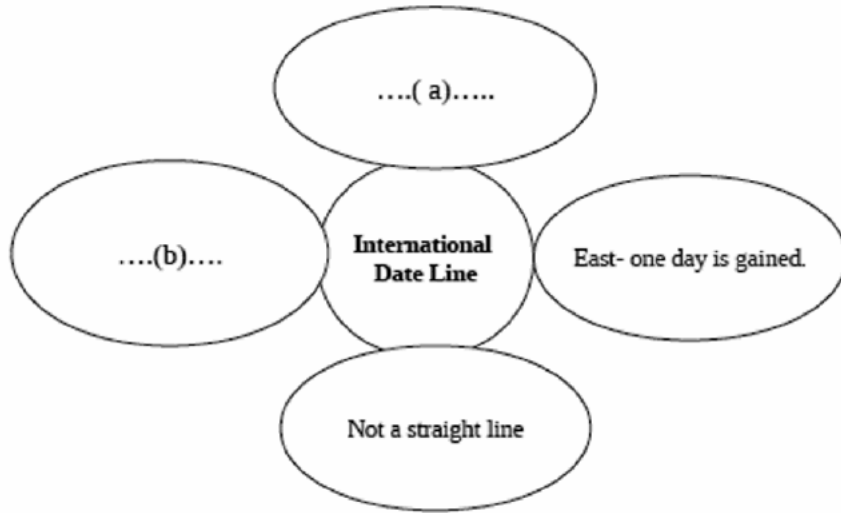
7. Complete the columns based on the characteristics of Autumn season.

Autumn is the transition from summer towards winter.

a. ....

b. ....

8. Find out the significance of the International Date Line and complete the diagram.



**ANSWERS**

1.

<b>A</b>	<b>B</b>
Earth's Revolution	The Earth revolves around the Sun in an elliptical orbit.
Apparent movement of the Sun	The position of the Sun in relation to Earth varies apparently between Tropic of Cancer and Tropic of Capricorn .
The parallelism of the Earth's axis.	The Earth maintains tilt of axis throughout its revolution.

- 2. a. Tilt of the Earth's axis  
b. The parallelism of the Earth's axis.
- 3. a. The length of day and night are equal on both the hemispheres.  
b. March 21, June 21  
c. Summer Solstice  
d. Above the Tropic of Capricorn

4.

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

5.
  - a. Dakshinayanam
  - b. Northward apparent movement of the Sun from Tropic of Capricorn to Tropic of Cancer.
6.
  - a. Time is calculated worldwide
  - b. prime meridian
  - c. 24 time zones
7.
  - a. Atmospheric temperature decreases.
  - b. Trees shed their leaves.
8.
  - a. 180° longitude.
  - b. West-one day is lost.



# IN SEARCH OF THE SOURCE OF WIND



## AT A GLANCE

- \* **Isobars** Imaginary lines joining places having the same atmospheric pressure.
- \* **Barometer** Instrument used to measure atmospheric pressure.
- \* **Humidity** The quantity of water present in the atmosphere.
- \* **Planetary winds** :The winds developed between the global pressure belts
- \* The speed and the direction of wind are based on **-Pressure gradient, Coriolis force, Friction.**
- \* **Planetary winds:** Trade winds, Westerlies and Polar easterlies.
- \* **Local winds**
  - Chinook - The Rockie Mountains
  - Harmatten - West Africa
  - Foehn - Alps mountain
  - Loo - The North Indian plain

1. Fill in the blanks by choosing the correct answers from the box given below.

Humidity, Isobars, Barometer,  
Monsoon Winds, Planetary winds

- a. An instrument used to measure atmospheric pressure.
- b. The quantity of water present in the atmosphere.
- c. The imaginary lines joining places having the same atmospheric pressure.

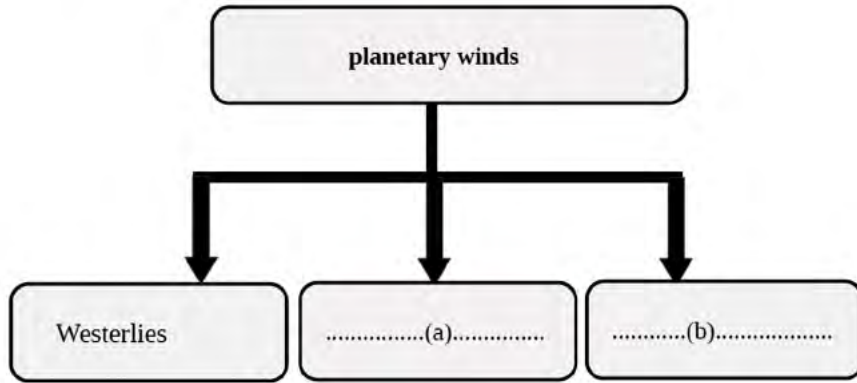
d. The winds developed between the Global pressure belt.

.....

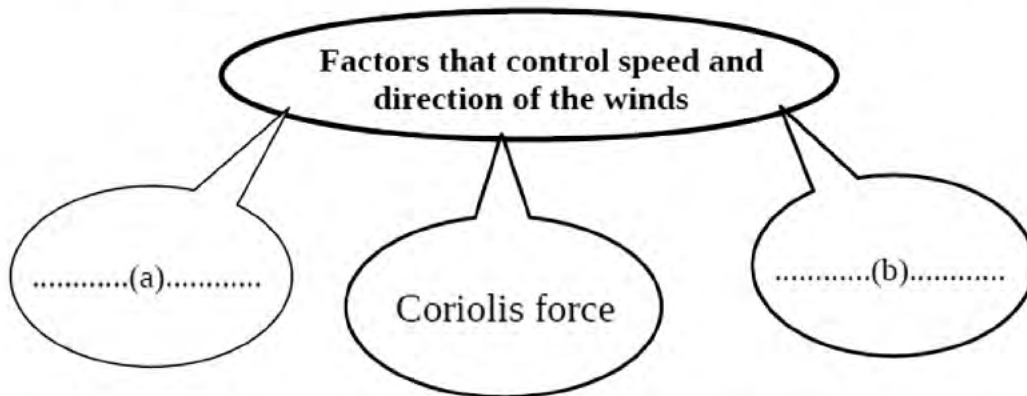
e. Example of Periodic Winds.

.....

2. Complete the chart related to Planetary Winds.



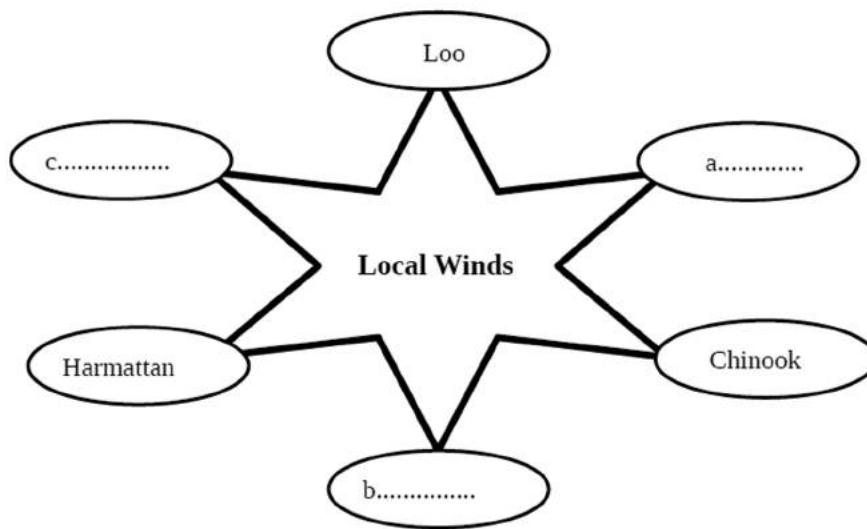
3. Complete the diagram on the factors that control the speed and the direction of the winds.



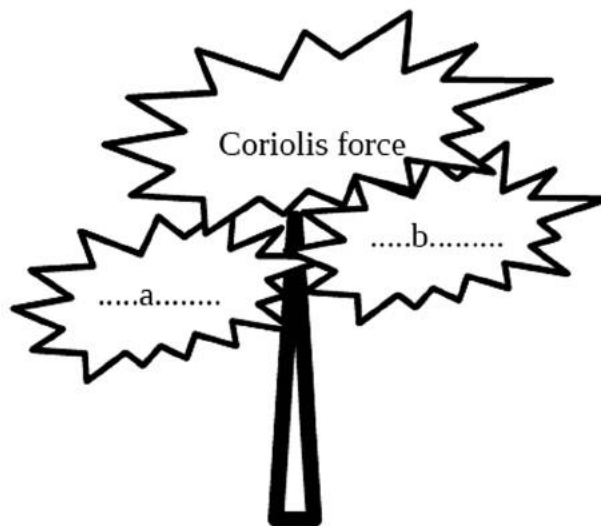
4. Observe the given pictures. Identify the winds and complete the chart.

<p>· During the daytime</p>	<p>C. ....</p>
<p>D. ....</p>	<p>Fromland to sea</p>

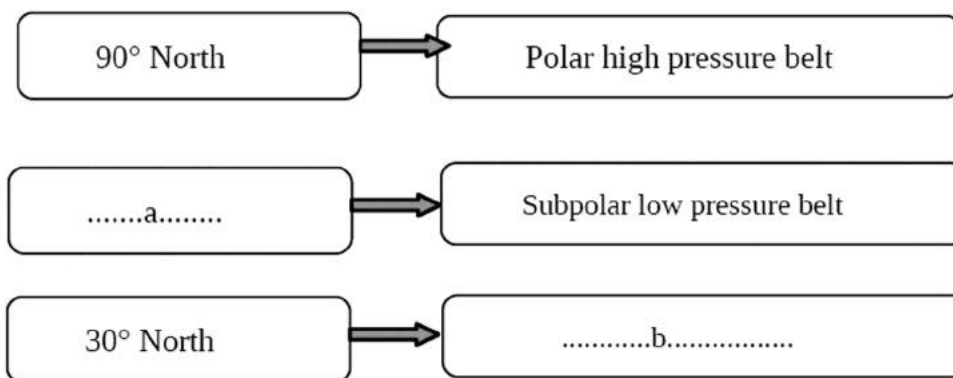
5. Complete the chart related to Local Winds.



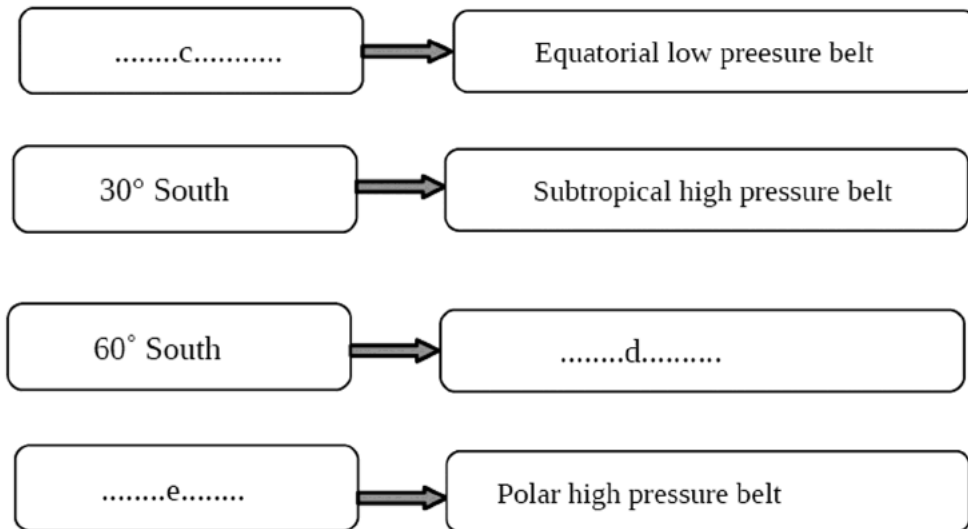
6. Factors responsible for the formation of the monsoon winds – Complete the diagram.



7. Complete the list related to Global pressure belts based on the given hints.







**ANSWERS**

1. a. Barometer.  
b. Humidity  
c. Isobars  
d. Planetary winds  
e. Monsoon Winds
2. a. Trade winds  
b. Polar easterlies
3. a. Pressure gradient  
b. Friction
4. a. Sea breeze  
b. Land breeze  
c. During the night  
d. From the sea to land
5. a. Mango Showers  
b. Foehn  
c. Kalbaisakhi
6. a. The apparent movement of the sun  
b. Differences in heating
7. a. 60° North  
b. Subtropical high pressure belt  
c. 0°  
d. Sub polar low pressure belt  
e. 90° South



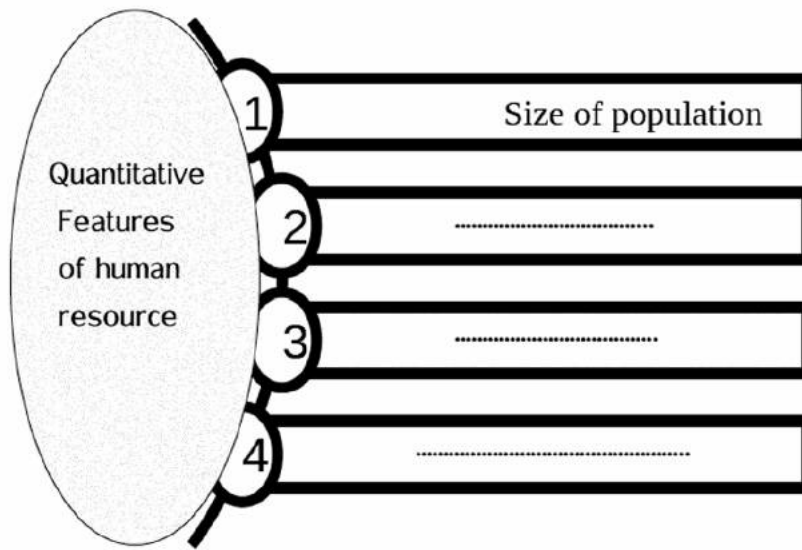
## HUMAN RESOURCE DEVELOPMENT IN INDIA



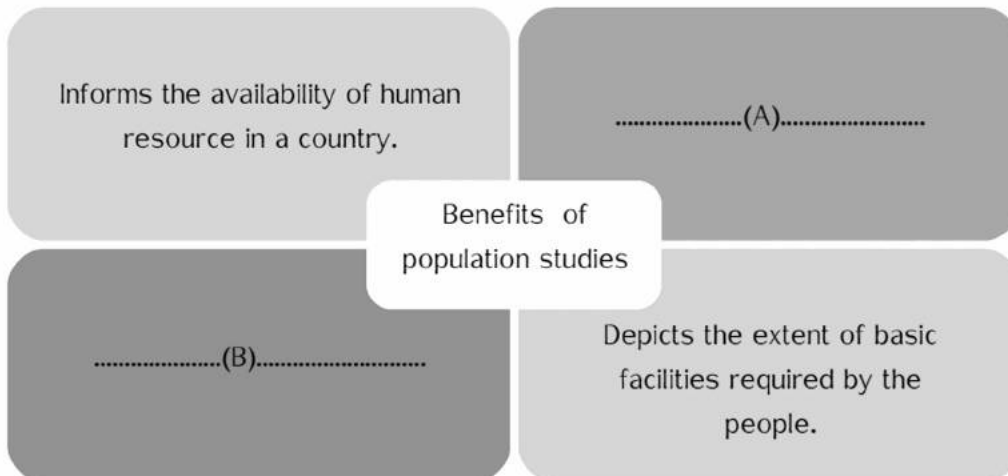
### AT A GLANCE

- ✧ **Human resource development :** Human resource development is the development of man's physical and mental abilities through education, health care, and training.
- ✧ **Features of human resource**
  - Quantitative features   ● Qualitative features
- ✧ **Quantitative features of human resource**
  - Size of population, Population density, Growth of population, Population structure
- ✧ **Qualitative features of human resource**
  - Education , Health care
- ✧ **Benefits of population studies**
  - Informs the availability of human resource in a country.
  - Depicts the extent of basic facilities required by the people.
  - Quantifies the goods and services required.
  - Determines the socio-economic development policies.
- ✧ **The advantages in developing human resource**
  - Productivity of the workers increases
  - Economic inequality is reduced
  - Entrepreneurship improves
  - Natural resource is utilized effectively
  - Social welfare is ensured
  - Makes possible the development and use of advanced technology.

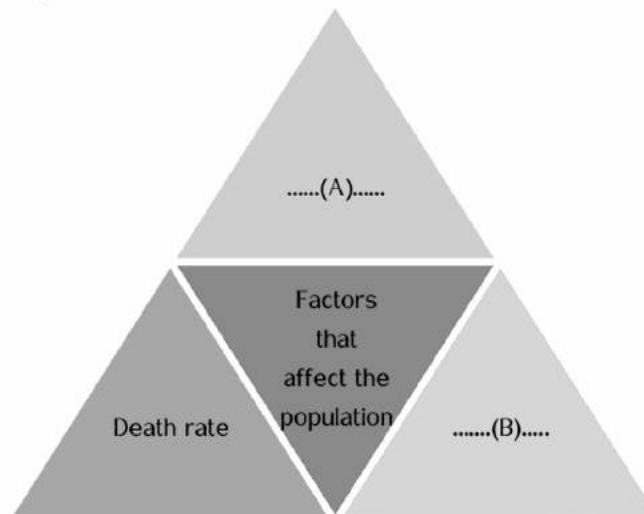
1. Complete the flow chart.



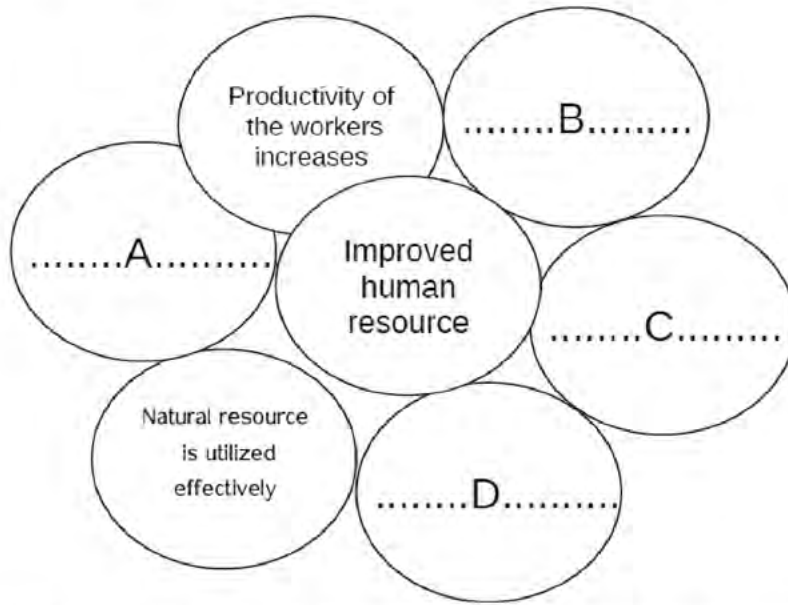
2. Complete the empty boxes.



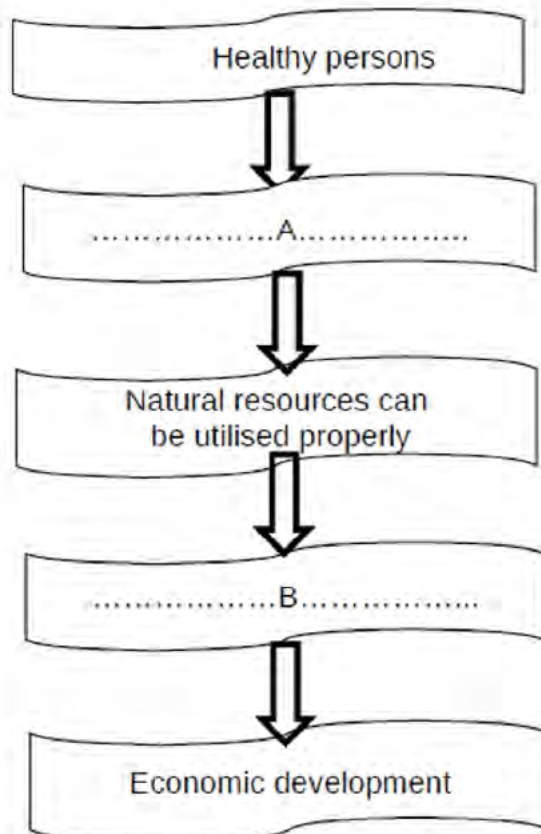
3. Complete the Pyramid.



4. Complete the diagram.



5. Complete the flow chart on how healthy persons can participate in the progress of a country.



**ANSWERS**

- 1)
  2. Population density
  3. Growth of population
  4. Population structure
- 2)
  - A. Quantifies the goods and services required.
  - B. Determines the socio - economic development policies.
- 3)
  - A. Birth rate
  - B. Migration
- 4)
  - A. Entrepreneurship improves
  - B. Social welfare is ensured
  - C. Makes possible the development and use of advanced technology
  - D. Economic inequality is reduced
- 5)
  - A. increase in efficiency and the number of working days.
  - B. Increase in production