

# APP LO STUDY CENTRE

TNPSC GROUP I MAIN - 2021

HOME TEST - QUESTION BANK BASED TEST (QBBT)

PAPER - I

Time: 3 hours

Total marks: 250

UNIT- I : MODERN HISTORY OF INDIA AND INDIAN CULTURE

SECTION A

4 x 10 = 40

Answer all the questions. Answer not exceeding 150 words each

1. Trace the origin of the theosophical society. Indicate its significance in the history of Tamil Nadu.

பிரம்ம ஞானிகள் சபையின் தோற்றத்தை வரைக. தமிழ்நாட்டில் அதன் முக்கியத்துவத்தைப் பற்றி குறிப்பிடுக.

Even as Indian intellectuals felt challenged by western Enlightenment and rationalistic movements, there was a strain of thinking in the West which looked to the East for spiritual salvation. From this idea emerged the Theosophical Society, founded by Madam H.P. Blavatsky and Colonel H.S. Olcott in the United States of America in 1875. They came to India in 1879 and established their headquarters at Adyar in 1886. Under the leadership of Annie Besant, who came to India in 1893, the Theosophical Society gathered strength and won many adherents. The Theosophical Society started associations across south India. Though involved in many controversies, the Society played an important role in the revival of Buddhism in India. Iyothethoss Pandithar, the radical Dalit thinker, was introduced to modern Buddhism through his interaction with Colonel Olcott who took him to Sri Lanka. There he met many Buddhist monks including the renowned revivalist Anagarika Dharmapala and Acharya Sumangala.

### Founders

The Theosophical Society was originally founded in 1875 in New York by Madame H.P. Blavatsky, a Russian and Colonel H.S. Olcott, an American to promote psychic phenomena and spiritualism. They came to India in 1879. With the help of Swami Dayananda Saraswati, they transferred the Head Quarters of the Theosophical Society to Adayar, Madras (1882). Madame Blavatsky believed that the Hindus were "spiritually immensely higher" than the Europeans. She even stated that the former were spiritually a millennium ahead of the latter". She identified herself with Hinduism. Colonel Olcott believed in the ancient greatness of India. He appealed to the patriotic loyalty of Indians to uphold the religion of their forefathers. Both of them evinced enormous interest in the regeneration of India.

## Objects

The main objects of the theosophical society were 1. To form a Universal Brotherhood of Man 2. To protect the study of ancient Aryan religions, literature, philosophy and sciences and 3. To investigate the laws of nature and develop the divine power latent in man. By subtle philosophical theories of graded elevation of man, the theosophical society defended the current practices of Hinduism. It reconciled the ideal of Universal Brotherhood with the caste system. Similarly, it compromised the fundamental unity of the Supreme being with the worship of numerous gods and goddesses. It also defended image worship.

## Annie Besant

Mrs. Annie Besant, an Irish Lady, came to India in 1893. She joined the Theosophical Society and infused new vigour and life into it and worked for four decades till her death at Adyar in 1933.

## Legacy

Madame Blavatsky, besides promoting the objectives of the Theosophical Society, fully supported the Indian National Congress. A.O.Hume, a prominent colleague of Madame Blavatsky, was instrumental in starting the Congress. Both Blavatsky and Colonel Olcott created among Indians a new pride in their own ancient legacy. At a time when the English educated Indian reformers were rejecting traditional Hinduism as irrational and evil, Annie Besant accepted Hinduism as valid and relevant and earned new respect for it. She helped Indians to shed their inferiority complex and in rousing them to a sense of their national greatness. "Mrs. Besant was a powerful influence in adding to the confidence of the Hindu middle classes in their spiritual and national heritage". The Theosophical Society proved to be a source of inspiration to Indian nationalism. It was indeed a precursor towards starting a national organization for the whole country.

## Theosophical society contribution to tamilnadu

1. Revived Hinduism
2. Helped to remove social inequalities
3. Provided education at free of cost .
4. Olcott established 5 panchamar schools across Chennai.
5. Introduced mid day meal scheme.
6. Revived Indian culture, spiritualism and Tamil tradition through J. Krishnamoorthy and Rukmini Arundale ( Kalakshetra)
7. Besant's contribution of Hindu schools, Home Rule Movement, scout movement and political awakening in Tamilnadu.
8. Olcott's impact on Ayyathidasar to embrace Buddhism and to establish Buddhist society in Tamilnadu.

## 10. 5. பிரம ஞான சபை

பிற இயக்கங்கள் சமுதாய சீர்திருத்தங்களை மேற்கொண்டதைப் போலவே பிரம ஞான சபையும் இந்திய மக்களின் வாழ்வைச் சீர்ப்படுத்துவதில் பெரும்பங்காற்றியுள்ளது. இச்சபை முதன் முதலில் 1875 ஆம் ஆண்டு அமெரிக்காவில் நியூயார்க் நகரில் நிறுவப்பட்டது. ஹெச்.பி. பிளவாட்ஸ்கி என்ற ரஷ்ய மாதுவும், கர்னல் ஹெச்.எஸ். ஆல்காட் என்ற அமெரிக்கரும் சேர்ந்து இச்சபை நிறுவினர். பின்பு இவர்கள் சென்னைக்கு வந்து அடையாற்றில் தலைமை அலுவலகத்தைத் தொடங்கினார். அவ்வியக்கத்தின் வெற்றிக்கு திருமதி. அன்னிபெசன்ட் அம்மையார் பெரிதும் உதவினார். இவ்வியக்கத்திற்குத் தலைமைப் பொறுப்பையும் ஏற்றார்.

1847-ஆம் ஆண்டு ஆங்கில அயர்லாந்து பிறந்தவர் இவர் 1897-ஆம் ஆண்டு இந்தியா வந்தார். 1898 ஆம் ஆண்டு காசியில் மத்திய இந்திய கல்லூரியைத் தொடங்கினார். சுயமரியாதையும் பண்டைய கோட்பாடுகளில் நம்பிக்கையும் பெருமையும் கொண்டதாக இருந்தது. எதிர்காலத்தில் நம்பிக்கை உடையதாகவும் இருந்தது. அம்மையார் உபநிடதங்களின் அறிவுச்சாரம், கீதை, வீரகாவியங்கள், புராணங்கள், தரும சாத்திரங்கள், ஸ்மிருதிகள், கதைகள் மற்றும் தொல் மரபுகள் ஆகியவற்றை இந்து, பௌத்த மதங்களிலிருந்து எடுத்து அதற்கு மிக எளிய உயர்ந்த விளக்கங்களை அளித்தார்.

இந்துக் கோட்பாடுகளான கருமவினை, மறு பிறவி, ஆன்மாவின் அழியாத இயல்பு, பல்வேறு யோக நிலைகள் மற்றும் அவதாரங்கள் போன்றவற்றை மிக அற்புதமாக அனைவரும் அறிந்து கொள்ளும் வண்ணம் விளக்கி இந்துக்களின் அகக் கண்களைத் திறந்தார். எனவே இந்து சமய மறுமலர்ச்சி இயக்கங்கள் அவருக்கு நன்றிகடன் பட்டனவாக இருக்க வேண்டும். இந்து சமயச் சடங்குகளுக்கும் பழக்க வழக்கங்களுக்கும் அம்மையார் முழு மனதான ஆதரவைக் காட்டினார். அறிவியல் வளர்ச்சியால் ஏற்பட்ட மேல்நாட்டு பொருளியல் கோட்பாட்டை வன்மையாகக் கண்டித்தார். அதன்

விளைவாக இந்து சமயத்தில் ஒரு விழிப்புணர்ச்சி தோன்றியதுடன், மக்கள் அதை மிகுந்த ஊக்கத்துடன் பின்பற்றத் தலைப்பட்டனர். பல்லாயிரக்கணக்கான ஆங்கிலம் கற்ற நம் நாட்டு மக்களின் உள்ளத்தில் இந்து சமயத்தை மீண்டும் குடியேற வழிவகை செய்தார். இந்தியாவின் உடனடியாக தீர்க்க வேண்டிய பண்டைய கோட்பாடுகளின் துணையை நாடி தீர்த்து வைத்தார். 1898ல் காசியில் மத்திய இந்து பள்ளியை நிறுவினார். இந்து சமயத்தை ஈட்டி முனையாக்கி அதற்கு ஒரு எதிர்காலத்தை உருவாக்கி உறுதிப்படுத்தி மக்கள் உள்ளத்தில் அதை படியச் செய்ய ஆவன செய்தார். இந்து பள்ளி வளர்ச்சி அடைந்து நாளடைவில் கல்லூரியாகவும் பின்பு பல்கலைக் கழகமாக மாறியது.

இந்திய அரசியல் அரங்கில், இந்தியா சுதந்திரம் பெறுவதற்கும் சமுதாயச் சீர்திருத்தங்களைப் புகுத்துவதற்கும் இவர் ஆற்றிய தொண்டு இவரை பெரும் தலைவராக்கியது மட்டுமில்லாமல் உலகத்தின் முக்கியத் தலைவர்களில் ஒருவராகவும் கருதும்படி செய்தது.

பிரம்ம ஞான சபையின் கிளைகள் உலகெங்கும் உள்ளன. அவற்றின் மூலம் இந்தியாவின் ஆன்மிகச் சிறப்பு உலகெங்கும் பரவியது. கீழை நாட்டுச் சமயங்களான இந்து சமயம், பௌத்த சமயம், போன்றவற்றில் பொதிந்துள்ள அறிவுக் கருவூலங்களின் மதிப்பை வெளிக்கொணர இச்சபை பெருந்தொண்டாற்றியது. இச்சபையின் 'மறைவியல் கல்விப் பள்ளி' (Esoteric School), இந்திய மறைவியலை (Occultism) இந்தியாவில் மட்டுமின்றி மேலை நாட்டிலும் மிகப் பிரசித்தமாக்கியது.

இச்சபை கீழை நாட்டுச் சமய இலக்கியங்களை மேலை நாடுகளில் பரவியது. தொழில் பொருட்காட்சிகளைச் சீராக அமைத்தது. சுதேசி இயக்கம், பால்ய விவாகத் தடை, மது விலக்கு அறசமயக் கல்வியை பள்ளியில் போதித்தல், மகளிர் கல்வியைப் பரப்புதல், எழுத்தறிவின்மையை அகற்றுதல் மற்றும் பர்தா முறையை ஒழித்தல் போன்ற அரும்பணிகளை இந்த இயக்கம் செய்து வந்தது. இதனுடைய கல்வி நிறுவனங்கள் இந்தியப் பண்பாட்டையும், கலைகளையும் பரப்பும் மையங்களாகத் திகழ்ந்தன. கீழை

நாடுகளிலும் மேலை நாடுகளிலும் நிற வேறுபாட்டால் மக்களிடையே வெறுப்புணர்வு கொழுந்து விட்டு எரிந்தபோது அதைத் தணித்து உலகில் எல்லோரும் உடன்பிறந்தோரே என்ற கோட்பாட்டை உணரச் செய்த சமத்துவத்தை நிலை நாட்ட முயன்றது.

இவ்வியக்கம் ஒரு சமயமாகவோ, சாதீய இயக்கமாகவோ அல்லது தனிப்பிரிவை சார்ந்ததாகவோ அமைந்திருக்கவில்லை. மாறாக எல்லா சமயங்களும் ஒரே உண்மையைப் போதிக்கின்றன என்பதே இவ்வியக்கத்தின் கருத்தாகும். பல்வேறு சமயங்களை சார்ந்தோர்கள் இச்சங்கத்தின் உறுப்பினர்கள் ஆனார்கள். இந்தியர்கள் குழந்தைகள் அல்லவென்றும் அவர்கள் பொறுப்புள்ள மனிதர்களென்றும் அவர்களுக்குச் சுதந்திரம் வழங்கப்படல் வேண்டும் என்பதும் அம்மையாரின் கருத்துகளாகும்.

இவ்வாறாக இச்சபை பலவழிகளிலும் இந்திய விடுதலைக்கும், சமூக மறுமலர்ச்சிக்கும், நாட்டுயர்விற்கும் இடையறாது பாடுபட்டு வந்தது.

2. Enumerate the Main provisions of

a. Lucknow Pact of 1916.

b. Communal Award of 1932.

பின்வருவனவற்றின் முக்கிய கூறுகளை பட்டியலிடுக

a. லக்னோ உடன்படிக்கை, 1916

b. வகுப்புவாத ஒதுக்கீடு, 1932

**Provisions of the Lucknow Pact**

- i. Provinces should be freed as much as possible from Central control in administration and finance.
- ii. Four-fifths of the Central and Provincial Legislative Councils should be elected, and one-fifth nominated.
- iii. Four-fifths of the provincial and central legislatures were to be elected on as broad a franchise as possible.
- iv. Half the executive council members, including those of the central executive council were to be Indians elected by the councils themselves.
- v. The Congress also agreed to separate electorates for Muslims in provincial council elections and for preferences in their favour (beyond the proportions indicated by population) in all provinces except the Punjab and Bengal, where some ground was given to the Hindu and Sikh minorities. This pact paved the way for Hindu-Muslim cooperation in the Khilafat Movement and Gandhi's Non-Cooperation Movement.
- vi. The Governments, Central and Provincial, should be bound to act in accordance with resolutions passed by their Legislative Councils unless they were vetoed by the Governor-General or Governors-in-Council and, in that event, if the resolution was passed again after an interval of not less than one year, it should be put into effect;
- vii. The relations of the Secretary of State with the Government of India should be similar to those of the Colonial Secretary with the Governments of the Dominions, and India should have an equal status with that of the Dominions in any body concerned with imperial affairs.

The Lucknow Pact paved the way for Hindu Muslim Unity. Sarojini Ammaiyar called Jinnah, the chief architect of the Lucknow Pact, "the Ambassador of Hindu-Muslim Unity".

The Lucknow Pact proved that the educated class both from the Congress and the League could work together with a common goal. This unity reached its climax during the Khilafat and the Non-Cooperation Movements.

## COMMUNAL AWARD

### Key Proposals

#### Major proposals were as follows:

- ❖ The existing seats of the provincial legislatures were to be doubled.
- ❖ The system of separate electorates for the minorities was to be retained.
- ❖ The Muslims, wherever they were in minority, were to be granted a weightage.
- ❖ Except NWFP, 3 % seats for women were to be reserved in all provinces.
- ❖ The depressed , dalits or the untouchables were to be declared as minorities.
- ❖ Allocation was to be made to labor, landlords, traders and industrialists.
- ❖ Thus, this award accorded separate electorates for Muslims, Europeans, Sikhs, Indian Christians, Anglo Indians, Depressed Classes, and even Marathas. (Some seats in Bombay were given to Marathas)
- ❖ The depressed classes were given seats which had to be filled by election from the special constituencies in which only they could vote.
- ❖ However, they were eligible to vote in the general constituencies as well.
- ❖ The labor, Commerce and Industry, Mining and Planting, Landholders were also given special electorates.
- ❖ Sikhs were 13.2% of the population in Punjab. Here they were given 32 seats out of the total 175 seats.

### 3. Evaluate the contributions and significance of Thilak of South India in Indian Independence Movement.

இந்திய விடுதலை இயக்கத்தில் தென்னிந்தியாவின் திலகரின் முக்கியத்துவத்தை மதிப்பீடு செய்க

#### V.O. Chidambaram Pillai - (1872-1935)

V.O. Chidambaram Pillai, reverently remembered by the Tamils as Sekkilutta Semmal, Kapplottiya Tamilan played a leading part in popularizing the cult of patriotism.

He made the Congress movement broad based by following the footsteps of Tilak.

V.O.C. was born at Ettayapuram on 5<sup>th</sup> September 1872. He studied law and practiced in his village.

Later he encouraged the formation of Trade Guilds and workers association.

He was the founder of Swadesi Dharma Sanga Weaving Association at Tuticorin and Swadesi Co-operative stores.

He utilized the Swadeshi Shipping Corporation as not only a trading company, but also a weapon for driving the British with their bags and baggages”

Subramaniya Siva and V.O.C. tried their level best to collapse the motive of the British.

Swaraj was their motto V.O.C’s attempt to set sail the ships against the Government’s regulations was successful.

Shares were sold out in large scale V.O.C. leased one ship and purchased another from France and set them on sail from Tuticorin to Ceylon in 1909.

V.O.C. and Siva were active and led the Quit India Movement. Strikes, piketing were in full swing in Tamil Nadu.

Municipal buildings were burnt. Collector Ashe went to the spot. He fired at the mob and four were killed.

Siva and V.O.C. were arrested and imprisoned. On further appeal it was reduced to six years V.O.C. was given Ragi. He was used as bullock in pulling the Oil Press (chekku). His right leg was chained, Further the Swadeshi shipping Corporation was liquidated and the ships were sold out.

## **SCHOOL BOOK SOURCE**

### **Swadeshi movement**

The partition of Bengal (1905) led to the Swadeshi Movement and changed the course of the struggle for freedom. In various parts of India, especially Bengal, Punjab and Maharashtra popular leaders emerged. They implemented the programme of the Calcutta Congress which called upon the nation to promote Swadeshi enterprise, boycott foreign goods and promote national education. The Swadeshi movement made a deep impact in Tamil Nadu. The Congress carried on a vigorous campaign for boycott of foreign goods.

#### **(a) Response in Tamilnadu**

V.O. Chidambaranar, V. Chakkaraiyar, Subramania Bharati and Surendranath Arya were some of the prominent leaders in Tamilnadu. Public meetings attended by thousands of people were organised in various parts of Tamilnadu. Tamil was used on the public platform for the first time to mobilise the people. Subaramania Bharati’s patriotic songs were especially important in stirring patriotic emotions. Many journals were started to propagate Swadeshi ideals.

Swadesamitran and India were prominent journals. The extremist leader Bipin Chandra Pal toured Madras and delivered lectures which inspired the youth. Students and youth participated widely in the Swadeshi Movement.

### **Swadeshi Steam Navigation Company**

One of the most enterprising acts in pursuance of swadeshi was the launching of the Swadeshi Steam Navigation Company at Thoothukudi by V.O. Chidambaranar. He purchased two ships Gallia and Lavo and plied them between Thoothukudi and Colombo. However, due to cutthroat competition from the European company and the blatantly partisan role played by the government, V.O.C's efforts ended in failure.

### **Tirunelveli Uprising**

V.O.C joined with Subramania Siva in organising the mill workers in Thoothukudi and Tirunelveli. In 1908, he led a strike in the European-owned Coral Mills. It coincided with the release of Bipin Chandra Pal. V.O.C and Subramania Siva, who organised a public meeting to celebrate the release of Bipin, were arrested.

The two leaders were charged with sedition and sentenced to rigorous imprisonment. Initially V.O.C. was given a draconian sentence of two life imprisonments. The news of the arrest sparked riots in Tirunelveli leading to the burning down of the police station, court building and municipal office. It led to the death of four people in police firing. V.O.C. was treated harshly in prison and was made to pull the heavy oil press. Others to be arrested included G. Subramaniam and Ethiraj Surendranath Arya.

To avoid imprisonment Subramania Bharati moved to Pondicherry which was under French rule. Bharati's example was followed by many other nationalists such as Aurobindo Ghosh and V.V. Subramanianar. The brutal crackdown on Swadeshi leaders virtually brought the Swadeshi Movement to a close in Tamil Nadu.

4. **Compare and contrast the features of Government of India Act 1919 and 1935**  
இந்திய அரசாங்கச் சட்டம் 1919 மற்றும் 1935இன் சிறப்பம்சங்களை ஒப்பிட்டு பாருங்கள்.

### **MONTAGUE - CHELMSFORD REFORMS 1919**

On August 20, 1917 the British Government declared Government of India Act, 1919.

#### **Aim**

The gradual introduction of responsible government in India.



Montagu was secretary of state for India  
Lord Chelmsford was Viceroy of India  
This Act came into force in 1921.

### Circumstances / Reasons

The reforms of 1909 did not satisfy the Indian leaders

Formation of Home Rule Movement in 1916 by Annie Besant and Tilak with the aim of obtaining self-government

During the First World War, India helped the allies in war. Indian public was expecting that they would get democratic reforms.

Accordingly, Mr. Montague declared the reform on 20<sup>th</sup> August 1917.

### Features of the Act

#### 1. Separation of power

It relaxed the central control over the provinces by demarcating and separating the central and provincial subjects. The central and provincial legislatures were authorized to make laws on their respective list of subjects.

#### 2. Introduction of Diarchy

It divided the provincial subjects into two parts

Transferred - Administered by the governor with the aid of ministers responsible to the legislative Council

Reserved- Administered by the governor and his executive council without being responsible to the legislative Council. This dual scheme of governance was known as 'dyarchy'

#### 3. Bicameral Legislature

It introduced, for the first time, bicameralism and direct elections in the country. Thus, the Indian Legislative Council was replaced by a bicameral legislature consisting of an Upper House (Council of State) and a Lower House (Legislative Assembly). The majority of members of both the Houses were chosen by direct election

It required that the three of the six members of the Viceroy's executive Council (other than the commander-in-chief) were to be Indian.

#### **4. Establishment of Public Service Commission**

It provided for the establishment of a public service commission. Hence, a Central Public Service Commission was set up in 1926 for recruiting civil servants.

#### **5. Extension to Communal Representation**

It extended the principle of communal representation by providing separate electorates for Sikhs, Indian Christians, Anglo-Indians and Europeans.

#### **Others**

- It granted franchise to a limited number of people on the basis of property, tax or education.
- It created a new office of the High Commissioner for India in London and transferred to him some of the functions hitherto performed by the Secretary of State for India.
- It separated, for the first time, provincial budgets from the Central budget and authorised the provincial legislatures to enact their budgets.
- It provided for the appointment of a statutory commission to inquire into and report on its working after ten years of its coming into force.

#### **Merits**

- Uniform system of government was introduced in eight major provinces
- The provincial legislative assemblies were expanded
- The governor was given overriding powers
- The system of separate electorates was extended to Anglo-Indians Europeans, Sikhs and Indian Christians.
- The Secretary of the State was not allowed to interfere in administrative matters of the Provinces concerning the transferred subjects and also in the matters on which Governor-General and his legislative were in agreement.
- The Governor-General had the power to nominate as many members to his Executive Council as he wanted.
- Members appointed to the Executive Council were to have served in India for at least 10 years.
- The franchise was limited for both houses of the Central Legislature.
- The tenure of the Upper House was five and of the Lower House was three years.
- The Executive Council of the Governor-General was not responsible to the legislature and the Governor-General had the right to refuse its advice.
- Provincial legislatures were to be unicameral.
- The Governors were given instrument of instructions which guided them in carrying out their administrative affairs.

## Drawback

- INC was not satisfied since national unity was destroyed
- Franchise was very limited
- Governor general powers were intact with no responsible government
- Unsatisfactory division of powers
- At the level of province, parallel administration was irrational and unworkable
- The provincial minister had no control over finances and over the bureaucrats
- The working of Dyarchy was failure
  
- The reforms paved way for further protests nationwide leading government to enact Rowlett act to suppress any voices against the reforms

## **GOVERNMENT OF INDIA ACT OF 1935**

Montagu-Chelmsford Reforms did not satisfy the people of India. Government of India Act 1935 was passed based on the Report of the Simon Commission, discussions at the Third Round Table Conference

This Act had 321 sections, 10 schedules.  
It came into force in 1937.

## Features of the Act

### 1. All India Federation

It provided for the establishment of an All-India Federation consisting of provinces and princely states as units.

Federal List - 59 items

Provincial List - 54 items

The Concurrent List - 36 items

### 2. Abolition of diarchy

It abolished dyarchy in the provinces and introduced 'provincial autonomy' in its place.

### 3. Dyarchy at Centre

It provided for the adoption of dyarchy at the Centre. Consequently, the federal subjects were divided into reserved subjects and transferred subjects.

#### **4. Bicameralism**

It introduced bicameralism in six out of eleven provinces.

legislative council -upper house  
legislative assembly -lower house

#### **5. Communal representation**

It further extended the principle of communal representation by providing separate electorates for depressed classes (scheduled castes), women and labour (workers).

#### **6. Abolition of Council of India**

It abolished the Council of India, established by the Government of India Act of 1858. The secretary of state for India was provided with a team of advisors

#### **7. Extended franchise**

It extended franchise. About 10 per cent of the total population got the voting right.

#### **8. Reserve Bank of India**

It provided for the establishment of a Reserve Bank of India to control the currency and credit of the country.

#### **9. Federal Public Service Commission**

It provided for the establishment of not only a Federal Public Service Commission but also a Provincial Public Service Commission and Joint Public Service Commission for two or more provinces.

#### **10. Federal Court**

It provided for the establishment of a Federal Court, which was set up in 1937

#### **Others**

1. Burma was separated from India
2. Federal Railway authority was created.

#### **Significance**

1. Provincial autonomy was granted
2. More voting right given to people
3. Move towards independence

### Limitations

1. According to Rajaji, 'The New Constitution was worse than diarchy
2. Working of provincial autonomy was not successful.
3. Instrument of disintegrating India.
4. Both INC, Muslim League Opposed the Act

Nehru called this act as "A machine with strong brakes but no engine" and charter of Slavery

### **Another Answer**

The Government Act of 1919 and 1935 were brought in to bring in "responsible government" for Indians and increasing their participation. The Government Act of 1919 was based on Mont-Ford Report that was supposedly made after taking into consideration the concerns of all the sections of polity. The Government Act 1935 was based on the reports of Simon Commission, 3rd Round Table Conference and the White Paper of 1933.

The provisions of both are as follows:

Parameter	Government Act of 1919	Government Act of 1935
Subjects	Demarcated into Central and Provincial	Demarcated into Federal, Provincial and Concurrent subjects. Provided for creating AIF (All India Federation) comprising of British Provinces, 6 Chief Commissioner Provinces and Princely States. Didn't come into being as Princely states didn't comply.
Nature of Structure	More Centralized	More Decentralised
Provincial Government	Dyarchy	Dyarchy replaced by provincial autonomy
Central Government	No Dyarchy	Dyarchy, subjects divided into reserved list & transferred list. Thought not implemented.
Indian council	Minimum members: 8, Maximum members: 12, 1/2 of them with a work experience of 10 years in public service	Indian Council was abolished. Section of state provided with team of 15 advisors.

Bicameralism	Indian Legislative Council replaced by Council of States (Upper house) and Lower House (Legislative Assembly). No bicameralism in provinces	Bicameralism introduced in some states
Provincial Government	A. Divided into transfer list and reserved list. Transferred List: Governor with council of ministers responsible to legislative council. Reserved List: Governor with council of ministers NOT responsible to legislative council. B. Provincial government was not free from outside interference.	A. Under Provincial autonomy, governor with council of ministers responsible to legislative council for all subjects. B. Provincial government were free from outside interference for most of the matters.
Communal Representation	Extended from Muslims to Sikhs, Anglo Indians, Indian Christians	Further extended to depressed class (SCs), women and labour
Franchise	Limited to a few and given on basis of property, tax or education.	Further increased. Covered about 10% of total Indian Population.
Service Commission	Public Service Commission to be introduce	Federal, Provincial / Joint Public Service Commission established.

## UNIT- II: SOCIAL ISSUES IN INDIA AND TAMIL NADU

### SECTION A

4 x 10 = 40

Answer all the questions. Answer not exceeding 150 words each

#### 5. Bring out the role of N.G.Os in social development of Tamilnadu

தமிழ்நாட்டில் சமூக வளர்ச்சிக்கு அரசுசாரா நிறுவனங்களின் பங்கை வெளிக்கொணர்

1. Community Action for Rural Development (CARD) -Field: Education and Environment
2. EKAM Foundation (2009) Field: Health / Nutrition
3. Akshya Foundation - Field: Health / Nutrition
4. Kalanjiam - SHG
5. Indian Association for Blind (2013) Field: Education
6. Amar Seva Sangam (1981) Differently abled
7. Association for non-traditional employment for women (ANEW)

8. Bhumi (2006) (Underprivileged children)

6. Enumerate the organizational structure of community development program.

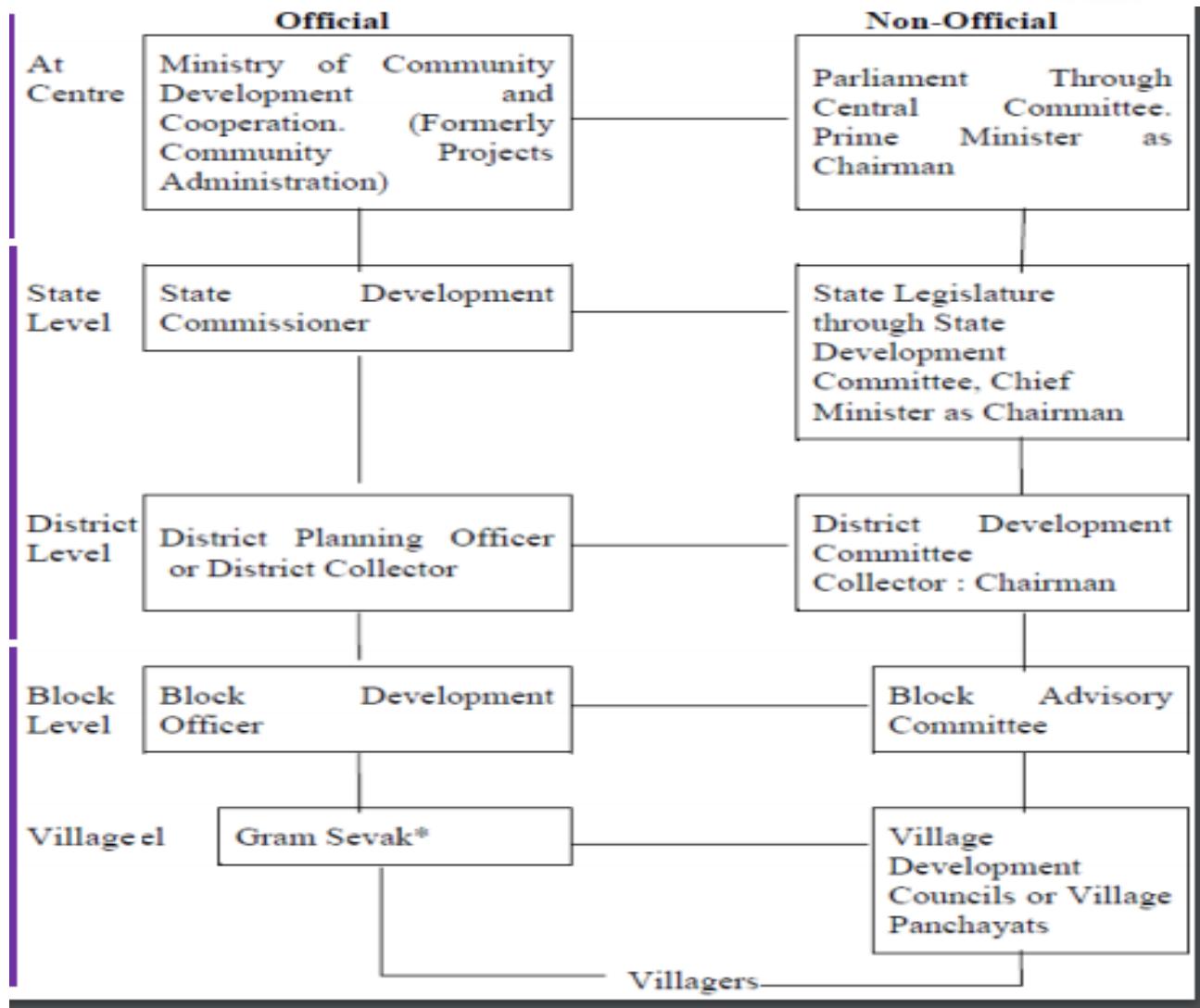
ஊரக மேம்பாட்டு திட்டத்தின் நிறுவன கட்டமைப்புப் பற்றி விவரி.

- The Community Development Programme (CDP) launched on 2<sup>nd</sup> October 1952, constitutes the first organized effort at rural reconstruction.
- The Government of India has launched a number of programmes to eradicate poverty and unemployment in India.
- Community Development Programme (CDP) represents one such programme. It may be noted that exactly after one year, that is, on 2<sup>nd</sup> October 1953, the National Extension Services (NES) was launched.
- Both these programmes were intended to promote agricultural and rural development. The only difference between the two was that the former (CDP) was a more intensive programme than the latter (NES).
- Both these schemes virtually worked hand in hand. Both these schemes were extolled by Pandit Nehru as “the armoury of our nation’s toiling spirit”.

Meaning of Community Development Programme

- Community Development Programme was a programme which sought to change the economic and cultural life of the rural population, and to transform the stagnant village into progressive rural communities.

Level	Administrative Head (Government)	Non-Official Head
Nation ↓	Planning Commission/ Niti Aayog	Prime Minister / Chairman Planning Commission
State ↓	Development Commissioner	Consultative Committee
District ↓	District Collector / Chief Executive Officer, Z.P.	Chairman District Development Committee
Block ↓	Block Development Officer	President Panchayat Samiti
Village	Village Level Worker/ Gram Sewak/ VDO	Chairman Gram Panchayat





**7. What is regionalism. What are causes of regionalism and suggest remedies to eliminate regionalism**

பிராந்திய உணர்வு என்றால் என்ன? அதற்கான காரணங்கள் மற்றும் பிராந்திய உணர்வினை தடுப்பதற்கான தீர்வினை பரிந்துரைக்கவும்

**Main answer**

It is natural for a community to see within as distinct entity having an identity different from others based on belonging to a particular region, culture etc. When such, conscious or unconscious, distinct identity becomes an ideological force, uniting these people around a common cause, building sub-national loyalties and leading to organization of demonstrations, movements or any other kind of effort for achieving their goal is called as 'regionalism'.

This assertion of regional identities can be to further economic, ethnic, cultural, linguistic interests. Correspondingly political scholars have treated various forms of regionalism which include economic regionalism, linguistic regionalism, political regionalism and even sub-regional movements in the general frame of regionalism.

**Regionalism in India**

In a diverse country like India, each and every individual, community carries a kind of sub-national identity because of affinity to particular region, ethnicity, history, language, culture etc. During the process of national movement (which was a process more against outside forces and their non-discriminatory exploitation of all) all these diversities were put to the backburner, but never forgotten and people came together to present a common front against foreign occupants and process of nation building started.

Post independence, Indian Constitution and democratic polity tried to carry on the task of nation building by uniting these diversities by accommodating them. It did not consider diversity as threat to unity and expression of regional aspirations as Anti-nationalism but as demands for participation in democratic politics, demands for sharing the benefits of economic development, demands for getting fair share of resources etc.

Indian concept of unity in diversity sometimes results into conflicts because sometimes the concerns for national unity overshadow regional aspirations and sometimes blind concern for a region obscure one's vision of larger national interest. This has resulted into various instances of movements built around regional aspiration coming up because of various reasons. There is seldom a case of only one factor being the force behind growth of regionalism; various factors are intricately combined with one leading to other and so on.

**Following are some of the factors resulted in to the conflicts:**

**1. Efforts to impose a particular ideology or culture:**

- During the 1950's Union government tried to establish 'Hindi' as national language. Powerful movement came up against this in South India, especially

in Tamilnadu under the leadership of Periyar Ramaswamy. They saw it as an attempt to belittle their own language, culture, history and attempt to impose north Indian language and culture. The movement during its hay days went to the extent of demanding separate Dravid Nation.

### **Economic Reasons:**

- Regionalism against discrimination by state administration and concentration of development activities, administrative power and political power to a particular region have been the main region for demand of new states like Telangana, Jharkhand etc. This neglect of the North-east region in economic development and providing relief during disasters like flood was the reason for emergence for secessionist movement in Nagaland, Mizoram etc in the country.
- Regionalism against loss of economic opportunities and exploitation of resources by outsider gives a feeling to the people of particular region that others are benefitting whereas, they are losing. Movements in Assam against exploitation of resources by outsiders especially Bangladeshi migrants and son-of-soil concept of Marathis fall in this category.

### **Political Reasons:**

- **Attempts by political parties to exploit feelings to gain power:** Various political outfits try to exploit the sub-national identities, feeling of discontentment because of neglect to gain power. During this process they flare up the issue of regional identities, showing distinctive glorious past. The Khalistan movement of Punjab during mid 1980's was because of such political manipulations. The recent separation of Telangana can be said to be as a result of political ambitions of one particular political party.
- **Aspirations of the people for political autonomy:** Many regions want political autonomy, ranging from complete secession to autonomy within the confines of Constitution, and have raised their voice even through arms.

Some of these regions don't feel to be part of nation because of their historical separate existence as provinces. The nationalist under current during freedom struggle was not able to sweep these areas. Jammu & Kashmir, Nagaland, Manipur in North-east think of them as separate identity with different culture. Interference by outside powers have further fanned the separatist movements in these regions.

Others like Bodoland have sought autonomy within Indian Constitution.

## Types of Regionalism

As can be seen from above, the demands raised by regional movements range from demanding complete secession from nation to separate statehood and sometimes favorable settlement of inter-state disputes like river-water dispute.

Therefore accordingly following types of regionalism can be identified:

1. **Parochialism:** When the people of a region see only their interest and shun nationalist outlook, the principle of brotherhood, dignity of individual enshrined in Indian Constitution, such ideology is called 'parochialism'. It is manifested in disdain for others and sometimes leading to violence. Such people many a times see themselves as superior to others in culture, language etc. Violence by Shiv-Sena against South Indians and North Indians, by ULFA cadre against people from Bihar fall in this category.
2. **Regionalism:** When people of a region raise voice for their autonomy, rights, fair share in development process, against discrimination and demand separate statehood or autonomy within state, it is called 'regionalism'. Demands for linguistic state of Andhra Pradesh in 1950's, Bodoland and Gorkhaland fall in this category.
3. **Secessionism:** When a region wants to end its association from the nation and wants to see itself as separate entity in world map, such extreme form of regionalism is known as 'secessionism'. This form of regionalism evolved with A. Z. Phizo's Naga National Council, and T. Muivah's National Socialist Council of Nagaland. In the similar way, militants in Kashmir can also be said to follow this form of regionalism as they are persistently committing bloodbath in pursuit of their dream of a separate state.
4. **Inter-state dispute:** Indian federalism have given rise to another form of regionalism which is manifested in inter-state disputes. State and its people see other states as rivals and competitors and this results into conflict over sharing of common resources, land boundary issues etc. The dispute over Chandigarh, Satluj-Yamuna Link Canal between Punjab and Haryana, boundary disputes between Maharashtra and Karnataka on Belgaon, water dispute between Tamil Nadu and Kerala over Cauvery water are some examples of it.

## **The Effects Of Regionalism**

**Regionalism has both positive and negative effects on nation, but negative effects are more.**

- On positive side it helps in strengthening the nation. The linguistic organization of states, giving autonomy to various regions in North-East, creation of new states have helped the nation as these have removed the fissures which if would have continued to exists may have become fatal.
- It has brought imbalanced regional development and regional issues to focus and opportunity to solve them. Creation of new states like Uttarakhand had resulted into fast growth of it.

**At the same times regionalism effect negatively as:**

- It hampers the economic growth. Instability created by it erodes moreover the faith of investors.
- Continuation act provisions of the eroded issues and the capacity of the state and administration to tackle with these issue. This has serious effect on the standing of the country in world fora. These effects the capacity of the Union to engage effectively with outside world. India's relation with Sri Lanka and Bangladesh have suffered because of this.
- It created serious internal security challenges which can be exploited by forces inimical to India.
- It effects politics of the country, as regional demands becomes national demands, gives politicians opportunity to play dirty politics and divert the attention from other important issues. It has many a times resulted into extra burden on exchequer in the form of grants, special packages etc.

## **Strategies attempted at the time of independence and How to tackle it now?**

After independence Indian government adapted various strategies to overcome the issue of regionalism, which many said, will result into disintegration of India. Establishment of Planning Commission to ensure balanced regional growth, provision of autonomy within 5th Schedule and 6th Schedule, linguistic reorganization of states, three language formula, special grants to backward states and provision for Inter-State Council to sort out differences are some of the few. All these also give hints to what solutions can be adopted in future to sort out such issues in addition to the new innovative solutions.

**Solutions are discussed below:**

- In long term steps like building a nationalistic outlook through education can be taken. Objective should be to imbibe next generation with the idea of a India as a union in which all are organically linked. Inter-state education facilities can be taken up.

- Creating strong interdependence among states. Each state must see other as a partner in development. This can be done by educating people and politicians about how one state participate in development of another. Information sharing, like thermal power stations in Punjab, Haryana receive coal from Jharkhand, Odisha should be taken up.
- Within a state organic linkage between Panchayats and State Legislature should be taken up. This will help in ensuring all round development of state.
- New institutional structures like NITI Aayog can be utilized to find out the solutions to the problems of state.
- Uniform development of all regions should be taken up so that no region feel isolated and left behind. Proper sharing of resources like done in Mines and Minerals bills, which fixes share of local bodies in earning from natural resource allocation, should be taken up.

### **More points from ram Ahuja**

1. India is a highly diverse pluralistic society and a federal state whose social dynamics in the last 50 years needs to be understood and analyzed rationally
2. At the time of independence, it was a smaller nation both quantitatively and qualitatively. Since then, not only its population has increased from 340 million to above 950 million (in 1997) but economically, educationally, socially and politically too it has matured
3. After 1947, on one hand the country was consolidated by the integration princely states, and on the other some states were reorganized (like Maharastra and Gujrat in 1960 or Punjab and Haryana in 1966) for improving administration, some new states were created to accommodate some region aspirations and local autonomy (like Andhra Pradesh (1956), Nagaland (1963), Himachal Pradesh (1971), Manipur (1972), Meghalaya (1972), Tripura (1972), Arunachal Pradesh (1987) and Mizoram (1987)], some states were added to Indian union [like Pondicherry, Goa and Sikkim (1975)]
4. While the demand for creating more states is increasing for safeguarding language or protecting cultural identities (like Uttarakhand, Jharkhand, Bodoland, Vidarbha, Gorkhaland, Telengana, Chhatisgarh, Seemanchal or Harit Pradesh). Some autonomous zonal councils have been created to provide for varying degrees of self-determination with states (like Gorkhaland within West Bengal and Bodoland within Assam)
5. There was also a demand for statehood after secession from India (like Khalistan)
6. There have been arguments both for and against this regionalization and creating of states

7. One school finds nothing wrong in this regionalization (division of geographical territory with definite boundaries) because it fulfils democratic urge, facilitates political management, smoothen development, provides for greater access to and participation in the decision-making process, enhances local accountability and increases national unity. This school also refers to recent event in countries like Canada, Belgium, Czechoslovakia, Yugoslavia, Russia and Pakistan, which are becoming more and more unstable for not accommodating the regional demands of people. Pakistan broke up because it refused to accept the Bangla Identity.
8. The other school describes regionalization as a process of balkanization of the country which divides people raising slogans like “Maharashtra for Maharastrains” or “Assam for Assamese only”, and created agitations and violence.
9. Each act of fragmentation is thus seen as encouraging further fragmentation.
10. The question is: Is optimism of the first school logical or is the pessimism of the second school mistaken?
11. It is true that at times feeling of regionalism and regionalization become so strong that states do not want to share even the river water (like Kaveri water by Karnataka and Tamil Nadu) or electricity (like Punjab and Delhi) with their neighbor states. States like Assam claim that in spite of their great contribution to national economic growth through oil and jute, they are totally neglected in development schemes, while states like Jammu and Kashmir hold that being a Muslim-dominated state, it is discriminated in industrial development schemes.
12. While economic backwardness of certain regions is at the root of the unrest there (i.e., Uttarakhand in Uttar Pradesh, Gorkhaland in West Bengal, Jharkhand in Bihar), some demands for new states are purely politically motivated (like Harit Pradesh bifurcating Uttar Pradesh)
13. With increasing social and political awareness among all levels of people, it is not difficult to mobilize masses for demanding a place in the sun. If people’s protests are ignored, law and order problems are bound to escalate. Such problems cannot be suppressed for long or put down with a firm hand. It will compel people to take to violence.
14. The growing population in many states will be difficult to manage. Uttar Pradesh, Madhya Pradesh, Bihar and Maharashtra are such states.

15. While in 1947, there were 300 districts in the country, today there are 460 districts. Several districts are or may even become larger in area and population than many members of the United Nation. Hence, the rationale of new smaller states need not necessarily be perceived as balkanization or growth of regionalism and regionalization
16. If number of states increase from 25 to 50 and number of districts increase from 460 to 550, administrative management may be more efficient, accountability may improve, and democratic participation may increase, provided of course the new states are economically viable.
17. National integrity will not be imperiled only by creating new political or administrative units. Regionalization, if sensibly handle, will not disintegrate India.
18. Ethnic sentiments and linguistic homogeneity, however, may not be desirable as considerations calling for the creation of new states. There is the severe resources crunch.
19. As such, the demand for new states has to be effectively scotched and conceded only after careful scrutiny of each case on the basis of economic development and administrative convenience.

8. **Discuss the Socio-Economic impact of COVID-19 in Tamilnadu.**

தமிழகத்தில் கோவிட்-19 பெருந்தொற்று ஏற்படுத்திய சமூகப் பொருளாதார தாக்கம் குறித்து விவாதி.

- Covid definition
- Social impact
  1. Health issues
  2. Increase of Domestic violence
  3. Increase of child marriage
  4. Impact of Online Education
- Economic impact
  - Rise of poverty
  - Rise of unemployment
  - Income disparity

**UNIT- III : GENERAL APTITUDE & MENTAL ABILITY (SSLC STANDARD)**

**SECTION A**

**2 x 10 = 20**

**Answer all the questions. Answer not exceeding 150 words each**

9. **Answer the following questions**

- a. A car travels 90km in 2 hours 30 minutes. How much time is required to cover 210 km?

ஒரு மகிழுந்து 90 கி.மீ தூரத்தைக் கடக்க எடுத்துக்கொள்ளும் நேரம் 2 மணி 30 நிமிடங்கள். அதே மகிழுந்து 210 கி.மீ தூரத்தைக் கடக்க எடுத்துக்கொள்ளும் நேரம் எவ்வளவு?

$$\begin{aligned} \text{Time taken to cover 90 km} &= 2 \text{ hrs } 30 \text{ mins} \\ &= 150 \text{ minutes} \end{aligned}$$

$$\text{Time taken to cover 1 km} = \frac{150}{90} \text{ minutes}$$

$$\begin{aligned} \text{Time taken to cover 210 km} &= \frac{150}{90} \times 210 \text{ minutes} \\ &= 350 \text{ minutes} \\ &= 5 \text{ hours } 50 \text{ minutes} \end{aligned}$$

Thus, the time taken to travel 210 km is 5 hours 50 minutes

- b. If a principal is getting doubled after 4 years, then calculate the rate of interest.  
ஓர் அசலானது 4 ஆண்டுகளில் இரண்டு மடங்காகிறது எனில், வட்டி வீதத்தைக் காண்க

Let the principal P = Rs.100

Given it is doubled after 4 years

i.e. Time n = 4 years

After 4 years A = Rs.200

$$\therefore A = P + I$$

$$A - P = I$$

$$200 - 100 = I$$

After 4 years interest = 100

$$I = \frac{pnr}{100}$$

$$\Rightarrow 100 = \frac{100 \times 4 \times r}{100}$$

$$4r = 100 \quad \Rightarrow r = 25\%$$

Rate of interest r = 25%



10. A fruit vendor bought some mangoes of which 10% were rotten. He sold  $33\frac{1}{3}\%$  of the rest. Find the total number of mangoes bought by him initially, if he still has 240 mangoes with him.

ஒரு பழ வியாபாரி வாங்கிய மாம்பழங்களில் 10% அழுகியிருந்தன. மீதமுள்ளவற்றில்  $33\frac{1}{3}\%$  மாம்பழங்களை விற்றுவிட்டார். தற்போது 240 மாம்பழங்கள் அவரிடம் இருக்கின்றன எனில், முதலில் அவர் வாங்கிய மொத்த மாம்பழங்களின் எண்ணிக்கையைக் காண்க

Let the number of mangoes bought by fruit seller initially be  $x$ .

Given that 10% of mangoes were rotten

$$\therefore \text{Number of rotten mangoes} = \frac{10}{100} \times x$$

Number of good mangoes =  $x$  - no. of rotten mangoes

$$\begin{aligned} &= x - \frac{10}{100}x \\ &= \frac{100x - 10x}{100} \\ &= \frac{90}{100}x \dots (1) \end{aligned}$$

Number of mangoes sold =  $33\frac{1}{3}\%$  of good mangoes

$$= \frac{100}{3}\%$$

$$\begin{aligned} \therefore \text{Mangoes sold} &= \frac{100}{3} \times \frac{90x}{100} \times \frac{1}{100} \\ &= \frac{30}{100}x \dots (2) \end{aligned}$$

Number of mangoes remaining = No. of good mangoes - No. of mangoes sold

From (1) and (2)

$$\begin{aligned} \therefore \frac{90}{100}x - \frac{30}{100}x &= 240 \\ \Rightarrow \frac{90x - 30x}{100} &= 240 \\ \therefore \frac{60x}{100} &= 240 \\ \therefore x &= \frac{240 \times 100}{60} \\ x &= 400 \end{aligned}$$

∴ Initially he had 400 mangoes

**UNIT- I : MODERN HISTORY OF INDIA AND INDIAN CULTURE**

**SECTION - B**

**4 x 15 = 60**

**Answer all the questions. Answer not exceeding 250 words each**

**11. Explain the Socio-Economic impact of British Rule in India.**

இந்தியாவில் ஆங்கில ஆட்சியால் ஏற்பட்ட சமூக - பொருளாதாரத் தாக்கங்களை விவரி.

**Social impact**

1. Abolition of sati Act 1829
2. Abolition of female infanticide Act 1870
3. Abolition of child marriage Act 1829
4. Widow Remarriage Act 1856
5. abolition of purdah system
6. Abolition of polygamy
7. Abolition of Devadasi system.
8. Education for All.
9. Supported many social reform movements

**Economic impact**

1. De industrialization
2. Impact on Handicrafts
3. Impact on Textile industry
4. Commercialization of agriculture
5. Effects of Land Revenue Policies
6. Rise of the New money lenders
7. Rise of the New middle class
8. Transport and communication
9. Drain of wealth.

**12. What was the political set up aimed by the British Government for India after the World War II?**

இரண்டாம் உலகப் போருக்கு பிறகு எப்படிப்பட்ட அரசு இந்தியாவில் அமைய வேண்டுமென ஆங்கிலேய அரசு விரும்பியது?

- ❖ Individual Satyagraha
- ❖ August Offer
- ❖ Lahore Resolution
- ❖ Cripps Mission
- ❖ The Wavell Plan
- ❖ Cabinet Mission Plan
- ❖ Mountbatten Plan

**13. Discuss the contributions of Madras Native Association, Madras Mahajana Sabha and the Nationalist Press to the growth of Nationalism in Tamilnadu.**

தமிழ்நாட்டில் தேசியவாதத்தின் வளர்ச்சிக்கு சென்னைவாசிகள் சங்கம், சென்னை மகாஜன சபை மற்றும் தேசியவாத பத்திரிகை ஆகியவற்றின் பங்களிப்புகளை பற்றி விவாதிக்கவும்.

### **Madras Native Association**

The Madras Native Association (MNA) was the earliest organisation to be founded in south India to articulate larger public rather than sectarian interests. It was started by Gazulu Lakshminarasu, Srinivasanar and their associates in 1852. It consisted primarily of merchants. The objective was to promote the interests of its members and their focus was on reduction in taxation. It also protested against the support of the government to Christian missionary activities. It drew the attention of the government to the condition and needs of the people. One of the important contributions of the MNA was its agitation against torture of the peasants by revenue officials. These efforts led to the establishment of the Torture Commission and the eventual abolition of the Torture Act, which justified the collection of land revenue through torture. However, by 1862, the Madras Native Association had ceased to exist.

### **Madras Mahajana Sabha**

Madras Mahajana Sabha (MMS) was the earliest organisation in south India with clear nationalist objectives. It was the training ground for the first generation of nationalist leaders. On 16 May 1884 MMS was started by M. Veeraraghavachari, P. Anandacharlu, P. Rangaiah and few others. P. Rangaiah became its first president. P. Anandacharlu played an active role as its secretary. The members met periodically, debated public issues in closed meetings, conducted hall meetings and communicated their views to the government.

The objective of MMS was to create a consensus among people of different parts of the Presidency on various issues of public interest and to present it to the government. Its demands included conduct of simultaneous civil services examinations in England and India, abolition of the Council of India in London, reduction of taxes and reduction of civil and military expenditure. Many of its demands were adopted later by the Indian National Congress founded in 1885.

### **Beginnings of the Nationalist Press: The Hindu and Swadesamitran**

The appointment of T. Muthuswami as the first Indian Judge of the Madras High Court in 1877 created a furore in Madras Presidency. The entire press in Madras criticized the appointment of an Indian as a Judge. The press opposed his appointment and the educated youth realized that the press was entirely owned by Europeans. The need for a newspaper to express the Indian perspective was keenly

felt. G. Subramaniam, M. Veeraraghavachari and four other friends together started a newspaper The Hindu in 1878. It soon became the vehicle of nationalist propaganda. G. Subramaniam also started a Tamil nationalist periodical Swadesamitran in 1891 which became a daily in 1899. The founding of The Hindu and Swadesamitran provided encouragement to the starting of other native newspapers such as Indian Patriot, South Indian Mail, Madras Standard, Desabhimani, Vijaya, Suryodayam and India.

**14. Write a detailed note on the influence of Tamil Language and Tamilagam on Gandhi and his freedom movement.**

காந்தி மற்றும் அவரது விடுதலை இயக்கத்தின் மீது தமிழ் மொழி மற்றும் தமிழகத்தின் செல்வாக்கு பற்றி விரிவாக எழுதுக

- ஆடை மாற்றம்
- ஆலய பிரவேசம்
- ஹரிஜன சேவை
- ரௌலட் சத்தியாகிரகம்
- ஹிந்தி பிரச்சாரம்
- தமிழ் பற்று

**Gandhi's Tamilnadu visit**

Madras (1896, 1915, 1919, 1925, 1933, 1937, 1946)  
Salem (1920, 1923, 1934)  
Madurai (1919, 1921, 1927, 1934, 1946)  
Coimbatore (1921, 1927, 1934)  
Trichy (1919, 1920, 1927, 1934)  
Sivaganga (1934)  
Vellore (1928)

- ❖ **1921 Madurai:** A fully-clad Gandhi visited Madurai in 1921 and it is where he adopted 'half-naked fakir' costume. The attire thereafter became his trademark
- ❖ **1896:** It was on April 17, 1896 when Gandhi first visited Tamil Nadu. The Mahatma wanted to mobilise people in support of their brethren in South Africa. He stayed in Chennai (then Madras) for 14 days. Gandhi, who was fond of Tamil, bought nine books from a shop.
- ❖ **1916:** Gandhi unfurled Swadeshi flag at the Missionary Conference on February 14, 1916. He presided over a debate at Anderson Hall, which was later noted as the inauguration of Debate society of Madras Christian College.
- ❖ **1919:** Gandhi again visited Chennai in 1919. He stayed for 12 days this time. It was the time when the Rowlatt Act was enforced to detain freedom fighters

without trial. He called upon people to boycott all government functions and undergo dawn-to-dusk fasting.

- ❖ **1925:** During his visit to Madras 1925, Gandhi drew crowds to the Marina (Triplicane Beach) and urged them to learn Hindi so that all could fight for Independence in one tongue.
- ❖ **1933:** Gandhi visited Tamil Nadu (then Madras presidency) in 1933 to talk about Harijan issues, and in the following year (in 1934), he visited the state again to visit Ooty and Kotagiri.

## UNIT- II: SOCIAL ISSUES IN INDIA AND TAMIL NADU

### SECTION - B

4 x 15 = 60

Answer all the questions. Answer not exceeding 250 words each

15. What is population explosion? Do you consider population explosion as an issue hindering economic development or as a resource for national development? Explain.

மக்கள்தொகை வெடிப்பு என்றால் என்ன? மக்கள்தொகை வெடிப்பு நாட்டின் பொருளாதார முன்னேற்றத்தை பாதிக்கிறது அல்லது நாட்டின் முன்னேற்றத்திற்கு வளமாக அமைகிறது என்று எண்ணுகிறீர்களா? விவரிக்க.

### Population

Population is defined as the total number of individuals of a species present in a particular area at a given time.

### Population Explosion

The rapid increase in population over a relatively short period is called population explosion.

The geometric expansion of a biological population, especially the unchecked growth in human population resulting from a decrease in infant mortality and an increase in longevity.

A rapid increase in population attributed especially to an accelerating birthrate, an increase in life expectancy.

### Consequences of Overpopulation:

- (i) Population and Poverty
- (ii) Unemployment and Under Employment
- (iii) Low Per Capita Income
- (iv) Shortage of Food
- (v) Increased Burden of Social Overheads
- (vi) Population and Labour Efficiency
- (vii) Population and the Standard of Living

- (viii) *Population and Pressure on Land*
- (ix) *Increased Unproductive Consumers*
- (x) *Slow Economic Development*
- (xi) *Political Unrest*
- (xii) *Housing problem*
- (xiii) *Pollution*
- (xiv) *Education problem:*  
It becomes difficult for the government to provide education to all.

- **Give Population Datas**

16. **Discuss the school education system in Tamil Nadu and explain the role of government in providing quality education.**

தமிழ்நாட்டில் பள்ளி கல்வி முறையை விவாதி. தரமான கல்வி வழங்குவதில் அரசின் பங்கினை விளக்குக.

10. Freebees from elementary education to higher education

11. Scholarship

12. Reservation

13. Institutional support

17. **What is urbanization? Examine the causes, effects and future trends of urbanization.**

நகரமயமாதல் என்றால் என்ன? நகரமயமாதலுக்கான காரணம், விளைவு மற்றும் எதிர்காலம் போன்றவற்றை ஆய்வு செய்க.

### Urbanization

Urbanization is a process whereby populations move from rural to urban area, enabling cities and towns to grow.

### Urbanism

Urbanism is a way of life. It reflects an organization of society in terms of a complex division of labour, high levels of technology, high mobility, interdependence of its members in fulfilling economic functions and impersonality in social relations.

### Characteristics of urbanism

Louis Wirth has given four characteristics of urbanism

1. Transiency
2. Superficiality
3. Anonymity
4. Individualism

Soroking and Zimmerman have identified the following characteristics of the urban social system:

1. Non agricultural occupation
2. Size of population
3. Density of population
4. Environment
5. Social differentiation
6. Social mobility
7. Social interaction
8. Social solidarity

### **Causes of Urbanization**

1. Industrialization
2. Commercialization
3. Social benefits and services
4. Employment opportunities
5. Modernization and changes in the mode of living
6. Rural urban transformation

### **Social Effects of Urbanization**

1. Urbanization and Family
2. Urbanization and Caste
3. Urbanization and Status of Women
4. Urbanization and village life

### **Causes of Urban Problems**

1. Migration
2. Industrial Growth
3. Apathy of the Government
4. Defective Town Planning
5. Vested Interests

### **Problems of Urbanization**

1. Housing and slums
2. Crowding and Depersonalization
3. Water Supply and Drainage
4. Transportation and Traffic
5. Power Shortage
6. Sanitation
7. Pollution
8. Poor health and spread of diseases
9. Urban crime

## **Future Trends**

1. E-waste management
2. Solid waste management
3. Challenge of climate change
4. Urban planning
5. The growth of urbanisation





18. Critically examine the special welfare measures available for women and children.

பெண்கள் மற்றும் குழந்தைகள் நலனுக்கான சிறப்பு நடவடிக்கைகளை ஆராய்க.

## WELFARE SCHEMES FOR WOMEN

### Women Empowerment Programmes

- **Support to Training and Employment Programme for Women (STEPW) (Set up in 2003-04)**
  - To increase the self-reliance and autonomy of women by enhancing their productivity and enabling them to take up income generation activities.
- **Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (RGSEAG) 'Sabla' (Set up in 19th November, 2010)**
  - It aims at empowering adolescent girls of 11 to 18 years by improving their nutritional and health status, upgradation of home skills, life skills and vocational skills.
- **Rashtriya Manila Kosh (National Credit Fund for Women) (Set up in 1993)**
  - It extends micro-finance services through a client friendly and hassle-free loaning mechanism for livelihood activities, housing, micro-enterprises, family needs, etc to bring about the socio-economic upliftment of poor women.
- **Indira Gandhi Matritva Sahyog Yojana (IGMSY)**
  - To improve the health and nutritional status of pregnant, lactating women and infants.
  - It involves conditional cash transfer and wage losses are also compensated.
- **Swayam Siddha (Set up in 2001)**
  - At organizing women into self-help groups to form a strong institutional base.
- **Swadhar (Set up in 1995)**
  - To support women to become independent in spirit, in thought, in action and have full control over their lives rather than be the victim of others actions.
- **Support to Training and Employment Programme for Women (STEP) (Set up in 1986)**

- To mobilize women in small viable groups and make facilities available through training and access to credit, to provide training for skill upgradation, etc.
- **Development of Women and Children in Rural Areas (DWCRA) (Set up in 1982)**
  - To improve the socio-economic status of the poor women in the rural areas through creation of groups of women for income-generating activities on a self-sustaining basis.
- **Dhan Laxmi (Set up in March, 2008)**
  - Conditional cash transfer scheme for the girl child to encourage families to educate girl children and to prevent child marriage.
- **Ujjwala (Set up in 4th December, 2007)**
  - A comprehensive scheme for prevention of trafficking with five specific components—prevention, rescue, rehabilitation, reintegration and repatriation of victims.
- **Gender Budgeting Scheme (GBS) (Set up in 2004).**
  - With a view to empower women.
- **National Mission for Empowerment of Women (NMEW) (Set up in 2010)**
  - To achieve empowerment of women socially, economically and educationally by securing convergence of schemes.

### **Education Oriented Programmes**

Aims at universalization of primary and elementary education.

- **National Programme for Education of Girls at Elementary Level (NPEGEL) important component of SSA (Set up in 2003)**
  - Focused intervention to reach the 'Hardest to Reach' girls and provides for 'model school' in every cluster with more intense community mobilization and supervision of girls enrolment in schools.
- **Kasturba Gandhi Balika Vidyalayas (KGBVs) (Set up in 2004)**
  - To set up residential schools at upper primary level for girls belonging to SC/ST/OBC/Minority communities.
  - The scheme being implemented in rural areas and urban areas with female literacy below 30% and national average respectively.

- **Inclusive Education for the Disabled at Secondary Stage (IEDSS) Replaced Integrated Education for Disabled Children (IEDC) (Set up in 2009-10)**
  - Provides 100% central assistance for inclusive education of disable children studying in class IX-XII in government local body and government-aided schools.
- **Rashtriya Madhyamik Shiksha Abhiyaan (RMSA) or Scheme for Universalization of Access for Secondary Education (SUCCESS) (Set up in March, 2009)**
  - Aims at raising the enrolment rate at secondary stage from 52.26% in 2005-06 to 75% in next 5 years by providing a secondary school within reasonable distance of 5 km of any habitation; ensure universal access by 2017 and universal retention by 2020.
- **Saakshar Bharat (Set up in 8th September, 2009)**
  - National Literacy Mission has been recalled as 'Shakshar Bharat'. The aim is to cover all adults in the age group of 15 and above with its primary focus on women.

### Health Oriented Programmes

- **National Rural Health Mission (NRHM) (Set up in 12th April, 2005)**
  - To provide effective healthcare to rural population with special focus on 18 states with weak health indices/infrastructure; to raise public spending on health from 0.9% of GDP to 2.3% of GDP; reduction of IMR and MMR; and universal access to healthcare with emphasis on women
- **Janani Suraksha Yojana (JSY) a core component of NRHM (Set up in April 2005)**
  - Focus on demand promotion for institutional deliveries in states and regions and targets lowering of MMR.
- **Pradhan Mantri Swasthya Suraksha Yojana (PMSSY) (Set up in 2010)**
  - To correct regional imbalance in tertiary health care and augmenting facilities for quality medical education in the country; and setting up six AIIMS-like institution and upgradation of 13 existing government medical college institution.

### STATE RESOURCE CENTRE FOR WOMEN

- Under the National Mission for Empowerment of Women, State Resource Centre for Women (SRCW), has been constituted, to assist and liase with the existing institutions/structures for monitoring and reviewing of flagship programmes

and other schemes of Central and State Governments, for eliciting the information required to be placed before the State Mission Authority. The primary objective of SRCW is to work for holistic empowerment of women in the state. It will facilitate government and other stakeholders involved in women empowerment to implement Gender sensitive programmes, laws and schemes through effective coordination.

- The Commissioner of Social Welfare has been nominated as the Nodal Officer for Government of India on matters relating to State Mission Authority and State Resource Centre for Women.

### Children Welfare Programmes

Child Welfare Programmes	Year of Beginning	Objectives / Description
Integrated Child Development Services (ICDS)	1975	It is aimed at enhancing the health, nutrition and learning opportunities of infants, young children (0 - 6 years) and their mothers.
Creche Scheme for the children of working mothers	2006	Overall development of children, childhood protection, complete immunisation, awareness generation among parents on malnutrition, health and education.
Reproductive and Child Health Programme	1951	To provide quality integrated and sustainable Primary Health Care services to the women in reproductive age group and young children and special focus on family planning and immunisation.
Pulse Polio Immunization Programme	1995	To eradicate poliomyelitis (Polio) in India by vaccinating all children under the age of five years against polio virus.
Sarva Shiksha Abhiyan	2001	All children in school, education guarantee centre, Alternate School, 'Back-to-School' camp by 2003; all children complete five years of primary schooling by 2007; all children complete eight years of elementary schooling by 2010; focus on elementary education of satisfactory quality with emphasis on education for life; bridge all

		gender and social category gaps at primary stage by 2007 and at elementary education level by 2010; universal retention by 2010
Kasturba Gandhi Balika Vidyalaya	2004	To ensure access and quality education to the girls of disadvantages groups of society by setting up residential schools with boarding facilities at elementary level.
Mid-day meal schemes	1995	Improving the nutritional status of children in classes I - VIII in Government, Local Body and Government aided schools, and EGS and AIE centres. Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities. Providing nutritional support to children of primary stage in drought-affected areas during summer vacation.
Integrated programme for Street Children	1993	Provisions for shelter, nutrition, health care, sanitation and hygiene, safe drinking water, education and recreational facilities and protection against abuse and exploitation to destitute and neglected street children.
The national Rural Health Mission	2005	Reduction in child and maternal mortality, universal access to public services for food and nutrition, sanitation and hygiene and universal access to public health care services with emphasis on services addressing women's and children's health universal immunization, etc.

UNIT- III : GENERAL APTITUDE & MENTAL ABILITY (SSLC STANDARD)  
SECTION - B

2 x 15 = 30

Answer all the questions. Answer not exceeding 250 words each

19. In the Annual sports meet, among the 260 students in X standard in the school, 90 participated in Kabadi, 120 participated in Hockey, and 50 participated in Kabadi and Hockey. A Student is selected at random. Find the probability that the student participated in
- Either Kabadi or Hockey,
  - Neither of the two tournaments,
  - Hockey only,
  - Kabadi only,
  - Exactly one of the tournaments.

ஆண்டு விளையாட்டு போட்டியில் 10ஆம் வகுப்பில் படிக்கின்ற 260 மாணவர்களில், 90 பேர் கபடி போட்டியிலும், 120 பேர் ஹாக்கி போட்டியிலும் மற்றும் 50 பேர் இரண்டு போட்டியிலும் கலந்து கொள்கின்றனர். ஒரு மாணவன் சமவாய்ப்பு முறையில் தேர்ந்தெடுக்கப்படுகின்றான். தேர்ந்தெடுக்கும் மாணவன்

- கபடி அல்லது ஹாக்கி போட்டிகளில் கலந்து கொள்வதற்கான
- இரண்டு போட்டியிலும் கலந்து கொள்ளாமல் இருப்பதற்கான
- ஹாக்கியில் மட்டும் கலந்து கொள்வதற்கான
- கபடியில் மட்டும் கலந்து கொள்வதற்கான
- சரியாக ஒன்றில் மட்டும் கலந்து கொள்வதற்கான

நிகழ்தகவு காண்க

$$n(s) = 260$$

Let A : the event that the student participated in Kabadi

B : the event that the student participated in Hockey

$$n(A) = 90; n(B) = 120; n(A \cap B) = 50$$

$$P(A) = \frac{n(A)}{n(S)} = \frac{90}{260}$$

$$P(B) = \frac{n(B)}{n(S)} = \frac{120}{260}$$

$$P(A \cap B) = \frac{n(A \cap B)}{n(S)} = \frac{50}{260}$$

- The probability that the student participated in either Kabadi or Hockey is

$$\begin{aligned} P(A \cup B) &= P(A) + P(B) - P(A \cap B) \\ &= \frac{90}{260} + \frac{120}{260} - \frac{50}{260} = \frac{160}{260} = \frac{8}{13} \end{aligned}$$

- ii. The probability that the student participated in neither of the two tournaments in

$$\begin{aligned} P(\overline{A \cap B}) &= P(\overline{A \cup B}) \text{ (By De Morgan's law } \overline{A \cup B} = \overline{A} \cap \overline{B}) \\ &= 1 - P(A \cup B) \\ &= 1 - \frac{8}{13} = \frac{5}{13} \end{aligned}$$

- iii. The probability that the student participated in Hockey only is

$$\begin{aligned} P(\overline{A} \cap B) &= P(B) - P(A \cap B) \\ &= \frac{120}{260} - \frac{50}{260} = \frac{70}{260} = \frac{7}{26} \end{aligned}$$

- iv. The probability that the student participated in Kabadi only

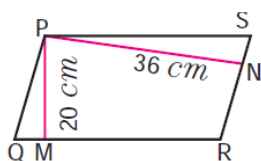
$$\begin{aligned} P(A \cap \overline{B}) &= P(A) - P(A \cap B) \\ &= \frac{90}{260} - \frac{50}{260} = \frac{40}{260} = \frac{2}{13} \end{aligned}$$

- v. The probability that the student participated in exactly one of the tournaments is

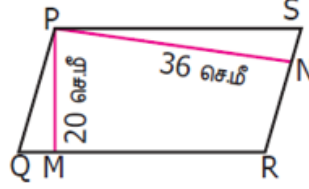
$$\begin{aligned} P(A \cap \overline{B}) \cup (\overline{A} \cap B) &= P(A \cap \overline{B}) + P(\overline{A} \cap B) \quad [\because A \cap \overline{B}, \overline{A} \cap B \text{ are mutually exclusive events}] \\ &= \frac{40}{260} + \frac{70}{260} = \frac{110}{260} = \frac{11}{26} \end{aligned}$$

20. Answer the following questions

- a. In a parallelogram PQRS (see the diagram) PM and PN are the heights corresponding to the sides QR and RS respectively. If the area of the parallelogram is 900 sq. cm and the length of PM and PN are 20 cm and 36 cm respectively, find the length of the sides QR and SR.



PQRS என்பது ஓர் இணைகரம் (படத்தைக் கவனிக்க). பக்கம் QR இன் உயரம் PM, பக்கம் RS இன் உயரம் PN. இணைகரத்தின் பரப்பளவு 900 ச.செ.மீ, PM மற்றும் PN இன் அளவுகள் முறையே 20 செ.மீ, 36 செ.மீ எனில் பக்கம் QR மற்றும் RS இன் அளவைக் காண்க



Considering QR as base of the parallelogram

Height  $h_1 = 20$  cm

Area of the parallelogram = 900 cm<sup>2</sup>

$$b_1 \times h_1 = 900; b_1 \times 20 = 900$$

$$b_1 = \frac{900}{20} = 45 \text{ cm}$$

Again, considering SR as base; height = 36 cm;

Area = 900 cm<sup>2</sup>

$$b_2 \times h_2 = 900; b_2 \times 36 = 900$$

$$b_2 = \frac{900}{36}$$

$$b_2 = 25 \text{ cm}$$

SR = 25 cm; QR = 45 cm;

- b. A cricket team won two matches more than they lost. If they win they get 5 points and for loss (- 3) points, how many matches have they played if their total score is 50.

ஒரு மட்டைப்பந்து அணி (cricket team) கலந்துகொண்ட போட்டிகளில், தோற்றதை விட இரு ஆட்டங்கள் அதிகமாக வென்றார்கள். வெற்றிக்கு 5 புள்ளிகளும், தோல்விக்கு (- 3) புள்ளிகளும் வழங்கப்படுகின்றன. அந்த அணி மொத்தத்தில் 50 புள்ளிகள் பெற்றிருந்தால், அந்த அணி கலந்துகொண்ட ஆட்டங்களின் எண்ணிக்கையைக் காண்க.

Let the number of matches lost =  $x$

Then number of matches won =  $x + 2$

Given that,  $5(x + 2) + (- 3)x = 50$

$$5x + 10 - 3x = 50$$

$$2x + 10 = 50$$

$$2x = 50 - 10$$



$$2x = 40$$

Divide by 2 on both the sides  $x = 20$

Therefore, the number of

$$\begin{aligned} \text{Matches played is } x + x + 2 &= 2x + 2 \\ &= (2 \times 20) + 2 \\ &= 40 + 2 \\ &= 42 \end{aligned}$$

