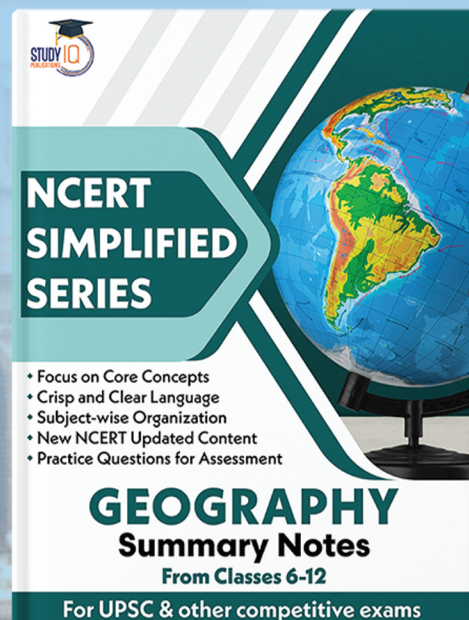
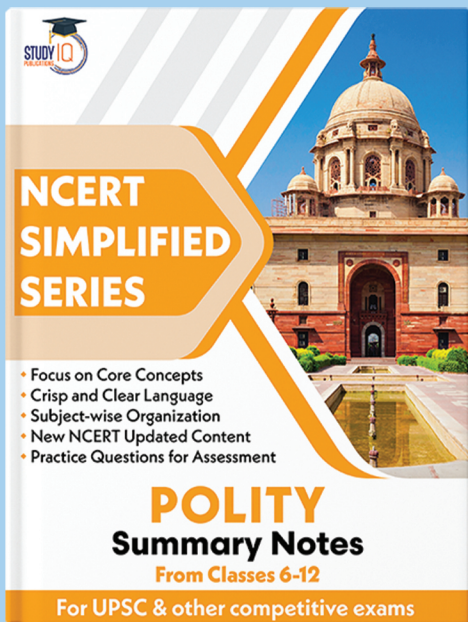


# NCERT Books Set of 5 Books





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- ◆ New NCERT Updated Content
- ◆ Practice Questions for Assessment

## **POLITY** **Summary Notes** **From Classes 6-12**

**For UPSC & other competitive exams**



# Preface

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role includes representing the interests of the people and influencing policy-making.

- MLAs are together responsible for the work of the government.

## THE GOVERNMENT

- In everyday language, the term 'government' typically refers to government departments and the ministers who lead them.
- The chief minister serves as the head of the **executive branch** which is responsible for the implementation of policies and administration.
- The MLAs who assemble in the legislative assembly collectively constitute the **Legislature**.

They hold the authority to authorise and oversee the work of the government.

- The chief minister is selected from among the MLAs to lead the executive branch.

### WORKING OF THE GOVERNMENT

- Government officials, including the chief minister and ministers, are responsible for taking actions through different departments like Public Works, Agriculture, Health, Education, etc.
- They are required to address questions raised in the Legislative Assembly and ensure that appropriate measures are taken.

- The media also plays a role by discussing these issues, leading the government to respond through press conferences.
- The government can create **state-level laws regarding sanitation and health facilities**, such as mandating toilets in urban areas or appointing health workers in villages. These laws are enacted in the state Legislative Assembly, and the government departments implement them. Country-wide laws are made in the Parliament.

## CONCLUSION

- In a democracy, the ultimate authority lies with the people who elect their representatives as Members of the Legislative Assembly (MLAs).
- The elected MLAs from the ruling party form the government, and certain members are appointed as ministers. These ministers oversee different government departments, including health in the given example.
- However, any actions or decisions taken by these departments require the approval of the members of the legislative assembly.
- Thus, the elected representatives hold the power to scrutinise and endorse the work carried out by the government departments.

### Points to Remember

At times, the ruling party may not be a single party but a group of parties working together. This is called a **coalition**.

- The **Head of the State is the Governor**. She/He is appointed by the Central Government to ensure that the State Government works within the rules and regulations of the Constitution. Find out the name of the Governor of your State.

### Word Index

**Glossary Constituency:** A particular area from which all the voters living there choose their representatives. This could be, for example, a panchayat ward or an area that chooses an MLA.

**Majority:** This is a situation when more than half the number in a group supports a decision or an idea. This is also called a simple majority.

**Opposition:** This refers to elected representatives who are not members of the ruling party and who play the role of questioning government decisions and actions as well as raise new issues for consideration in the Assembly.

**Press Conference:** A gathering of journalists from the media who are invited to hear about and ask questions on a particular issue and are then expected to report on this to the larger public.



**Strategy of non-interference:**

- To respect the sentiments of all religions and to avoid interfering with religious practises, the government makes exceptions for certain religious communities.
- Certain religious practises may be permitted so long as they do not violate the rights and well-being of others. For instance, Sikhs are not required to wear helmets because the Indian government recognises that the Pagri (Turban) is central to their religious practise.

**Strategy of intervention:**

- The State intervenes in incidences of religious dominance or discrimination in an effort to uphold the rights and equality of all citizens.

- **Untouchability**, a social practise within Hinduism that discriminates against and excludes certain inferior castes, is one example of an intervention.
- The state may also intervene in the personal laws of communities in order to guarantee equal inheritance rights and other essential safeguards.

**Strategy of support:**

- The Indian Constitution grants religious communities the right to establish their own institutions and colleges as a strategy of support.
- Non-preferential financial aid is provided to religious communities to support their educational initiatives.

## COMPARISON BETWEEN INDIAN SECULARISM AND OTHER DEMOCRATIC COUNTRIES 'SECULARISM

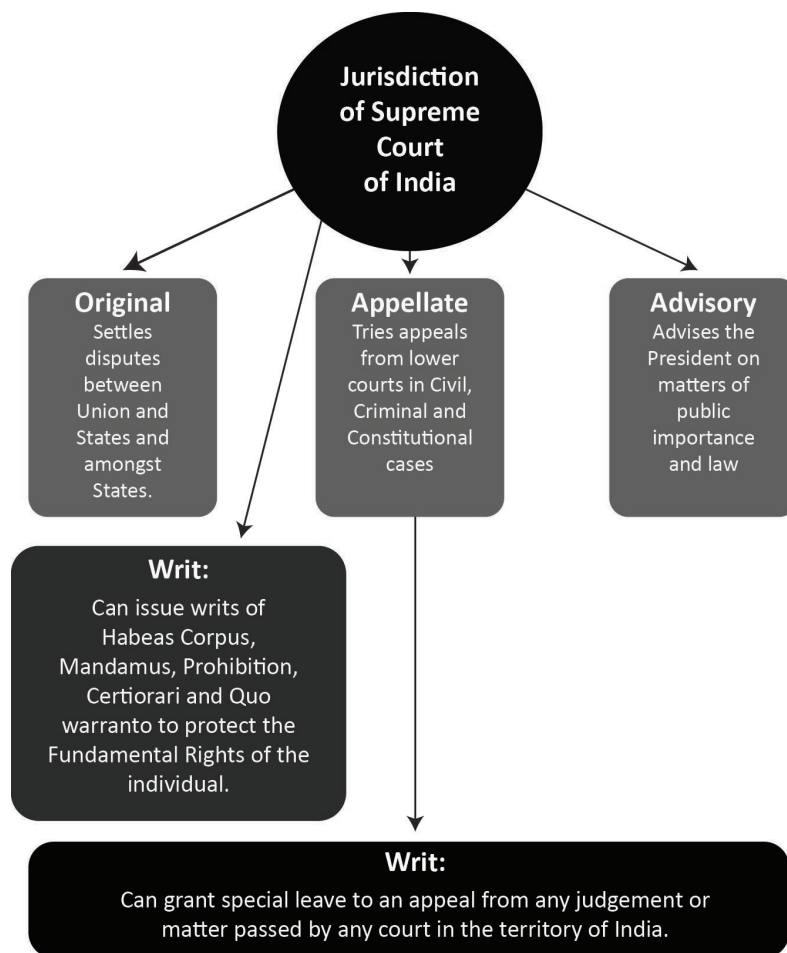
India	United States of America
No Official Religion of India.	First Amendment of the U.S. Constitution also prohibits the legislature to declare any religion as the official religion.
Allows State intervention in religious affairs, when necessary, based on constitutional ideals.	Strictly separates religion and the State, with no State intervention in religious affairs.
Maintains a principled distance between the State and religion.	Neither the State nor religion can interfere in each other's affairs.
The State can intervene in religious practices to address social issues or discrimination within a religious community (for example, abolishing Untouchability ).	Does not allow State intervention in religious practices or affairs.
The Constitution serves as the standard to judge the State's adherence to secular principles.	Focuses on the absence of State involvement in religious matters as a key principle.
Fundamental Rights are guaranteed by the Indian Constitution to protect secular principles.	Constitutional provisions protect religious freedom and prohibit the establishment of an official religion or preference to any particular religion.

**Points to be Remembered**

- In the United States of America, most children in government schools have to begin their school day reciting the 'Pledge of Allegiance'. However, it was established more than 60 years ago that government school students are not required to recite the Pledge if it conflicts with their religious beliefs.
- In February 2004, France passed a law banning students from wearing any conspicuous religious or political signs or symbols such as the Islamic headscarf, the Jewish skullcap, or large Christian crosses.

**Word Index**

- **Coercion:** To force someone to do something. In the context of this chapter, it refers to the force used by a legal authority like the State.
- **Freedom to interpret:** The independence that all persons shall have to understand things in their own way.
- **Intervene:** In the context of this chapter, it refers to the State's efforts to influence a particular matter in accordance with the principles of the Constitution.



- However, **individuals** whose rights have been violated can choose to **either approach the High Court or directly approach the Supreme Court**.
- These writs allow the Court to give orders to the executive branch, directing them to take or refrain from taking specific actions.

#### Appellate Jurisdiction

- **Appellate jurisdiction** refers to the power of the Supreme Court to review and reconsider a case, including the legal issues involved.
  - If the Supreme Court determines that the lower courts have interpreted the law or the Constitution differently than intended, it has the **power to change the ruling** and provide a new interpretation of the provisions in question.
- **Supreme Court is the highest court of appeal:** Individuals have the right to appeal to the Supreme Court against the decisions made by the High Court.

- However, for an appeal to be considered by the Supreme Court, the High Court must certify that the case involves a significant matter of law or constitutional interpretation.

- **In criminal cases** where the lower court has sentenced a person to death, an appeal can be made to either the High Court or the Supreme Court.
  - The **Supreme Court has the authority** to decide whether to admit appeals, even if the High Court does not allow them.
- Similarly, the **High Courts also have appellate jurisdiction** over the decisions made by courts below them, allowing them to review and reconsider such cases.

#### Advisory Jurisdiction

- Under advisory jurisdiction, the **President of India has the authority to seek the advice** of the Supreme Court on matters that are of public importance or involve the interpretation of the Constitution.



- **Alien to Indian Culture:** Some critics argue that the Indian Constitution is entirely **alien to Indian culture** as it borrowed elements from **western constitutions**.
  - This concern is based on the perception that the Constitution may not align entirely with the **cultural ethos and traditions of the Indian people**.

#### Responses to the Criticisms:

- **Selective Adaptation:** While the Indian Constitution indeed borrowed elements from various sources, it was not a blind borrowing. The process involved **selective adaptation and innovative incorporation** of various principles to suit the specific needs and challenges of India.
- **The Emergence of Alternative Modernity:** Indian society witnessed the emergence of a **hybrid culture** that blended western modernity with local cultural systems. This resulted in a different, **alternative modernity**, where Indians creatively adapted modern ways of thinking, using them to address questions of dignity and justice. The Constitution reflects this amalgamation of values.
- **Representation and Inclusivity:** Though the Constituent Assembly might have lacked universal adult franchise, it did represent a **wide range of opinions and concerns**. The debates and discussions in the assembly covered a vast array of issues and reflected the interests and concerns of different social sections.
- **Reflecting Aspirations of the Marginalized:** The Indian Constitution has come to symbolize the **aspirations of marginalized communities**, particularly Dalits. The statue of Dr. Ambedkar holding a copy of the Constitution in many town squares signifies their belief that the Constitution reflects their aspirations.

### LIMITATIONS

- **Centralised Idea of National Unity:** The Indian Constitution adopts a **centralized approach** to national unity, concentrating significant powers at the **federal level**.
  - While this design was intended to foster a strong and united nation, it has led to challenges in addressing the diverse needs and aspirations of the states and regions.
  - Critics argue that a more **decentralized system** might better accommodate the country's cultural, linguistic, and regional diversity.

- **Gender Justice within the Family:**
  - The Constitution has been criticized for not adequately addressing **gender justice issues** within the family.
  - It is argued that certain traditional practices and customs that discriminate against women have not been explicitly dealt with.
  - Despite some provisions for gender equality, there remains a need to address deeply ingrained social attitudes and practices that perpetuate discrimination within the family.
- **Directive Principles vs. Fundamental Rights:**
  - The Constitution distinguishes between **Directive Principles of State Policy** and **Fundamental Rights**.
  - While **Fundamental Rights** are justiciable and enforceable by courts, **Directive Principles** are non-justiciable and serve as guiding principles for the government.
  - Critics contend that certain essential **socio-economic rights**, crucial for a developing nation, were placed under the Directive Principles rather than being made legally enforceable fundamental rights.
- **Addressing the Limitations:**
  - **Decentralization and Federalism:** To address the centralization concern, there could be more **devolution of power** to the states, allowing them greater autonomy in decision-making within their respective domains. This might involve revisiting the **division of powers** between the center and the states to empower regions to handle regional issues better.
  - **Strengthening Gender Justice:** To promote gender justice within the family, the Constitution can be amended to explicitly address **gender-related discrimination and inequalities**. Additionally, legislation and awareness campaigns may be implemented to challenge and change regressive social norms and customs.
  - **Ensuring Socio-economic Rights:** To ensure socio-economic rights are adequately protected, a reevaluation of the status of **Directive Principles** could be undertaken. Critical socio-economic rights could be elevated to the status of **justiciable fundamental rights**, ensuring their enforcement through the legal system.

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# INTRODUCTION: WHAT, WHERE, HOW AND WHEN?

## WHERE DID PEOPLE LIVE?

- **Banks of Narmada:** Some of the earliest people lived near the banks of Narmada River and were **skilled gatherers** or people who gathered their food.
  - They knew about the vast wealth of plants in the surrounding forests, and collected roots, fruits and other forest produce for their food.
  - They also hunted animals.
- **Sulaiman and Kirthar Hills to the Northwest:** In this area, people began to grow crops such as **wheat and barley** about 8000 years ago.
  - People also began **rearing animals** like sheep, goat, and cattle, and lived in villages.
- **Garo Hills (North-East) & Vindhya (Central India):** Agriculture developed in these regions.
  - The places where **rice was first grown** are to the north of the Vindhya.
- **River Indus:** About 4700 years ago, some of the **earliest cities** flourished on the banks of Indus and its tributaries.
- **River Ganga:** About 2500 years ago, cities developed on the banks of the Ganga and its tributaries, and along the sea coasts.
  - In ancient times, the area to the **south of the Ganga** was known as **Magadha**, now lying in the state of Bihar.
  - Its rulers were very powerful, and set up a large kingdom.
- **Natural Frontiers:** Hills, mountains and seas form the natural frontiers of the subcontinent.
  - People from across the frontiers also came into the subcontinent and settled here.
  - These movements of people enriched our cultural traditions.
  - People have shared new ways of carving stone, composing music, and even cooking food over several hundreds of years.

## NAMES OF THE LAND

- The word India comes from the **Indus, called Sindhu in Sanskrit**.
- The **Iranians and the Greeks** who came through the northwest were familiar with the Indus, called it the **Hindos** or the **Indos**, and the land to the **east of the river** was called **India**.
- The name **Bharata** was used for a group of people who lived in the **north-west**, and who are mentioned in the **Rigveda**, the earliest composition in Sanskrit (dated to about 3500 years ago).

## STUDY OF THE PAST

- Historians often use the word **source** to refer to the information found from manuscripts, inscriptions and archaeology.
- **Manuscripts:** Manuscripts were books written by **hand** (this comes from the Latin word 'manu', meaning hand).
  - These were usually written on **palm leaf**, or on the specially prepared bark of a tree known as the birch, which grows in the Himalayas.
  - The manuscripts that have survived were often preserved in temples and monasteries.
  - These books dealt with religious beliefs and practices, the lives of kings, medicine and science.
  - There were epics, poems, plays.
  - These were written in **Sanskrit**, others were in **Prakrit** (languages used by ordinary people) and **Tamil**.
- **Inscriptions:** These are **writings** on relatively **hard surfaces** such as stone or metal.
  - Kings got their **orders inscribed** so that people could see, read and obey them.
  - There are other kinds of inscriptions where men and women (including kings and queens) recorded what they did.
    - For example, kings often kept records of victories in battle.



## QUESTIONS

**1. What was the conduct of Germany during the Second World War that led to worldwide condemnation?**

- (a) Genocidal war resulting in mass murder of selected groups, including Jews and political opponents.
- (b) Military surrender to the Allies and the establishment of the International Military Tribunal at Nuremberg.
- (c) Hitler's suicide and the prosecution of Nazi war criminals.
- (d) Ethical and moral questions raised regarding Germany's actions and the Nuremberg Tribunal's sentencing.

**Answer: (a)**

**2. What was the purpose of the International Military Tribunal set up at Nuremberg after the Second World War?**

- (a) To prosecute Nazi war criminals for Crimes against Peace, War Crimes, and Crimes Against Humanity.
- (b) To establish the causes of Germany's conduct during the war and the rise of Nazi Germany.
- (c) To negotiate a peace treaty between Germany and the Allies.
- (d) To ensure that Germany would not face harsh repercussions for its actions, similar to those after the First World War.

**Answer: (a)**

**3. What was the impact of the First World War on European society and polity?**

- (a) Soldiers were given priority over civilians
- (b) Media glorified trench life
- (c) Conservative dictatorships gained popular support
- (d) All of the above

**Answer: (d)**

**4. Consider the following statements related to the birth of the Weimar Republic:**

- 1. The Weimar Republic was established after Germany's victory in the First World War.
- 2. The abdication of the emperor provided an opportunity for parliamentary parties to establish the Weimar Republic.
- 3. The Weimar Republic was well-received by the German people.

**How many statements given above are correct?**

- (a) Only one
- (b) Only two
- (c) All three
- (d) None

**Answer: (a)**

**7. Consider the following statements related to the destruction of democracy in Germany:**

- 1. The Enabling Act passed in 1933 granted Hitler dictatorial powers and allowed him to sideline Parliament.
- 2. The Fire Decree of 1933 suspended civic rights such as freedom of speech, press, and assembly guaranteed by the Weimar constitution.
- 3. The Nazis targeted and persecuted various groups, including Communists, through arrests, concentration camps, and extra-constitutional forces.

**How many statements given above are correct?**

- (a) Only one
- (b) Only two
- (c) All three
- (d) None

**Answer: (c)**

**8. Consider the following statements related to Hitler and the events leading up to the Second World War:**

- 1. Hitler assigned economist Hjalmar Schacht to oversee a state-funded work-creation program aimed at achieving full production and employment.
- 2. Hitler annexed Sudetenland from Britain.

**Which of the statements given above is/are correct?**

- (a) 1 only
- (b) 2 only
- (c) Both 1 and 2
- (d) Neither 1 nor 2

**Answer: (a)**

# DISPLACING INDIGENOUS PEOPLES

## EUROPEAN IMPERIALISM

- The American empires of **Spain and Portugal** did not expand after the seventeenth century.
- During that time other countries like **France, Holland and Britain** began to extend trade activities and **establish colonies in America, Africa and Asia**.
- **Nature of control:** European trading firms like the East India Company became political forces, overthrew local authorities, and acquired their lands.
  - They kept the more established administrative structure from the past and collected taxes from landowners and made trade easier.
  - They built railways, excavated mines & established big plantations.
- **Settlers and Natives:** The word 'Settler' is used for Dutch in South Africa, the British in Ireland. New Zealand and Australia and Europeans in America.
  - 'Native' means a person **born in the place** he/she lives in.
    - Till the early twentieth century, the term was used by Europeans to describe the **inhabitants of countries** they had colonised.
- **Sources:** Much of the history of native Americans was gathered by **oral stories**.
  - Later it was encouraged to write the history around the 1940s.
  - The new **National Museum of the American Indian** in the USA has been curated by American Indians themselves.

## NORTH AMERICA

- **Geography:** The continent of North America extends from the **Arctic Circle to the Tropic of Cancer**, from the **Pacific to the Atlantic Ocean**.
  - West of the chain of the Rocky Mountains is the **desert of Arizona and Nevada**, still further west the Sierra Nevada mountains.

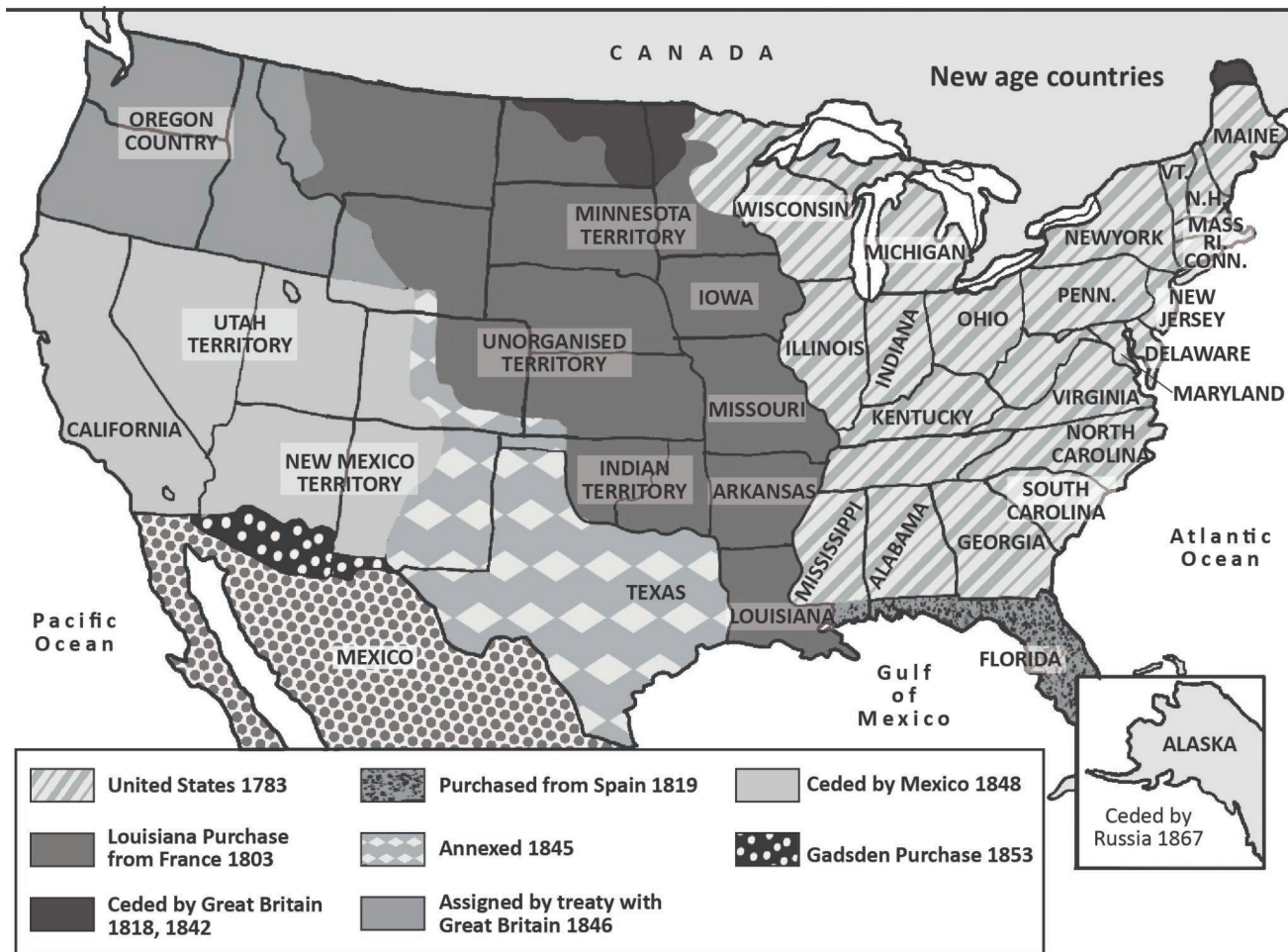
- To the east the Great Plains, the Great Lakes, the valleys of the Mississippi and the Ohio and the Appalachian Mountains.
- To the south is Mexico.

### The Native Peoples

- **Origin:** The earliest people in North America arrived from **Asia** about 30,000 years ago over a **land bridge across the Bering Straits**.
  - 10,000 years ago, during the last Ice Age, they moved further south.
- **Increase in population:** The population started to increase about 5,000 years ago when the climate became more stable.
- **Way of Living:** The people used to live in bands in villages along river valleys.
  - They ate fish and meat, and cultivated vegetables and maize.
  - They **did not attempt extensive agriculture** and since they did not produce a surplus, they **did not develop kingdoms and empires** as in Central and South America.
  - Making official alliances and friendships and **exchanging gifts** were significant aspects of their history. Instead than being purchased, **goods were received as gifts**.
- **Language:** They spoke numerous languages but those are not available in written form.
- **Skills:** They were **skilled craftspeople** and wove beautiful textiles.
  - They could understand the climates and different landscapes in the way literate people read written texts.

### Encounters With Europeans

- **Nature of native** towards Europeans was **welcoming and friendly**.
- Europeans arrived to trade in **fish and furs**, and they were **aided by natives** who were skilled hunters.



CANADA		USA	
1701	French treaty with natives of Quebec	1781	Britain recognises USA as an independent country
1763	Quebec conquered by the British	1783	British give Mid-West to the USA
1774	Quebec Act	1803	Louisiana purchased from France
1791	Canada Constitutional Act	1825-58	Natives in USA moved to reserves
1837	French Canadian rebellion	1832	Justice Marshall's judgement
1840	Canadian Union of Upper	1849	American Gold Rush and Lower Canada
1859	Canada Gold Rush	1861-65	American Civil War
1867	Confederation of Canada	1865-90	American Indian Wars
1869-85	Red River Rebellion by 1870 Transcontinental railway the Metis in Canada	1870	Transcontinental railway
1876	Canada Indians Act American	1890	Bison almost exterminated in
1885	Transcontinental railway links east and west coasts	1892	'End' of American frontier



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## **ECONOMY** **Summary Notes** **From Classes 9-12**

**For UPSC & other competitive exams**

# Preface

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**Wishing you all the best!**

**Team StudyIQ**



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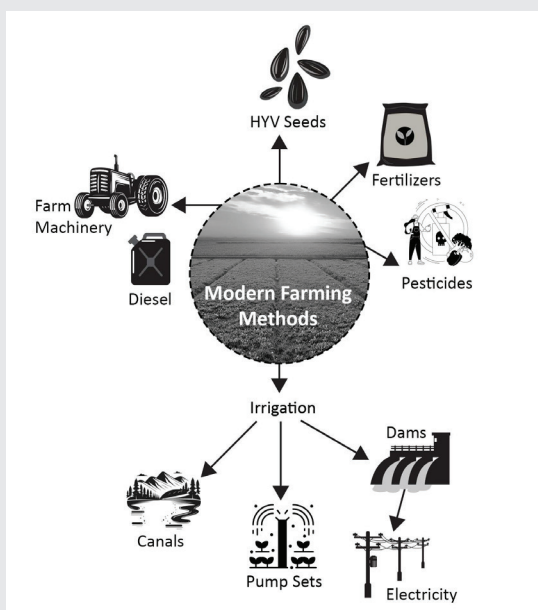
**SAMPLE PAGES**

**Land under cultivation in India in units of million hectares**

Years (P) - Provisional Data									
1950-51	1990-91	2000-01	2010-11 (P)	2011-12 (P)	2012-13 (P)	2013-14 (P)	2014-15 (P)	2015-16 (P)	2016-17 (P)
Cultivated Area (in Million hectares)									
132	186	186	198	196	194	201	198	197	200

**How to increase production from the same land?**

- Multiple cropping
- Use modern farming methods for higher yield. Yield is measured as crop produced on a given piece of land during a single season.

**Green Revolution**

- Green Revolution introduced **high yielding varieties (HYVs)** of seeds for wheat and rice cultivation.
- HYV seeds promised increased grain production compared to traditional seeds.
- HYV seeds required ample water, chemical fertilizers, and pesticides for optimal results.
- **Punjab, Haryana, and Western Uttar Pradesh** were the **first regions** in India to adopt modern farming methods.
- Farmers in these regions utilized irrigation through tubewells and employed HYV seeds, chemical fertilizers, and pesticides.
- Some farmers also invested in farm machinery like tractors and threshers for faster plowing and harvesting.

- The adoption of modern farming methods led to high wheat yields in these regions.

**land's sustainability**

- Land, as a natural resource, requires careful use.
- Modern farming methods have been reported to overuse the natural resource base.
- Green Revolution has led to soil fertility loss due to increased chemical fertilizer usage.
- Tubewell irrigation has depleted groundwater levels.
- Environmental resources like soil fertility and groundwater are built up over time and difficult to restore once destroyed.
- Environmental preservation is necessary for sustainable agricultural development.

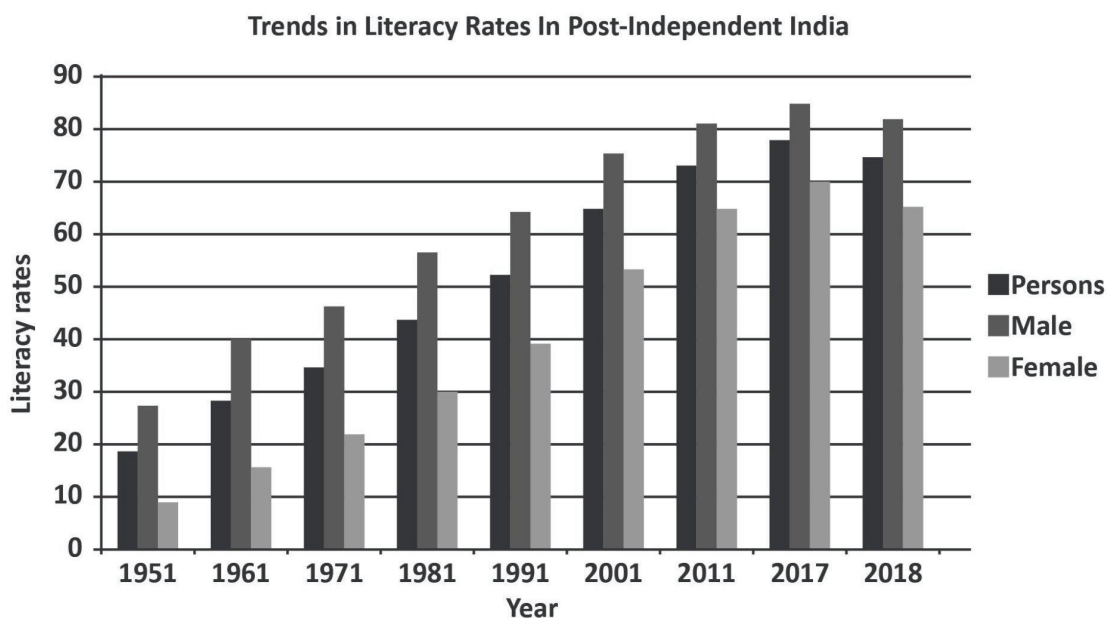
**Impact of Chemical Fertilizer**

- Chemical fertilizers provide readily available minerals to plants.
- However, these minerals may not stay in the soil for long and can escape, polluting groundwater, rivers, and lakes.
- Chemical fertilizers can also harm soil bacteria and microorganisms.
- Over time, the soil's fertility may decline after the use of chemical fertilizers.

**LABOR**

- Labour is essential for production in farming.
- Small farmers and their families provide labor for their own fields.
- Farm laborers do not have a right over the crops grown on the land.
- Medium and large farmers hire farm laborers.
- Farm laborers come from landless or small-plot cultivating families.

- **Gross Enrolment Ratio (GER) in India** in higher education is 27% in 2019–20, focusing on access, quality, vocationalization, and IT usage.
- Strategies focus on increasing access, quality, vocationalization, and the use of information technology.
- Distance education and convergence of formal and non-formal education are emphasized.
- There has been significant growth in the number of universities and specialized institutions over the past 60 years.



**Note:** As per 2011 census, literacy rates varied from 94% in Kerala to 62% in Bihar.

### Health

- Health is crucial for individuals to reach their potential and contribute to organizational growth.
- The improvement of population health is a priority and India's national policy focuses on healthcare accessibility, family welfare, and nutrition, especially for the underprivileged.
- Over the last five decades, India has developed a comprehensive healthcare infrastructure and skilled manpower in both public and private sectors. Outcomes are:
  - **Life expectancy** has increased to 69.4 years in 2016.
  - **Infant mortality rate** has decreased from 147 in 1951 to 36 in 2020.
  - **Crude birth rates** have dropped to 20.0 (2018) and death rates to 6.2 (2018).
    - Increase in life expectancy and improvements in childcare are positive indicators of the country's progress.
- Longevity is a reflection of a good quality of life and self-confidence.
- Reducing infant mortality involves protecting children from infections, ensuring maternal and child nutrition, and providing childcare.

### Unemployment

- Unemployment occurs when willing workers cannot find jobs at prevailing wages.
- In India, unemployment exists in both rural and urban areas with different characteristics.
  - **Rural areas** experience **seasonal and disguised unemployment**, where work is not available during certain months or appears to be employed but is not productive.
  - **Educated unemployment is common in urban areas**, with many graduates unable to find jobs.
- Unemployment leads to wasted manpower resources, hopelessness, and economic burden.
- Unemployment negatively affects individuals' quality of life and society's overall growth.

- India has been successful in exporting auto parts, pharmaceutical goods, engineering goods, IT software, and textiles since 1991.
- Rising prices have been kept under control during this period.

#### Growth and Employment

- Scholars note that despite increased GDP growth, the reform period has not generated sufficient employment opportunities.

#### Reforms in Agriculture

- Reforms in agriculture **have not benefited the sector**, with declining growth rates and reduced public investment in infrastructure.
- Policy changes, such as **reduced import duties and low minimum support prices**, have **negatively affected Indian farmers** and increased international competition.
- Because of **export oriented policy strategies** in agriculture, there has been a shift from production for the domestic market towards production for the export market focusing on cash crops in lieu of production of food grains. This puts pressure on prices of food grain.

#### Reforms in Industry

- Industrial growth has also slowed down due to cheaper imports, inadequate infrastructure investment, and competition from foreign goods.

- Globalization has opened up developing countries to foreign goods and services, **impacting local industries and employment opportunities**.
- Cheaper imports have, thus, replaced the demand for domestic goods.
- **High non-tariff barriers limit India's access to developed countries' markets**, creating further challenges for domestic industries.

#### Disinvestment

- Critics argue that the **disinvestment of public sector enterprises (PSEs)** undervalues assets and results in loss for the government, with proceeds used to offset revenue shortages instead of development.

#### Reforms and Fiscal Policies

- Limitations on public expenditure and tax reductions in the reform period have constrained revenue growth and curtailed developmental and welfare expenditures.
- Tax incentives for foreign investors have further reduced the scope for raising tax revenues, impacting developmental efforts.

## QUESTIONS

- Which of the following were the reasons that led the government to introduce a new set of policy measures in 1991?
  - The government was not able to make repayments on its borrowings from abroad.
  - Foreign exchange reserves dropped to levels that were not sufficient for even a fortnight.
  - Prices of essential goods fell to historical lows arresting growth rate.

Select the correct answer using the code given below:

- (a) 1 and 2 only                      (b) 2 and 3 only                      (c) 1 and 3 only                      (d) 1, 2 and 3

Answer: (a)

- In the late 1980s, government of India's expenditure began to exceed its revenue by such large margins that meeting the expenditure through borrowings became unsustainable. The government of India approached which of the following bodies for lending?
  - International Bank for Reconstruction and Development (IBRD) and the International Monetary Fund (IMF)
  - International Monetary Fund (IMF) and World Trade Organization (WTO)
  - International Bank for Reconstruction and Development (IBRD) and Organisation for Economic Co-operation and Development (OECD)
  - International Monetary Fund (IMF) and International Development Association (IDA)

Answer: (a)



# THEORY OF CONSUMER BEHAVIOR

## INTRODUCTION

- Consumers aim to achieve the combination of goods that maximizes their satisfaction or utility.
- The specific combination considered “best” varies based on the consumer’s preferences and their purchasing power which is determined by the prices of goods and their income.
- This chapter presents two different approaches that explain consumer behaviour (i) **Cardinal Utility Analysis** and (ii) **Ordinal Utility Analysis**.

## MEANING OF UTILITY

- Utility of a commodity is its **want-satisfying** capacity.
- The more the need of a commodity or the stronger the desire to have it, the greater is the utility derived from the commodity.
- Utility is **subjective**.
- Different individuals can get different levels of utility from the same commodity.
- **For example**, some one who likes chocolates will get much higher utility from a chocolate than some one who is not so fond of chocolates.

## CARDINAL UTILITY ANALYSIS

### Total Utility (TU)

- Total utility of a fixed quantity of a commodity is the **total satisfaction** derived from consuming the given amount of some commodity.

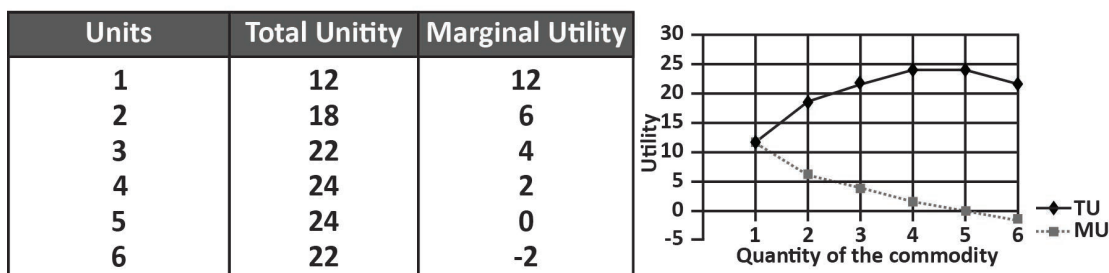
### Marginal Utility

- Marginal utility (MU) is the **change in total utility** due to consumption of **one additional unit** of a commodity.
- As the **consumption** of a commodity **increases**, the **marginal utility diminishes**.
- This decline occurs because as the consumer acquires more of the commodity, the satisfaction or **desire for additional units weakens**.

### LAW OF DIMINISHING MARGINAL UTILITY

- Law of Diminishing Marginal Utility states that marginal utility from consuming each additional unit of a commodity declines as its consumption increases, while keeping consumption of other commodities constant.

Law of Diminishing Marginal Utility



- In above figure, we can see that MU becomes zero at a level when TU remains constant. In the example, TU does not change at 5th unit of consumption and therefore  $MU_5 = 0$ . Thereafter, TU starts falling and MU becomes negative.

## ORDINAL UTILITY ANALYSIS

### Indifference Curve:

- Consumers rank different consumption bundles based on their preference. Ordinal utility analysis is based on

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## SCIENCE & TECHNOLOGY Summary Notes From Classes 6-11

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**SAMPLE PAGES**

- **Fats** also provide us with energy. In fact, fats provide significantly more energy than the same amount of carbohydrates.
  - **Sources of Fats From Plants:** Nuts, Til, Groundnuts
  - **Sources of Fats From Animals:** Meat, Eggs, Fish, Milk, Ghee, Butter, Cream
- **Proteins** are required for our bodies growth and repair. Protein-rich foods are frequently referred to as “**body-building foods**.”
  - **Sources of Proteins From Plants:** Gram, Moong, Tuar dal, Soybeans, Peas, Gram.
  - **Sources of proteins from animal sources:** Meat, Fish, Paneer, Eggs.

### Vitamins

- **Vitamins** help to protect our bodies from disease. Vitamins also help to maintain the health of our eyes, bones, teeth, and gums.
  - **Types of Vitamins:** Vitamin A, Vitamin C, Vitamin D, Vitamin E, Vitamin K and a vitamin group known as Vitamin B-complex.
  - **Vitamin A** protects our skin and eyes.
  - **Vitamin C** aids the body’s defence against a variety of diseases.
  - **Vitamin D** aids our bodies in the utilisation of calcium for bones and teeth. Foods that are high in various vitamins.

Sources of Vitamins			
Some sources of Vitamin A	Some sources of Vitamin B	Some sources of Vitamin C	Some sources of Vitamin D
Papaya, Carrot, Mango, Milk, Fish oil	Rice, Wheat, Liver	Guava, Green Chilli, Lemon, Amla, Tomato, Orange	Fish, Egg, Liver, milk, Butter

### Minerals

- Our bodies require trace amounts of minerals.
- Minerals are necessary for proper body growth and health maintenance.

Sources of Minerals			
Iodine	Phosphorous	Iron	Calcium
Ginger, Fish etc	Banana, Milk, Green chilies etc	Apple, Spinach etc	Milk, eggs etc

## DIETARY FIBRE AND WATER

- Aside from nutrients, our bodies require dietary fibres and water.
- **Dietary fibres** are also referred to as roughage.
- **Roughage:** Plant products in our foods primarily provide roughage.
  - **Source of Roughage:** It is primarily found in **whole grains and pulses, potatoes, fresh fruits and vegetables**.
  - **Role of Roughage** does not provide any nutrients to our bodies, but it is an important component of our food and adds bulk to it. This aids our bodies in eliminating undigested food.
- **Role of Water:** Water aids our bodies in absorbing nutrients from food.
  - It also aids in the **elimination of wastes** from the body such as urine and sweat.

- **Sources of Water:** Normally, we get most of the water our bodies require from the liquids we consume, such as water, milk, and tea.
  - In addition, most cooked foods contain water.

## BALANCED DIET

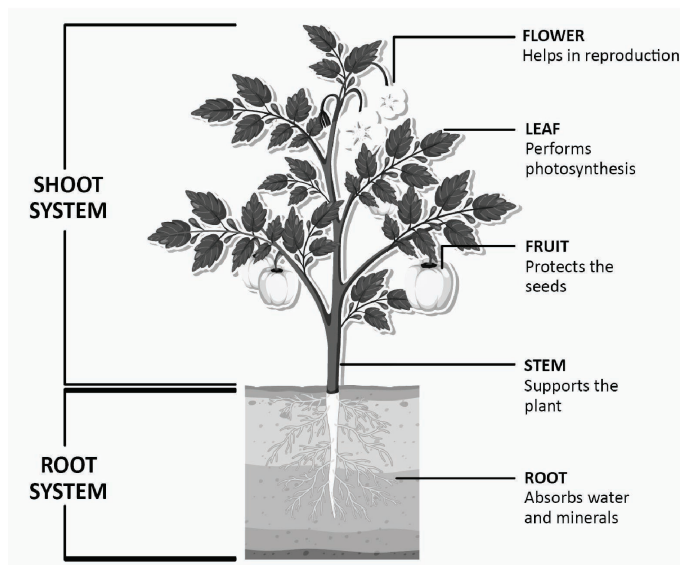
- A balanced diet includes a variety of foods and provides all the necessary nutrients for good health.
- It is essential to have the right amounts of nutrients, avoiding excessive or inadequate intake.
- **Roughage and water** should be included in the diet for proper digestion and overall well-being.
- Nutrient-rich foods such as pulses, groundnuts, soybeans, sprouted seeds, fermented foods, fruits, and vegetables are beneficial.
- **Proper cooking** is crucial to preserve nutrients in the food.

# GETTING TO KNOW PLANTS

## INTRODUCTION

- A wide variety of plants can be found everywhere. Some are small or tall, have thick or tender stems, and various types and colours of leaves, flowers, and fruits.
- However, all these plants share root, stem, leaves, buds, flowers, and fruits, despite differences in colour, size, or shape.

Parts of a Plant



## CLASSIFICATION OF PLANTS

### Based on the Structure of the Plant

- **Herbs:** Plants with **green and tender stems** are called herbs. They are usually short and may not have many branches.
- **Shrubs:** Some plants develop **branches near the base of the stem**. The stem is hard but not very thick. Such plants are called shrubs.
- **Trees:** Some plants are very tall and **have hard and thick stems**. The stems have branches in the upper part, much above the ground. Such plants are called trees.

### Based on the Type of Stems

- **Creepers:** Plants with **weak stems** that cannot stand upright but spread on the ground.
- **Climbers:** Plants with weak stems **that take support and climb up** are called climbers.

## PARTS OF A PLANT

### Stem

- Stems bear leaves, branches, buds, flowers, and fruits.
- The stem helps in the **upward movement of water**.
- The water and minerals go to leaves and other plant parts attached to the stem.

### Leaf

- The part of the **leaf by which it is attached to the stem** is called the **petiole**.
- The broad, green part of the leaf is called the **lamina**.
- **Veins** are the lines that run through the leaf. The **midrib** is the visible central main line in the leaf.
- **Leaf venation** refers to the design created by the veins of the leaf. There are two types of venations:
  - **Reticulate Venation:** A net-like pattern formed by veins on both sides of the midrib. **Example:** Mango leaf.
  - **Parallel Venation:** The veins in this type of venation are parallel to each other. **Example:** Grass leaf.
- **Functions of Leaf:** Leaves serve two important functions in a plant.
  - **Transpiration:** This is the process by which the leaves lose water in the form of water droplets through evaporation.
    - This keeps the **plant's water balance stable**, allowing it to survive.
    - The process can be seen by tying a polythene bag around a leaf and after a few hours, water droplets can be seen.

## INCREASING AND REDUCING FRICTION

### INCREASING THE FRICTION

- We can increase friction by **increasing the contact between two surfaces**.
  - When we **apply brakes** on a bicycle or car, for example, the brake pads are pressed against a moving part of the wheel, resulting in increased friction force.
- Friction can also be increased **by increasing the roughness of the surfaces** with which they come into contact.
  - **Threading shoes and tires**, for example, is done to increase friction, allowing them to move on the road without slipping.
  - **Rubbing soil** for better grip of opponents in kabbadi.

### REDUCING THE FRICTION

- When oil, grease, or graphite is applied between moving parts of a machine, a thin layer forms, preventing moving surfaces from rubbing against each other.
- To a large extent, **the interlocking of irregularities is avoided**. The movement becomes more fluid.
- **Lubricants** are substances that help to reduce friction. It may not be advisable to use oil as a lubricant in some machines.
  - To reduce friction, an **air cushion** is placed between the moving parts.

## WHEELS REDUCE FRICTION

- The resistance to motion experienced by one body as it rolls over the surface of another is known as **rolling friction**. Friction is reduced by rolling.
  - It is always **more convenient to roll than to slide** one body over another.
- That is why it is convenient to pull luggage equipped with rollers. Because rolling friction is less than sliding friction, most machines replace sliding with rolling using ball bearings.
  - **Ball bearings** are commonly used between the hubs and axles of ceiling fans and bicycles.

## FLUID FRICTION

- Despite the fact that air is very light and thin, it exerts frictional force on objects moving through it. Similarly, when objects move through water or other liquids, they create friction.
- **Fluids** are the common name for gases and liquids in science. As a result, fluids exert frictional force on objects moving through them. Fluid frictional force is also referred to as **drag**.
- The frictional force on an object in a fluid is **proportional to its speed relative** to the fluid. The frictional force is also **affected by the shape of the object and the fluid's properties**.
- Efforts are, therefore, made to minimise friction. So, objects are given special shapes. For example, **the shape of an aeroplane**.

## QUESTIONS

1. Which of the following is done by Friction?

1. Produce heat.
3. Fix a nail in the wall

2. Wears out soles of shoes.
4. Prevents a moving object from stopping.

Select the correct code using the options given below:

- (a) 1,2 and 3 only      (b) 2,3 and 4 only      (c) 1,2 and 4 only      (d) 1,2,3 and 4

Answer: (a)

2. With reference to Friction, consider the following statements:

1. The rolling friction is smaller than the sliding friction.
2. Fluid friction can be minimized by giving suitable shapes to bodies moving in fluids.

Which of the statements given above is/are not correct?

- (a) 1 only      (b) 2 only      (c) Both 1 and 2      (d) Neither 1 nor 2

Answer: (d)



## NEED OF CHEMINFORMATICS

- The use of computational and informational techniques to understand problems of chemistry is known as cheminformatics.
- Pharmaceutical companies use cheminformatics for in **silico drug design, synthesis, and testing of novel drugs.**
- The industry employs cheminformatics to **predict chemical properties, efficacy, and toxicity** before introducing chemicals to the market.

## PHARMACOPHORE

- A pharmacophore describes molecular features for **ligand recognition.**
- IUPAC defines it as **steric and electronic features** for optimal interactions with a target.
- It explains how diverse ligands interact with a single receptor.
- A **3D pharmacophore** includes spatial features like **charged groups, rings, and hydrophobic regions.**
- **Pharmacophore** is a conceptual framework, not a physical molecule, **defining molecular properties for interaction with a target.**

## JOURNEY OF A DRUG

- **Introduction:** Nature provides a rich source of active compounds with therapeutic potential.
  - **Scientific methods** narrow down compounds for further investigation.
  - Drug discovery and development is a **lengthy, costly, and risky process.**
  - The drug discovery pipeline, from lab to market, involves several stages.
- **Virtual screening:** It employs computational methods to select compounds for specific purposes.
  - Virtual screening uses **scoring, ranking, and filtering** to extract useful structures from large databases.

- Filters are applied at different steps **to eliminate undesirable compounds**, gradually narrowing down the selection.

### Note

- Pfizer tested **UK92480**, a drug meant for heart complications, in the **early 1990s.**
- The drug was expected to **relax blood vessels.**
- Unexpectedly, the drug had an effect on the reproductive system.
  - **Pfizer** developed the drug into a blue pill known as **Viagra.**

### Origin of Saccharin

- In **1879**, **Russian Chemist Dr. Constantin Fahlberg** had an accidental discovery. He developed a chemical method to produce saccharin.

### Common terminologies in cheminformatics

- **High Throughput Screening (HTS):** A large scale automated process where millions of compounds are tested for a desired property.
- **Hits:** Activity observed during high-throughput screening, generally defined by percent activity of new compounds in comparison to well defined and known compounds.
- **False positive:** During screening, one may observe situations where a compound is found active in an assay but may turn out to be inactive towards a certain biological target.
- **Lead compound:** A compound that is biologically and pharmacologically active with desired properties, and that can be processed further.
- **Library:** An inventory of compounds that fulfill the criteria for screening against specific cellular targets.
- **New Chemical Entity :** A novel molecule discovered in the lab that has not yet entered clinical trials.
- **Off target activity:** Molecular interactions between chemical compounds and cellular molecules that do not bind the target.

## QUESTION

1. With reference to CAS (Chemical Abstracts Service), consider the following statements:
  1. It is a division of American Chemical Society that has the world's largest collection of chemistry insights.
  2. PubChem is a database of chemical molecules.

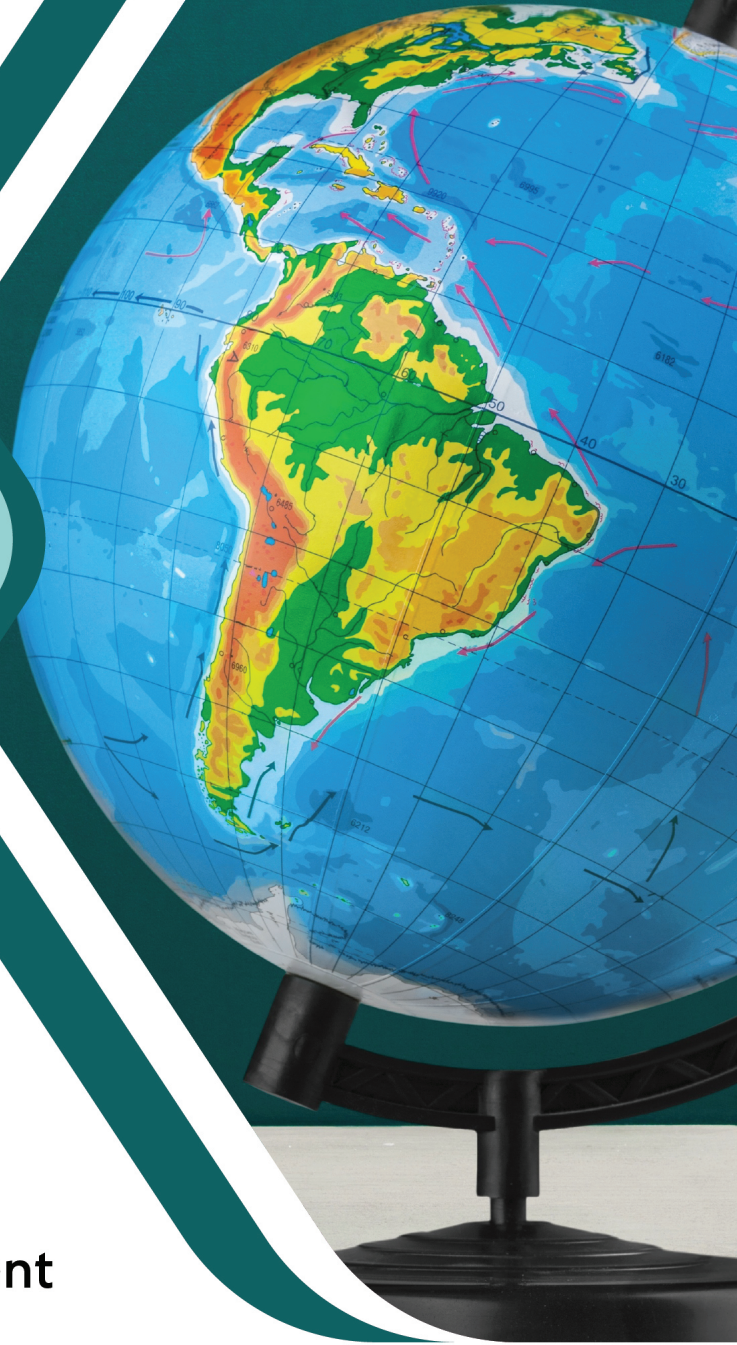
Which of the statements given above is/are not correct?

- (a) 1 only                      (b) 2 only                      (c) Both 1 and 2                      (d) Neither 1 nor 2

Answer: (d)

# NCERT SIMPLIFIED SERIES

- ◆ Focus on Core Concepts
- ◆ Crisp and Clear Language
- ◆ Subject-wise Organization
- ◆ New NCERT Updated Content
- ◆ Practice Questions for Assessment



# GEOGRAPHY

## Summary Notes

### From Classes 6-12

For UPSC & other competitive exams

# Preface

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**Dear Aspirants,**

Welcome to "**NCERT Simplified**," a comprehensive guide designed to provide a concise and focused overview of the National Council of Educational Research and Training (NCERT) textbooks. This book is tailored to meet the needs of aspirants preparing for competitive examinations like SSC, UPSC, and other government-related exams. Published by **StudyIQ**, this book aims to simplify the vast NCERT syllabus and equip you with the essential knowledge to ace your exams.

In the realm of competitive examinations, NCERT textbooks are regarded as the foundation for building a strong understanding of various subjects. They are trusted by educators and students alike for their well-structured content and accuracy. However, with an ever-expanding syllabus, it becomes challenging for aspirants to cover every detail. Recognizing this need, "**NCERT Simplified**" is crafted as the ideal companion to streamline your preparation and maximize your chances of success.

## **Key Features of the Book:**

1. **Comprehensive Summary:** We have retained the core concepts, theories, and principles while eliminating redundant details, so you can focus on mastering the essential knowledge.
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**Wishing you all the best!**

**Team StudyIQ**

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**SAMPLE PAGES**

# GLOBE: LATITUDES AND LONGITUDES

Earth is not a sphere. It has a bulge in the middle and is slightly flattened at the North and South Poles. A globe is a precise representation of the earth in miniature form.

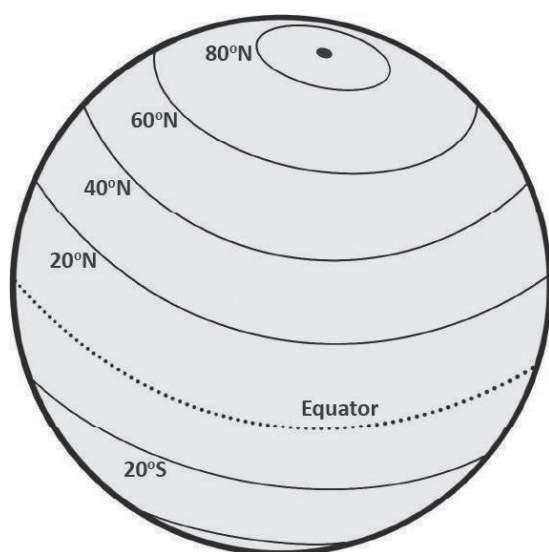
## GLOBE

- Globe is not fixed and can vary in size and type.
- On the globe, countries, continents and oceans are represented in their correct sizes.
- The globe is divided into two equal parts by an imaginary line. This line is known as the equator.
  - The northern half of the earth is known as the Northern Hemisphere and
  - The southern half is known as the Southern Hemisphere.

## EQUATOR

- The equator is an imaginary circular line and is a very important reference point to locate places on the earth.
- The equator represents the zero degree latitude

## Latitudes



- All parallel circles from the equator up to the poles are called parallels of latitudes.
- Latitudes are measured in degrees.

- The distance from the equator to either of the poles is one-fourth of a circle round the earth, it will measure  $\frac{1}{4}$ th of 360 degrees, i.e. 90°.
  - All parallels north of the equator are called 'north latitudes.'
  - All parallels south of the equator are called 'south latitudes.'

### Other Parallels of Latitudes which are Important

Apart from the equator (0°), the North Pole (90°N) and the South Pole (90° S), there are four important parallels of latitudes:

1. Tropic of Cancer (23½° N) in the Northern Hemisphere.
2. Tropic of Capricorn (23½° S) in the Southern Hemisphere.
3. Arctic Circle at 66½° north of the equator.
4. Antarctic Circle at 66½° south of the equator.

## Heat Zones of the Earth

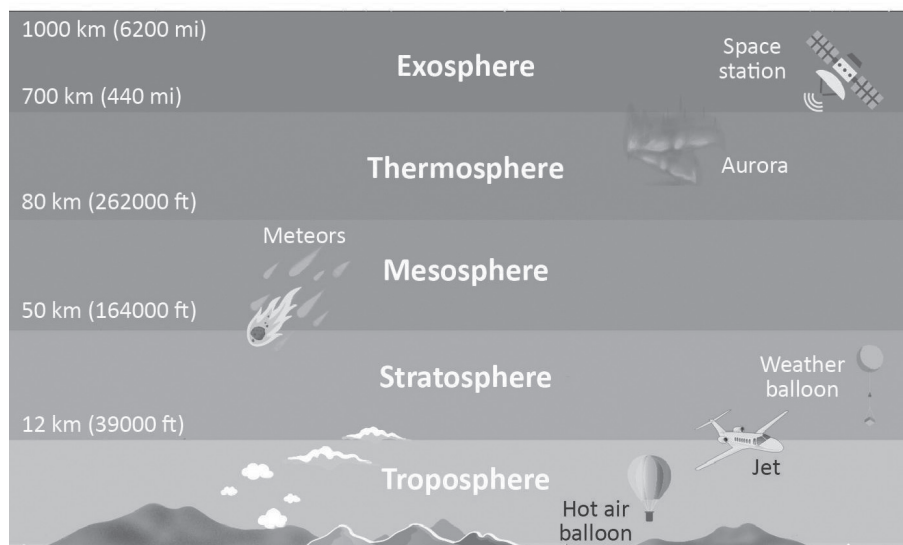
- **Torrid Zone:** At least once a year, the midday sun lies directly overhead at all latitudes between the Tropics of Cancer and Capricorn.
  - As a result, the **heat is most intense** here.
- **Temperate Zones: Beyond the Tropics of Cancer and Capricorn,** the midday sun never rises overhead at any latitude.
  - As a result, the sun's beams' angle decreases as they approach the poles.
  - Because of this, the regions between the Tropic of Cancer and the Arctic Circle in the Northern Hemisphere and the Tropic of Capricorn and the Antarctic Circle in the Southern Hemisphere have mild temperatures.
- **Frigid Zones:** In the Northern Hemisphere, **regions between the Arctic Circle and the North Pole**, as well as between the Antarctic Circle and the South Pole, are extremely cold.
  - It is as a result of how low the sun rises in this area.
  - As a result, its rays are always angled downward and produce less heat.

3. **The Indian Ocean:** It is the only ocean named after a country, that is, India. The shape of the ocean is almost triangular. In the north, it is bound by Asia, in the west by Africa and in the east by Australia.
4. **The Southern Ocean:** It encircles the continent of Antarctica and **extends northward to 60 degrees south latitude.**
5. **The Arctic Ocean:** It is **located within the Arctic Circle** and surrounds the North Pole. It is connected with the Pacific Ocean by a narrow stretch of shallow water known as Bering strait. It is bound by the northern coasts of North America and Eurasia.

## ATMOSPHERE

- The earth is surrounded by a layer of gas called the atmosphere.
  - This thin blanket of air is an integral and important aspect of the planet. It provides us with the air we breathe and protects us from the harmful effects of the sun's rays.
  - The atmosphere extends up to a height of **about 1,600 kilometres.**
  - The **atmosphere is divided into five layers** based on composition, temperature and other properties.
- These layers starting from earth's surface are called the troposphere, the stratosphere, the mesosphere, the thermosphere and the exosphere.
  - The atmosphere is composed mainly of nitrogen and oxygen, which make up about 99 per cent of **clean, dry air.**
    - **Nitrogen 78%, oxygen 21%** and other gases like carbon dioxide, argon and others comprise **1% by volume.**
    - Oxygen is the breath of life while nitrogen helps in the growth of living organisms.
    - **Carbon dioxide**, though present in minute amounts, is important as it absorbs heat radiated by the earth, thereby keeping the planet warm. It is also essential for the growth of plants.
  - The density of the atmosphere varies with height. It is maximum at sea level and decreases rapidly as we go up.
  - They have to carry with them oxygen cylinders to be able to breathe at high altitudes.
  - The temperature also decreases as we go upwards.
  - The atmosphere exerts pressure on the earth.
  - This varies from place to place. Some areas experience high pressure and some areas low pressure. Air moves from high pressure to low pressure. Moving air is known as wind.

Layers of the Atmosphere



## BIOSPHERE

- The biosphere is the narrow contact zone between land, water, and air, where life is unique to our planet.
- It contains various species of organisms, ranging from microbes to large mammals, all connected for survival.
- Organisms in the biosphere can be categorized into the plant and animal kingdoms.

## DRAINAGE SYSTEM

The flow of water through well-defined channels is known as 'drainage' and the network of such channels is called a 'drainage system'. The drainage pattern of an area is the outcome of the geological time period, nature and structure of rocks, topography, slope, amount of water flowing and the periodicity of the flow.

## SOME IMPORTANT TERMS

**Catchment Area:** A river drains the water collected from a specific area, which is called its catchment area'.

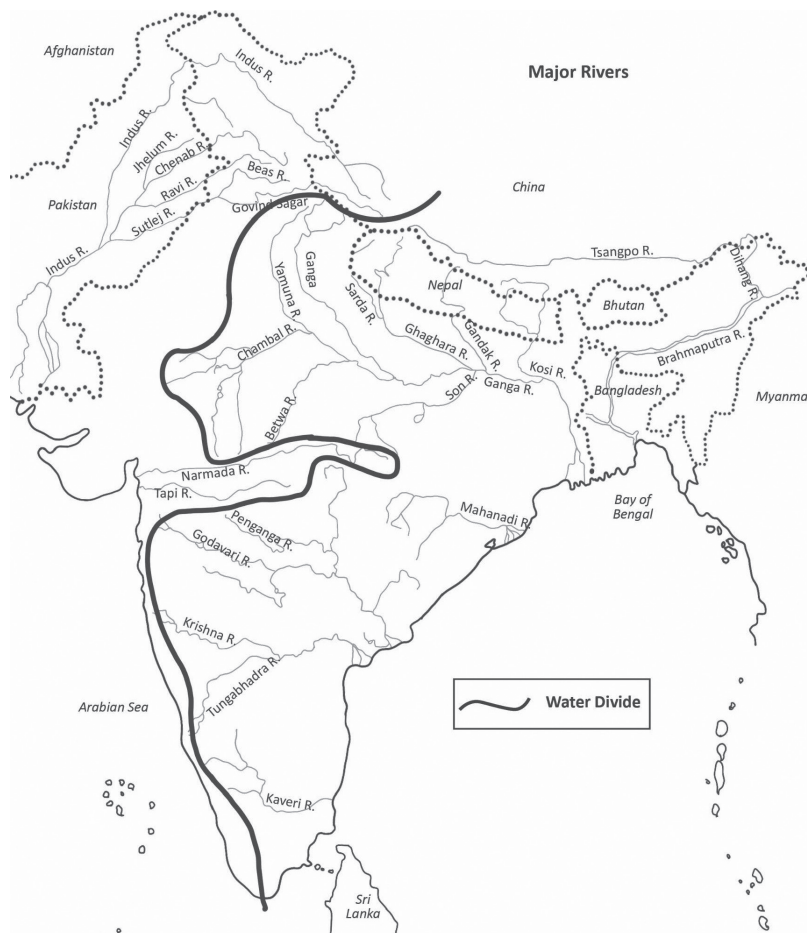
**Drainage basin:** An area drained by a river and its tributaries is called a drainage basin.

**Watershed:** It is the boundary line separating one drainage basin from the other.

- The catchments of large rivers are **called river basins** while those of small rivulets and rills are often referred to as **watersheds**.
- **Watersheds are small in area** while the basins cover larger areas.
  - River basins and watersheds are marked by unity. What happens in one part of the basin or watershed directly affects the other parts and the unit as a whole.

## DRAINAGE PATTERNS

- **Dendritic:** This drainage pattern resembles the **branches of a tree**. Example: The rivers of **northern plain**.



## FACTORS DETERMINING THE CLIMATE OF INDIA

### LATITUDE

- In an east-west direction, the Tropic of Cancer runs across the center of India. As a result, the **northern half of India is in a subtropical and temperate zone**, whereas the southern section of the country, **south of the Tropic of Cancer, is in a tropical zone**.
- Due to its proximity to the equator, the tropical zone has **year-round high temperatures** with a limited daily and yearly range.
- Due to its distance from the equator, the region north of the Tropic of Cancer has a severe climate with an **extensive range of daily and yearly temperatures**.

### HIMALAYAN MOUNTAINS

- It effectively serves as a climate barrier, shielding the subcontinent from the chilly northern winds. These arctic winds that sweep through central and eastern Asia have their origins there.
- The **monsoon winds are also trapped by the Himalayas**, which makes **them lose moisture** within the subcontinent.

### DISTANCE OF LAND AND WATER

- India is bordered by the Indian Ocean on its southern side and surrounded by a continuous mountain range in the north.
- Land and water heat up or cool down at different rates, resulting in **varied temperature patterns**.
- This uneven heating generates **distinct air pressure zones** around India, leading to changing weather conditions.
- These variations in air pressure zones **influence monsoon winds**, causing them to reverse direction.

### DISTANCE FROM THE SEA

- Coastal regions with long coastlines have a more stable climate due **to the influence of the sea**. Inland areas, being farther from the sea, experience more extreme climates.
- The seasonal contrasts in weather at places in the interior of the country such as Delhi, Kanpur and Amritsar can be observed.

### ALTITUDE

- **Temperature decreases with increasing altitude**. Mountainous regions are cooler than plains.
- For instance, Agra and Darjiling are on the same latitude, but Darjiling experiences much cooler temperatures due to its higher elevation.

### RELIEF

- The **temperature, air pressure, wind speed and direction, as well as the total volume and distribution of rainfall**, are all influenced by India's physiography or relief.
- The southern plateau is dry because of its leeward location along the Western Ghats, whereas the windward portions of the Western Ghats and Assam receive considerable rainfall around June to September.

#### InterTropical Convergence Zone (ITCZ)

- The Inter Tropical Convergence Zone (ITCZ) is a **region of low pressure situated at the equator** where trade winds converge, causing air to rise.
- In July, the ITCZ is found between latitudes **20°N and 25°N (over the Gangetic plain)** and is sometimes referred to as the **monsoon trough**.
- This monsoon trough facilitates the creation of a **thermal low-pressure area** over northern and northwestern India.
- The ITCZ's movement causes the southern hemisphere's trade winds to cross the equator around longitudes **40°E to 60°E**.
- Due to the **Coriolis force**, these trade winds shift direction, blowing from southwest to northeast, marking the start of the southwest monsoon.
- In the winter season, the ITCZ shifts southward, leading to a reversal of winds from northeast to south and southwest, known as **the northeast monsoons**.

## NATURE OF INDIAN MONSOON

- By conducting systematic analyses of rainfall patterns in the South Asian region, researchers have made strides in comprehending the fundamental causes and distinguishing features of the monsoon. This investigation has shed light on critical aspects of the monsoon such as:
  - **The onset of the monsoon**
  - **Break in the monsoon**