

TAMIL NADU TEACHER ELIGIBILITY TEST

Solved Original Question Paper - 2026

Duration : 3 Hours

Marks : 150

PAPER II - Social Science

Held on : 05.07.2026

PART - I — CHILD DEVELOPMENT AND PEDAGOGY

1. Given below are two statements :

Statement I : Theories that accept the discontinuous perspective view development as taking place in stages.

Statement II : Stages of qualitative changes in thinking, feeling and behaving that characterize specific periods of development.

In light of the above statements, choose the most appropriate answer from the options given below :

- A) Both Statement I and Statement II are correct
- B) Both Statement I and Statement II are incorrect
- C) Statement I is correct but Statement II is incorrect
- D) Statement I is incorrect but Statement II is correct

Explanation

Ans : (A)

The discontinuous perspective views development as occurring through distinct stages, with qualitative changes between stages rather than gradual growth. Stage theorists such as Jean Piaget, Erik Erikson, and Lawrence Kohlberg support this view. Each stage is characterized by qualitative changes in thinking, emotions, and behaviour, making both statements correct.

2. Match the reflexes in the List-I with their corresponding given in List-II :

List-I (Reflexes)	List-II (Functions)
a) Eye blink	1. permits feeding
b) Rooting	2. helps infant cling to mother (during evolutionary past)
c) Sucking	3. helps the infant find the nipple
d) Moro	4. protects infant from strong stimulation

In light of the above Lists choose the best-matched option from the following options :

- | | | | |
|------|----|----|----|
| a) | b) | c) | d) |
| A) 1 | 3 | 2 | 4 |
| B) 4 | 3 | 1 | 2 |
| C) 1 | 2 | 4 | 3 |
| D) 4 | 3 | 2 | 1 |

Explanation

Ans : (B)

Reflexes are involuntary responses present at birth that aid infant survival. The eye blink reflex protects against bright light and foreign objects. The rooting reflex helps

locate the mother's nipple, while the sucking reflex enables feeding. The Moro (startle) reflex is believed to have evolved to help infants cling to the mother.

3. Chronologically arrange substages of Piaget's sensory motor stage.

- a) coordination of secondary circular reactions
- b) primary circular reactions
- c) reflective schemes
- d) secondary circular reactions

Choose the correct answer from the options given below :

- A) (a), (b), (c), (d)
- B) (b), (a), (c), (d)
- C) (c), (b), (d), (a)
- D) (d), (a), (c), (b)

Explanation

Ans : (C)

Order:

- 1. Reflective Schemes (Reflexes) (Birth–1 month)
- 2. Primary Circular Reactions (1–4 months)
- 3. Secondary Circular Reactions (4–8 months)
- 4. Coordination of Secondary Circular Reactions (8–12 months)

Piaget divided the Sensorimotor Stage (Birth–2 years) into six substages. The first four are Reflexive Schemes, Primary Circular Reactions, Secondary Circular Reactions, and Coordination of Secondary Circular Reactions. These stages show the progression from innate reflexes to intentional, goal-directed behaviour.

4. Assertion (A) : Jean Piaget viewed children as discovering or constructing, virtually all knowledge about their world through their own activity.

Reason (R) : Jean Piaget's theory of cognitive development is described as a nativist approach to cognitive development.

Select the correct answer:

- A) Both (A) and (R) are correct and (R) is the correct explanation of (A)
- B) Both (A) and (R) are correct but (R) is not the correct explanation of (A)
- C) (A) is correct but (R) is not correct
- D) (A) is not correct but (R) is correct

Explanation

Ans : (C)

Piaget viewed children as active constructors of knowledge, learning through exploration, interaction, and adaptation using assimilation and accommodation.

Hence, the Assertion is correct. However, Piaget's theory is primarily a constructivist theory, not a nativist approach. Nativism emphasizes innate knowledge, whereas Piaget stressed active cognitive construction.

5. **Statement I** : According to Piaget, the most fundamental deficiency of pre-operational thinking is egocentrism.

Statement II : Egocentrism is the ability to distinguish others' symbolic viewpoints from one's own.

Select the correct answer:

- A) Both Statement I and Statement II are correct
- B) Both Statement I and Statement II are incorrect
- C) Statement I is correct but Statement II is incorrect
- D) Statement I is incorrect but Statement II is correct

Explanation

Ans : (C)

According to Piaget, egocentrism is the major limitation of the Preoperational Stage (2–7 years). Children find it difficult to understand perspectives different from their own. Statement II is incorrect because it defines the opposite of egocentrism. Egocentrism refers to the inability, not the ability, to distinguish others' viewpoints.

6. **Statement I** : According to the ecological systems theory, the innermost level consists of activities and the interaction patterns in the child's inner most surroundings.

Statement II : Bronfenbrenner emphasizes that to understand child development at this level we must keep in mind that all relationships are unidirectional.

Select the correct answer:

- A) Both Statement I and Statement II are correct
- B) Both Statement I and Statement II are incorrect
- C) Statement I is correct but Statement II is incorrect
- D) Statement I is incorrect but Statement II is correct

Explanation

Ans : (C)

Bronfenbrenner's Microsystem is the innermost environmental level, including the child's immediate surroundings such as home, school, peers, and family interactions. Therefore, Statement I is correct. Statement II is incorrect because interactions within the ecological systems are bidirectional, not unidirectional. The child influences the environment, and the environment also influences the child.

7. **Arrange the individual's environments according to the levels proposed by ecological systems theory.**

- a) home, school and neighbourhood
- b) cultural values, laws and resources

- c) individual and his immediate surroundings
- d) religious institutions, parents workplace

Select the correct answer:

- A) (a), (c), (d), (b)
- B) (d), (c), (a), (b)
- C) (c), (a), (d), (b)
- D) (b), (c), (d), (a)

Explanation

Ans : (C)

Order:

- 1. (c) Individual and immediate surroundings → **Microsystem**
- 2. (a) Home, school, neighbourhood → **Mesosystem**
- 3. (d) Religious institutions, parents' workplace → **Exosystem**

4. (b) Cultural values, laws and resources → **Macrosystem**
Bronfenbrenner arranged environmental influences from nearest to farthest as Microsystem, Mesosystem, Exosystem, and Macrosystem. The Microsystem includes direct interactions, the Mesosystem links immediate settings, the Exosystem consists of indirect influences such as parents' workplace, and the Macrosystem represents culture, laws, and societal values.

8. **Statement I** : Erik Erikson rejects the mediating role of the ego between id impulses and super ego demands.

Statement II : Erik Erikson accepts that the ego makes a positive contribution to development, acquiring attitudes and skills at each stage that make the individual an active, contributing member of society.

Select the correct answer:

- A) Both Statement I and Statement II are correct
- B) Both Statement I and Statement II are incorrect
- C) Statement I is correct but Statement II is incorrect
- D) Statement I is incorrect and Statement II is correct

Explanation

Ans : (D)

Erikson did not reject the mediating role of the ego. Instead, he expanded Freud's ideas by emphasizing the ego's positive and autonomous role in psychosocial development. The ego develops strengths and virtues at each stage, enabling effective adjustment to society. Therefore, Statement I is incorrect, while Statement II correctly reflects Erikson's theory.

9. **Match the ecological systems List-I with their corresponding environments in List-II :**

- | List-I | List-II |
|----------------|-------------------------------------|
| a) Mesosytem | 1. child's immediate surroundings |
| b) Exosystem | 2. cultural values and customs |
| c) Microsystem | 3. connections between microsystems |
| d) Macrosystem | 4. formal organizations |

14. Assertion (A) : Discoveries and inventions in the various fields of knowledge are the results of the trial and error process.

Reason (R) : Animals follow the path of trial and error.

Select the correct answer:

- A) Both (A) and (R) are correct and (R) is the correct explanation of (A)
- B) Both (A) and (R) are correct but (R) is not the correct explanation of (A)
- C) (A) is correct but (R) is not correct
- D) (A) is not correct but (R) is correct

Explanation

Ans : (B)

E.L. Thorndike's Trial and Error Theory states that learning occurs through repeated attempts until the correct response is achieved. Animals commonly learn by this method, as demonstrated in Thorndike's puzzle-box experiments. Human discoveries and inventions may also involve trial and error, but they additionally require reasoning, insight, creativity, and scientific thinking.

15. Which among the following are laws given by Thorndike ?

- a) Law of attitude
- b) Law of similarity
- c) Law of analogy
- d) Law of associative shifting

Select the correct answer:

- A) (b), (c) and (d) only
- B) (a), (b) and (c) only
- C) (a), (b) and (d) only
- D) (a), (c) and (d) only

Explanation

Ans : (D)

Included Laws:

- Law of Attitude (Set)
- Law of Analogy (Associative Response)
- Law of Associative Shifting

Besides the primary laws (Readiness, Exercise, and Effect), Thorndike proposed several secondary laws, including Law of Attitude (Set), Law of Associative Shifting, Law of Associative Response (Analogy), Multiple Response, and Response by Analogy. Law of Similarity is not recognized as one of Thorndike's laws of learning.

16. Statement I : Fluid intelligence refers to accumulated knowledge that is information we store over a lifetime of experience.

Statement II : Fluid intelligence seems to decrease slowly with age.

Select the correct answer:

- A) Both Statement I and Statement II are correct
- B) Both Statement I and Statement II are incorrect
- C) Statement I is correct but Statement II is incorrect
- D) Statement I is incorrect but Statement II is correct

Explanation

Ans : (D)

According to Raymond Cattell, fluid intelligence is the ability to solve new problems using reasoning, independent of prior learning. Crystallized intelligence, not fluid intelligence, refers to accumulated knowledge and experience. Fluid intelligence generally declines gradually with age, whereas crystallized intelligence remains stable or improves.

17. Match List-I with List-II :

List-I	List-II
a) Two-factor theory	1. L.L. Thurstone
b) Group-factor theory	2. E.L. Thorndike
c) Multi-factor theory	3. Sternberg
d) Three factor theory	4. Spearman

Codes:

	a)	b)	c)	d)
A)	1	2	3	4
B)	3	4	2	1
C)	4	1	2	3
D)	2	4	1	3

Explanation

Ans : (C)

Spearman proposed the Two-factor Theory (g and s factors). L.L. Thurstone developed the Group Factor Theory or Primary Mental Abilities. E.L. Thorndike proposed the Multifactor Theory, emphasizing many independent abilities. Robert Sternberg introduced the Triarchic (Three-factor) Theory consisting of analytical, creative, and practical intelligence.

18. Match List-I with List-II:

List-I	List-II
a) Fostering creativity	1. Four stages
b) Wallas process of creativity	2. Primary and Secondary process
c) Arieti's theory of creativity	3. Adventurous
d) Characteristic of creativity	4. Brain Storming

Codes:

	a)	b)	c)	d)
A)	1	3	2	4
B)	4	1	2	3
C)	1	2	4	3
D)	4	3	2	1

Explanation

Ans : (B)

Brainstorming is a widely used technique for fostering creativity. Graham Wallas proposed four stages of creativity: Preparation, Incubation, Illumination, and Verification. Silvano Arieti emphasized the integration of primary and secondary mental processes in creativity. Creative individuals are generally adventurous, original, flexible, and willing to take risks.

19. Assertion (A) : A major part of coming to understand ourselves is developing a sense of what our personality characteristics are.

Prose

6th std

1. SEA TURTLES
2. WHEN THE TREES WALKED
3. A VISITOR FROM DISTANT LANDS
4. SPORTS STARS
5. TRIP TO OOTY
6. WHO OWNS THE WATER ?
7. THAT SUNDAY MORNING
8. THE JUNGLE BOOK

7th std

1. EIDGAH
2. THE WIND ON HAUNTED HILL
3. A PRAYER TO THE TEACHER
4. ADVENTURES OF DON QUIXOTE
5. THE LAST STONE CARVER
6. JOURNEY BY TRAIN
7. A STORY OF SELF SACRIFICE
AND BRAVERY
8. JANE EYRE

8th Std

1. HOBBY – TURNS
A SUCCESSFUL CAREER
2. FRIENDSHIP

3. BEING SAFE
4. SIR ISAAC NEWTON -
THE INGENIOUS SCIENTIST
5. MY REMINISCENCE
6. THE NOSE-JEWEL
7. CYBER SAFETY
8. JACK AND THE BEANSTALK

9th std

1. LEARNING THE GAME
2. I CAN'T CLIMB TREES ANYMORE
3. OLD MAN RIVER
4. SEVENTEEN ORANGES
5. WATER – THE ELIXIR OF LIFE
6. FROM ZERO TO INFINITY
7. A BIRTHDAY LETTER

10th Std

1. HIS FIRST FLIGHT
2. THE NIGHT THE GHOST GOT IN
3. EMPOWERED WOMEN
NAVIGATING THE WORLD
4. THE ATTIC
5. TECH BLOOMERS
6. THE LAST LESSON
7. THE DYING DETECTIVE

SEA TURTLES

About the Author

SHEKAR DATTATRI writes popular articles on wildlife, conservation and film making. He has been interested in nature from childhood. He is an award-winning wildlife and conservation film maker.

Summary

SECTION - I

This lesson is about Sea Turtles which are different from Tortoise that we see in a zoo or a reptile park. There are seven species of sea turtles - out of which five are seen in India - the Olive Ridley, the Hawksbill, the Green Sea Turtle, the Loggerhead and the Leatherback. The turtles are huge and weigh between 35 kg and 700 kg. The largest sea turtle is the Leatherback which is 2.2m long and 700 kg in weight. Sea turtles come to the shore to lay their eggs. Except Olive Ridleys, other species have become rare in India. Mass Nesting or Arribada is a phenomenon that occurs in Odisha and other two places in the world where Olive Ridleys come ashore alone to lay their eggs.

SECTION - II

Between January and March, female Olive Ridleys come ashore and haul (pull with force) using their front flippers onto the beach. They choose a spot away from the high tide and dig 45 cm into which they lay their eggs. They lay about 100 eggs at a time. After covering the nest with sand it returns to the sea. The eggs are left to incubate under the sun. People collect these eggs for eating. Jackals, domestic dogs and pigs eat the eggs. After escaping from the predators, the hatchlings (little ones) come out of the egg shell with the help of egg-tooth. After they come out, they make a dash into the sea.

SECTION - III

Weighing less than 20 grams, many of these hatchlings fall prey to crabs or birds before they reach the sea. It is estimated that one in a thousand hatchlings become an adult. After swimming for years in the sea, the adult female returns to the same beach where they were born which is an unsolved mystery. Human activities have endangered the survival of sea turtles. Problems like pollution, dumping of plastics into the ocean and the construction activities on nesting beaches endanger their survival. We have to tackle these problems to save the sea turtles.

? DO YOU KNOW

There is an interesting aspect of sea turtle biology. The temperature inside the egg determines the sex of the embryo while it is growing. When the eggs develop at 27°C - 28°C only male hatchlings are produced. At 30°C, only female hatchlings are produced. An equal mix of male and female hatchlings is produced only when the eggs incubate at precisely 29°C - 30°C

I. Select the suitable synonyms

1. **entire**
A) small B) partial
C) whole
2. **huge**
A) large B) little
C) dwarfed
3. **connection**
A) separation B) link
C) division
4. **extremely**
A) majorly B) initially
C) slowly
5. **commonly**
A) individually B) usually
C) urgently

Ans : (C)

Ans : (A)

Ans : (B)

Ans : (A)

Ans : (B)

6. **haul**
A) pull force B) push force
C) twist force
7. **slash**
A) join B) cut
C) merge
8. **emerge**
A) disperse B) submerge
C) come out
9. **camouflage**
A) seek B) colour
C) hide
10. **scent**
A) stink B) perfume
C) heat

Ans : (A)

Ans : (B)

Ans : (C)

Ans : (C)

Ans : (B)

11. aspect A) characteristic B) respect C) perfect	Ans : (A)	6. tiny A) big B) small C) little	Ans : (A)
12. prey A) winner B) victim C) survivor	Ans : (B)	7. predators A) hunters B) killers C) rescuers	Ans : (C)
13. tiny A) large B) huge C) small	Ans : (C)	8. cavity A) crater B) bulge C) dent	Ans : (B)
14. estimate A) calculate B) exact C) appropriate	Ans : (A)	9. camouflage A) expose B) mask C) cover	Ans : (A)
15. adult A) young B) pre-mature C) matured	Ans : (C)	10. scent A) aroma B) fragrance C) stink	Ans : (C)
16. survive A) die B) exist C) kill	Ans : (B)	11. emerge A) arise B) submerge C) appear	Ans : (B)
17. fascinating A) interesting B) surprising C) enjoying	Ans : (A)	12. haul A) push B) lift C) pull	Ans : (A)
18. mystery A) interesting B) story C) puzzle	Ans : (C)	13. natural A) normal B) common C) artificial	Ans : (C)
19. wonderful A) amazing B) ordinary C) casual	Ans : (A)	14. accidentally A) unintentionally B) deliberately C) unwittingly	Ans : (B)
20. accidentally A) wantedly B) deliberately C) unintentionally	Ans : (C)	15. sadly A) happily B) gloomily C) cheerlessly	Ans : (A)
22. construction A) destruction B) creation C) confusion	Ans : (B)	16. interested A) keen B) concerned C) uninterested	Ans : (C)
II. Select the suitable antonyms		17. conservation A) preservation B) depletion C) control	Ans : (B)
1. entire A) absolute B) integral C) partial	Ans : (C)	18. famous A) infamous B) acclaimed C) eminent	Ans : (A)
2. largest A) biggest B) smallest C) tallest	Ans : (B)	19. estimate A) guess B) appraise C) exact	Ans : (C)
3. commonly A) rarely B) frequently C) regularly	Ans : (A)	20. own A) possess B) rent C) dominate	Ans : (B)
4. after A) later B) next C) before	Ans : (C)	21. adult A) juvenile B) grown-up C) mature	Ans : (A)
5. life A) soul B) death C) spirit	Ans : (B)		

WHEN THE TREES WALKED

PROSE

About the Author

RUSKIN BOND is an award winning Indian author of more than 500 books, short stories, essays and novels. He writes poetry and books for children as well as adults. He lives with his adopted family in Landour, in Mussoorie, India. He was awarded the Padma Shri in 1999 and Padma Bhushan in 2014.

Summary

SECTION - I

The story starts with the narrator and his Grandfather sitting on the veranda steps when the narrator notices a tendril (a climbing plant) creeping towards the Grandfather. After twenty minutes the tendril crosses the step and touches Grandfather's feet.

The narrator believes there is a scientific explanation to the plant's behaviour. Whenever Grandfather joined the narrator in the garden, the garden became a happy place. The Grandfather served many years in the Indian Forest Service. So he liked trees and plants. After his retirement he built a bungalow on the outer area of Dehradun. He planted trees like lime, mango, orange and guava around the house. The Doon valley was fertile, so all the trees grew tall and strong.

An old peepal tree broke through the walls of an abandoned outhouse. Peepal trees have broad-chested trunk and slim-waisted leaves that spin like tops which attract our attention and invites us into their shade. Grandmother wanted to cut down the peepal tree but Grandfather decided not to as he thought he could build another outhouse.

Grandmother was not against trees but fond of growing flowers. She ordered seeds and Grandfather helped her out in gardening. Grandfather helped her not because he liked flower garden but he liked watching butterflies attracted towards the flowers.

SECTION - II

Grandfather, during the rains, would walk into the jungle beyond the river-bed with saplings and cuttings, which he would plant in the forest. The Narrator questioned Grandfather that no one would come there. Grandfather replied that he was planting them for the forest and for the animals and birds for more food and shelter. He also explained that trees are required to keep the desert away, to attract rain, to prevent the banks of rivers from being washed away and for fruits and flowers.

The Narrator helped Grandfather with enthusiasm while Grandfather taught the narrator a George Morris poem. Grandfather said trees would start to walk again like they did earlier until some busybody (a mischief) cast a spell on them.

The narrator and Grandfather saw an island that was dry in summer but flooded during rains. Grandfather saw a small mango tree growing there and decided to plant tamarind, laburnum and coral tree saplings on the island.

SECTION - III

The narrator spent the monsoon season with his Grandparents, where he saw life and greenness brought in by the rains. He also saw broad-leaved vines, peepal trees taking root in the ceiling, a mango sprout on the window-sill. During Second World War, the narrator went to live with his father in Delhi. After two or three years he left for England and returned to India after several years. When he returned to Dehradun after many years, he walked towards the river bed. He was surprised to see the spectacular (amazing) view of the island where they had planted coral tree saplings. He could hear squirrels and koel asking him who he was ?. The narrator could see that the trees recognized him and came nearer. He thought of what his Grandfather had said, "Trees are walking again".



DO YOU KNOW

- ♦ India has more than 17000 species of flowering plants. Tamil Nadu with more than 5000 species - nearly 1/3rd of the total flora of India - probably has the highest diversity in India.
- ♦ The Western Ghats is home to nearly 325 globally - threatened flora and fauna.

I. Select the suitable synonyms :

1. beside

- A) above
C) below

B) next to

Ans : (B)

2. creeping

- A) crawling
C) moving

B) summing

Ans : (A)

3. beneath

- A) above
C) front

B) under

Ans : (B)

4. fertile

- A) barren
C) productive

B) worthy

Ans : (C)

HISTORY

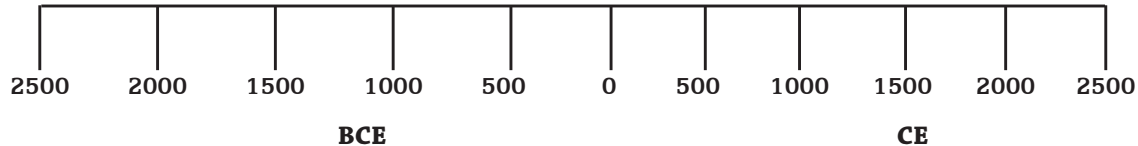
- ★ What is History ?
- ★ Human Evolution
- ★ Ancient Civilisations
- ★ Indus Valley Civilisation
- ★ Society and Culture in Ancient Tamizhagam : The Sangam Age
- ★ Early Tamil Society and Culture
- ★ Vedic Culture in North India and Megalithic Culture in South India
- ★ Great Thinkers and New Faiths
- ★ Jainism, Buddhism and Ajivika Philosophy in Tamil Nadu
- ★ Ancient Cities of Tamizhagam
- ★ From Chiefdoms to Empires
- ★ Intellectual Awakening and Socio-Political Changes
- ★ The Post-Mauryan India
- ★ The Age of Empires : Guptas and Vardhanas
- ★ South Indian Kingdoms
- ★ Sources of Medieval India
- ★ Emergence of New Kingdoms in North India
- ★ Emergence of New Kingdoms in South India : Later Cholas and Pandyas
- ★ The Delhi Sultanate
- ★ Bahmani and Vijayanagar Kingdoms
- ★ The Mughal Empire
- ★ The Rise of Marathas and Peshwas
- ★ New Religious Ideas and Movements
- ★ Art and Architecture of Tamil Nadu
- ★ Arrival of Europeans
- ★ From trade to territory
- ★ Rural life and Society
- ★ People's Revolt
- ★ The Classical World
- ★ The Middle Ages
- ★ State and Society in Medieval India
- ★ The Beginning of the Modern age
- ★ The Age of Revolutions
- ★ Industrial Revolution
- ★ Colonialism in Asia and Africa
- ★ Outbreak of World War I and its Aftermath
- ★ The World between two World Wars
- ★ World war II
- ★ The World after World War II
- ★ Social and Religious Reform Movements in the 19th Century
- ★ Early Revolts against British Rule in Tamil Nadu
- ★ Indian National Movement
- ★ Educational Development in India
- ★ Development of Industries in India
- ★ Urban changes during the British period
- ★ Status of Women in India through the Ages
- ★ Role of Tamil Nadu in Freedom Struggle
- ★ Social Transformation in Tamil Nadu

WHAT IS HISTORY ?

History – An Introduction

- ★ History is a record of past events in chronological order.
- ★ The term History has been derived from the Greek Word **Istoria** which means learning by enquiry.

Time in history is calculated in years using BCE/CE, which stands for Before Common Era / Common Era.



Sources of History :

I. Archaeological Sources :

1. **Coins**
2. **Inscriptions**
 - ★ Rock Edicts
 - ★ Temple wall inscriptions
 - ★ Metal pillar
3. **Artefacts**
 - ★ Potteries
 - ★ Toys
 - ★ Tools
 - ★ Ornaments
4. **Monuments**
 - ★ Palaces – Thirumalai Nayakkar Mahal
 - ★ Fort – Vellore
 - ★ Temples – Thanjavur
 - ★ Stupa – Sanchi
 - ★ Monastery – Tabhang

II. Literary Sources :

1. **Secular literature**
 - ★ Epics and Poems – Shakuntala
 - ★ Account by Foreign Travellers
 - ★ Works by Indian Author – Thiruvalluvar
 - ★ Folk songs and Ballads
2. **Religious Literature**
 - ★ Epics – Ramayana, Mahabharatha and Manimegalai
 - ★ Devotional literature – Devaram, Nalayira Divya Prabhandam and Thiruvassagam

Pre-historic period

- ★ The period between the use of first stone tools and the invention of writing systems is pre-history.
- ★ Stone tools, excavated materials and rock paintings are the major sources of pre-history.

Sources of pre-historic period

- ★ Paintings on the rocks and the walls of the caves, stone tools, excavated materials are the sources available to know about the pre-historic period.

Places of Pre-historic tools

- ★ Pre-historic tools can be found at Kondapur, Nevasa, Mehrgash, Rock shelters of Bhimbetka and Edakkal

caves in India. In Tamilnadu Attirampakkam, Ariyalur, Perambalur, Adichanalur.

Numismatics – The study of Coins. Epigraphy- The study of inscription

Benefits of museum

- ★ Museums are community centres designed to inform and teach the public.
- ★ The educational benefit of a museum is academic learning.
- ★ Museums are the caretakers of history as much as they offer connections to history.
- ★ Museums are full of stories, and it is interesting for students to hear these stories.
- ★ Museums offer opportunities for children to compare and contrast leading to critical thinking skills.
- ★ Children's curiosity comes out in the form of questions.
- ★ Students are exposed to new ideas and concepts.
- ★ Museums inspire students to wonder, imagine and dream of possibilities that are beyond what they know.
- ★ Students are exposed to opportunities that spark creative moments.

Tools used by man to hunt animals

- ★ Blade cores were used. These were chunks of sharp rocks.
- ★ An end scraper is a tear-drop shaped piece of stone used to scrap fur and fatty tissue from the hides of animals.
- ★ Burins were stone tools with a rounded grasping end and a sharp, razor like working end.
- ★ Awls were small circular stone flakes.

History is the study of past events in chronological order.

Paintings

- ★ Paintings could have been drawn on rocks to convey their lifestyles to the future generations.
- ★ They might have wished to record their activities through their paintings.

'Dhamma' is the prakrit word for the Sanskrit term 'dharma', which means religious duty.

CIVICS

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| <ul style="list-style-type: none">➤ Understanding Diversity➤ Understanding Secularism➤ Democracy➤ Achieving Equality➤ National Symbols➤ Constitution of India➤ Preamble➤ Salient Features of Indian Constitution➤ Union and its Territories➤ Citizenship➤ Fundamental Rights➤ Directive Principles of State Policy➤ Fundamental Duties➤ Central government➤ State government➤ Legislature➤ Centre-State Relations➤ Judiciary in India➤ Local Governments➤ Elections and Representation | <ul style="list-style-type: none">➤ Political Parties and Political System➤ Other Constitutional Bodies➤ Official Language➤ Emergency Provisions➤ Women Empowerment➤ Road Safety Rules & Regulations➤ Political Thoughts<ul style="list-style-type: none">✓ Introduction to Political Science✓ Basic Concepts of Political Science✓ Political Thought✓ Political Ideologies - I✓ Political Ideologies - II✓ State✓ Democracy➤ Landmark Supreme Court Judgements➤ India's Foreign Policy➤ India's International Relations➤ Some Important Constitutional Amendments |
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UNDERSTANDING DIVERSITY

Introduction :

People in our country speak different languages, eat different kinds of food, celebrate their own festivals and practice a culture different from one another. Similarly, people who live in different parts of our country differ in their ways of life. These differences make us unique as Indians.

Diversity in India

India is a home to a civilisation that is 5,000 years old. Different groups of people from different parts of the world were attracted towards India over the years because of its wealth. Some came for trade with the local people and others were keen on invading its territory. So diverse races of people migrated into India by land and sea routes over time. Thus the Dravidians, Negroids, Aryans, Alpines and Mongoloids became part of the modern Indian race. Then, the people who migrated to India also moved to other parts of the country. This movement and migration of people is the reason for India's rich diversity.

Land Forms and Lifestyle Diversity

A continent is a very large area of land with various physical features such as mountains, plateaus, plains, rivers and seas and various types of weather patterns. India has all of them. India is known as a sub-continent. These features have an underlying influence upon the people who live in different landforms of the country.

Physical and climatic features determine the economic activities of a region. People living in the plains thrive on agriculture, while people in the coastal areas take to fishing for their livelihood. In mountainous regions, rearing of animals is undertaken. Hilly landscapes are supported by favourable climatic conditions for the cultivation of coffee and tea.

Diversity in landforms also impacts the flora and fauna of a region. The plant and animal wealth of a place depends upon the natural habitat and the climate that prevails in that region.

Food, clothing, occupation and livelihood of the people is closely connected with the region's natural surroundings and climate.

Social Diversity

Interdependence and Co-existence

A community is a place where people live together with a common interest or heritage.

Our community is made up of peasants, labourers, artisans, parents, teachers, students and many others. For a comfortable livelihood, communities depend on each other.

Mawsynram located in Megalaya, is the land of highest rainfall.

Jaisalmer located in Rajasthan, is the land of lowest rainfall.

Family and Society

Families constitute the fundamental unit of a society. There are two types of families: joint families and nuclear families. Families live in a harmonious neighbourhood.

Hundreds of neighbourhoods collectively form a village and thousands of them group together in a city.

The needs of people and the interdependence of communities for amenities such as water, food, electricity, education, housing and so on bring us together to live in harmony.

Religious Diversity

Our Constitution declares India to be a secular nation in which all religions are treated equally. The freedom of religion is our fundamental right. India is the birth place of many religions and has become the home of many others. Hinduism, Islam, Christianity, Sikhism, Buddhism, Jainism and Zoroastrianism flourish in India.

India is a land of festivals, where people from different religions engage in many colourful celebrations in different parts of the country and co-exist harmoniously.

The wide variety of festivals celebrated in India is a true manifestation of its rich culture and traditions.

Festivals like Pongal, Deepavali, Holi, Vijayadhasami, AyudhaPuja, Navaratri, Durga Puja, Dussehra, Ganesh Chaturthi, Bihu, Kumbamela, Onam, Miladi Nabi, Ramzan, Christmas, Buddha Poornima, Mahavir Jayanthi, Guru Nanak Jayanthi and Rakshabandhan are some of the festivals that denote the cultural diversity of India.

Linguistic Diversity

According to census of India 2001, India has 122 major languages and 1599 other languages. Four major Indian language families are Indo-Aryan, Dravidian, Austroasiatic and Sino Tibetan. Tamil is the oldest Dravidian language.

The Constitution of India recognises twenty-two languages. The Government of India has declared Tamil as the first classical language in 2004. Apart from Tamil, five other Indian languages have been declared as the classical languages, by the Government of India.

Historically, the Portuguese, the Dutch, the British, the Danish and the French came to India for trade and their occupation of India or some parts of it has left behind a certain impact upon the culture and language of the people. Because the British ruled over the entire country for over three hundred years before independence in 1947, the English language gained prominence in India. In due course, English has emerged as an important language and a medium of instruction in schools and colleges. It is widely used in official communication and daily life.

Top Five languages spoken in India (as per 2001 Census)

Language	Percentage of total population
Hindi	41.03 %
Bengali	8.10 %
Telugu	7.19 %
Marathi	6.99 %
Tamil	5.91 %

GEOGRAPHY

- **The Universe and Solar System**
- **Lands and Oceans**
- **Globe**
- **Map Reading**
- **Tourism**
- **Landforms**
- **Asia and Europe**
- **Exploring Continents – North America and South America**
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- **Resources**
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- **Biodiversity and Conservation**
- **Sustainable Development Goals**
- **Climate Change**
- **Disaster Management**
- **Cultural Geography**

THE UNIVERSE AND SOLAR SYSTEM

Introduction :

- Numerous stars and celestial bodies came into existence by a massive explosion called Big Bang. These celestial bodies together are called the Universe. It is also referred to as the Cosmos. The stars that we see are so far away that they appear to be small, but they are really huge in size.

The study of the Universe is called Cosmology. The term Cosmos is derived from the Greek word 'Kosmos'.

Universe :

- The Universe is a vast expanse of space. Most astronomers believe that the Universe came into existence after the Big Bang explosion that took place about 15 billion years ago. The universe consists of billions of galaxies, stars, planets, comets, asteroids, meteoroids and natural satellites. These are collectively called as celestial bodies, which are located far away from each other. A Light year is the unit used to measure the distance between the celestial bodies.

Galaxy :

- It is a huge cluster of stars which are held together by gravitational force. Most of the galaxies are scattered in space, but some remain in groups.
- The Milky Way Galaxy was formed about 5 billion years after the Big Bang explosion. Our solar system is a part of the Milky Way galaxy. Andromeda galaxy is the nearest to the Earth apart from the 'Magellanic Clouds' galaxy.

A light-year is the distance traversed by light in a year at a velocity of 300,000 km per second. Sound travels at a speed of 330 m per second.

The Solar System

- The word 'solar' is derived from the Roman word 'sol', which means 'Sun God'. The solar system is believed to have formed about 4.5 billion years ago. The solar system is a gravitationally bound system which comprises of the Sun, the eight planets, dwarf planets, satellites, comets, asteroids and meteoroids.

The Sun :

- The Sun is at the centre of the solar system. Each member of the solar system revolves around the Sun. The Sun is so huge that it accounts for 99.8 percent of the entire mass of the solar system. The Sun is made up of extremely hot gases like Hydrogen and Helium.
- The Sun is a star. It is self-luminous so it gives light on its own. The surface temperature of the Sun is about 6,000°C. It is the source of light and heat energy to the entire solar system. Sunlight takes about 8.3 minutes to reach the Earth.

1.3 million Earths fit inside the Sun.

Planets :

- The word planet means wanderer. There are eight planets in the solar system. They are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. All the planets rotate anti-clockwise (from west to east) on their own axes except Venus and Uranus. The elliptical path in which the planets move around the Sun is known as orbit. The eight planets revolve in their respective orbits because of the gravitational pull of the Sun. They do not move out of their paths or away from the solar system.
- The four planets nearer to the Sun are called **Inner or Terrestrial Planets** (Mercury, Venus, Earth and Mars). The inner planets are comparatively smaller in size and are composed of rocks. The surface of inner planets has mountains, volcanoes and craters. The last four planets are called as **Outer Planets or Jovian Planets** (Jupiter, Saturn, Uranus, and Neptune). They are also called **Gaseous Giants**. An asteroid belt is found between Mars and Jupiter.

GEO CONNECT : The ancient Tamils knew that the planets went around the Sun. For example, in Tamil literature Sirupanatrappadai, the line "வாள் நிற விசும்பின் கோள் மீன் குழந்த இளங்கதிர் ஞாயிறு" mentions that the Sun is surrounded by planets.

Mercury (The Nearest Planet)

Mercury is the smallest and closest planet to the Sun. It is named after the Roman deity 'Mercury', the messenger to the Gods. It is an airless and waterless planet. It does not have an atmosphere and so experiences extremes of temperature. It has no natural satellites. Mercury can be viewed in the morning and evening with naked eye.

Even though Mercury is the nearest planet to the Sun, Venus is the hottest one.

Venus (The Hottest Planet)

Venus is the second planet from the Sun. It is called **Earth's twin**, as it is almost the same size as the Earth. It has the longest rotation period (243 days) among the planets in the Solar system. It rotates in the opposite direction to all other planets except Uranus. It has no natural satellites like Mercury. It is named after the Roman goddess of love and beauty. It is often visible in the mornings and the evenings and so it is frequently called as the **Morning Star** and the **Evening Star**. After the Moon, it is the brightest natural object in the night sky.

ECONOMICS

- ♣ Economics – An Introduction
- ♣ Production
- ♣ Understanding Development : Perspectives, Measurement and Sustainability
- ♣ Nature of Indian Economy
- ♣ Five-Year Plan Models - An Assessment
- ♣ Planning Commission and Niti Aayog
- ♣ Fiscal Economics
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- ♣ Industrial Growth
- ♣ Rural Development and Welfare
- ♣ Migration
- ♣ Food Security and Nutrition
- ♣ Economy of Tamil Nadu
- ♣ Globalization and Trade

ECONOMICS - AN INTRODUCTION

Barter System

- ◆ The system of exchanging goods for other goods is called barter system.
- ◆ This was followed in olden days.
- ◆ For example, exchange a bag of rice for enough clothes.

Trade

- ◆ Trade involves the transfer of goods or services from one person to another often in exchange of money.

Savings

- ◆ The amount from the income which is left for future needs after consumption is called savings.

Invention of Money

- ◆ When people exchanged commodities, they might have faced, certain problems when comparing the differences in the value of commodity.
- ◆ To solve this problem, people invented a tool called money.

Development of settlements near water bodies

- ◆ The early man hunted and gathered food.
- ◆ Later he learnt to cultivate crops.
- ◆ When they found rivers, which provided them water they settled down permanently near the rivers.

Secondary Occupation

- ◆ The raw materials obtained from the primary activities are converted into finished products through machinery on a large scale.
- ◆ These activities involve secondary occupation.

City centred industries

- ◆ Cement, iron and aluminium industries, sea food processing are some of the city centered industries.

Primary occupations

- ◆ Some of the primary occupation are agriculture crop production, animals husbandry, fisheries, foresting and mining. It also includes gazing, hunting, gathering.

Manufacturing Industries

- ◆ Some of the manufacturing industries are food manufacturing, Textile manufacturing, Leather and allied product manufacturing, wood product manufacturing, paper manufacturing, metal manufacturing, machinery manufacturing etc.

Industries classified on the basis of raw materials

On the basis of raw materials industries are classified as :

- ◆ Agro Based Industries – Cotton textiles, sugar mills and food processing

- ◆ Forest Based Industries – Paper mills, Furniture making, Building materials
- ◆ Mineral Based Industries – Cement, Iron, Aluminium Industries
- ◆ Marine Based Industries – Sea food processing

Primary Activities

They are concerned with the production of raw materials for food stuff and industrial use. Primary activities include: Agriculture, Cattle rearing, Fishing, Mining Collection of fruits, nuts, honey, rubber, resin and medicinal herbs, lumbering

Occupations in the service sector

Service sector serves the people to fulfill their daily needs like :

- ◆ Transport – Roadways, Railways, Waterways, Airways.
- ◆ Communication – Post, Telephone, Information Technology etc.
- ◆ Trade – Procurement of goods, selling
- ◆ Banking – Money Transaction, Banking Services.

Features of cities

- ◆ A city is a large human settlement.
- ◆ Cities generally have extensive system of housing, transportation, sanitation, utilities, land use and communication.
- ◆ Chennai, Coimbatore, Madurai, Thiruchirapalli are some of the well known cities of Tamil Nadu.
- ◆ City is a place where business and government takes place.
- ◆ The sizes of cities can be very different.

In villages, once in a week or month, all things are sold in a particular place at a specific time to meet the needs of the people. That is called 'Sandhai'.

Consumer goods : The finished goods which are bought from the market to fulfill the daily needs of the consumers is called consumer goods. Example: rice, clothes, bicycles, etc.

- ◆ Early man, who hunted and gathered food, later learnt to cultivate crops. When they found rivers which provided them water, settled down permanently near the rivers. These permanent settlements were called **villages**. Agriculture remains to be the root of our economy even today. Man has no limits for his demand and desire. Based on this, man started to learn new occupations. Those who are involved in farming and grazing are called farmers or cultivators”.

The amount from the income which is left for future needs after consumption is called savings.