BISHOP SCOTT BOYS'SCHOOL

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STUDY COURSE MATERIAL
COMPUTER APPLICATION
SESSION-2020-21
CLASS-XI

TOPIC: CH-7 TEXT HANDLING

DAY-1

Python Strings

A string is a sequence of characters.

A character is simply a symbol. For example, the English language has 26 characters.

Computers do not deal with characters; they deal with numbers (binary). Even though you may see characters on your screen, internally it is stored and manipulated as a combination of 0s and 1s.

This conversion of character to a number is called encoding, and the reverse process is decoding. ASCII and Unicode are some of the popular encodings used.

In Python, a string is a sequence of Unicode characters. Unicode was introduced to include every character in all languages and bring uniformity in encoding. You can learn about Unicode from Python Unicode.

How to create a string in Python?

Strings can be created by enclosing characters inside a single quote or double-quotes. Even triple quotes can be used in Python but generally used to represent multiline strings and docstrings.

```python
# defining strings in Python
# all of the following are equivalent
my_string = 'Hello'
print(my_string)

my_string = "Hello"
```

```python
print(my_string)

my_string = '''Hello'''
print(my_string)

# triple quotes string can extend multiple lines
my_string = """Hello, welcome to
          the world of Python"""
print(my_string)
```

How to access characters in a string?

We can access individual characters using indexing and a range of characters using slicing. Index starts from 0. Trying to access a character out of index range will raise an `IndexError`. The index must be an integer. We can't use floats or other types, this will result into `TypeError`.

Python allows negative indexing for its sequences.

The index of `-1` refers to the last item, `-2` to the second last item and so on. We can access a range of items in a string by using the slicing operator `:`(colon).

```python
#Accessing string characters in Python
str = 'programiz'
print('str = ', str)

#first character
print('str[0] = ', str[0])

#last character
print('str[-1] = ', str[-1])

#slicing 2nd to 5th character
print('str[1:5] = ', str[1:5])

#slicing 6th to 2nd last character
print('str[5:-2] = ', str[5:-2])
```

When we run the above program, we get the following output:

```
str =  programiz
str[0] =  p
str[-1] =  z
str[1:5] =  rogr
str[5:-2] =  am
```

If we try to access an index out of the range or use numbers other than an integer, we will get errors.

```
# index must be in range
>>> my_string[15]
...
IndexError: string index out of range

# index must be an integer
>>> my_string[1.5]
...
TypeError: string indices must be integers
```

Slicing can be best visualized by considering the index to be between the elements as shown below.

If we want to access a range, we need the index that will slice the portion from the string.
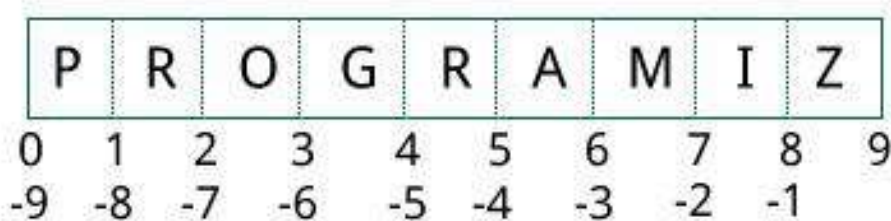
String Slicing in Python

How to change or delete a string?

Strings are immutable. This means that elements of a string cannot be changed once they have been assigned. We can simply reassign different strings to the same name.

```
>>> my_string = 'programiz'
>>> my_string[5] = 'a'
...
TypeError: 'str' object does not support item assignment
>>> my_string = 'Python'
>>> my_string
'Python'
```

We cannot delete or remove characters from a string. But deleting the string entirely is possible using the `del` keyword.

```
>>> del my_string[1]
```

```
...
TypeError: 'str' object doesn't support item deletion
>>> del my_string
>>> my_string
...
NameError: name 'my_string' is not defined
```

Python String Operations

There are many operations that can be performed with string which makes it one of the most used data types in Python.

To learn more about the data types available in Python visit: Python Data Types

Concatenation of Two or More Strings

Joining of two or more strings into a single one is called concatenation.

The **+** operator does this in Python. Simply writing two string literals together also concatenates them.

The * operator can be used to repeat the string for a given number of times.

```
# Python String Operations
str1 = 'Hello'
str2 ='World!'

# using +
print('str1 + str2 = ', str1 + str2)

# using *
print('str1 * 3 =', str1 * 3)
```

When we run the above program, we get the following output:

```
str1 + str2 =  HelloWorld!
str1 * 3 = HelloHelloHello
```

Writing two string literals together also concatenates them like **+** operator.

If we want to concatenate strings in different lines, we can use parentheses.

```
>>> # two string literals together
>>> 'Hello ''World!'
'Hello World!'

>>> # using parentheses
>>> s = ('Hello '
...      'World')
```

```
>>> s
'Hello World'
```

Iterating Through a string

We can iterate through a string using a for loop. Here is an example to count the number of 'l's in a string.

```python
# Iterating through a string
count = 0
for letter in 'Hello World':
    if(letter == 'l'):
        count += 1
print(count,'letters found')
```

When we run the above program, we get the following output:

```
3 letters found
```

String Membership Test

We can test if a substring exists within a string or not, using the keyword `in`.

```
>>> 'a' in 'program'
True
>>> 'at' not in 'battle'
False
```

Built-in functions to Work with Python

Various built-in functions that work with sequence work with strings as well.

Some of the commonly used ones are `enumerate()` and `len()`. The `enumerate()` function returns an enumerate object. It contains the index and value of all the items in the string as pairs. This can be useful for iteration.

Similarly, `len()` returns the length (number of characters) of the string.

```python
str = 'cold'

# enumerate()
list_enumerate = list(enumerate(str))
print('list(enumerate(str) = ', list_enumerate)

#character count
```

```
print('len(str) = ', len(str))
```

When we run the above program, we get the following output:

```
list(enumerate(str) =  [(0, 'c'), (1, 'o'), (2, 'l'), (3, 'd')]
len(str) =  4
```

Python String Formatting

Escape Sequence

If we want to print a text like `He said, "What's there?"`, we can neither use single quotes nor double quotes. This will result in a `SyntaxError` as the text itself contains both single and double quotes.

```
>>> print("He said, "What's there?"")
...
SyntaxError: invalid syntax
>>> print('He said, "What's there?"')
...
SyntaxError: invalid syntax
```

One way to get around this problem is to use triple quotes. Alternatively, we can use escape sequences.

An escape sequence starts with a backslash and is interpreted differently. If we use a single quote to represent a string, all the single quotes inside the string must be escaped. Similar is the case with double quotes. Here is how it can be done to represent the above text.

```
# using triple quotes
print('''He said, "What's there?"''')

# escaping single quotes
print('He said, "What\'s there?"')

# escaping double quotes
print("He said, \"What's there?\"")
```

When we run the above program, we get the following output:

```
He said, "What's there?"
He said, "What's there?"
He said, "What's there?"
```

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Here is a list of all the escape sequences supported by Python.

Escape Sequence	Description
\newline	Backslash and newline ignored
\\	Backslash
\'	Single quote
\"	Double quote
\a	ASCII Bell
\b	ASCII Backspace
\f	ASCII Formfeed
\n	ASCII Linefeed
\r	ASCII Carriage Return
\t	ASCII Horizontal Tab
\v	ASCII Vertical Tab
\ooo	Character with octal value ooo
\xHH	Character with hexadecimal value HH

Here are some examples

```
>>> print("C:\\Python32\\Lib")
C:\Python32\Lib

>>> print("This is printed\nin two lines")
This is printed
in two lines

>>> print("This is \x48\x45\x58 representation")
This is HEX representation
```

Raw String to ignore escape sequence

Sometimes we may wish to ignore the escape sequences inside a string. To do this we can place `r` or `R` in front of the string. This will imply that it is a raw string and any escape sequence inside it will be ignored.

```
>>> print("This is \x61 \ngood example")
This is a
good example
>>> print(r"This is \x61 \ngood example")
This is \x61 \ngood example
```

The format() Method for Formatting Strings

The `format()` method that is available with the string object is very versatile and powerful in formatting strings. Format strings contain curly braces `{}` as placeholders or replacement fields which get replaced.
We can use positional arguments or keyword arguments to specify the order.

```python
# Python string format() method

# default(implicit) order
default_order = "{}, {} and {}".format('John','Bill','Sean')
print('\n--- Default Order ---')
print(default_order)

# order using positional argument
positional_order = "{1}, {0} and {2}".format('John','Bill','Sean')
print('\n--- Positional Order ---')
print(positional_order)

# order using keyword argument
keyword_order = "{s}, {b} and {j}".format(j='John',b='Bill',s='Sean')
print('\n--- Keyword Order ---')
print(keyword_order)
```

When we run the above program, we get the following output:

```
--- Default Order ---
John, Bill and Sean

--- Positional Order ---
Bill, John and Sean

--- Keyword Order ---
```

```
Sean, Bill and John
```

The `format()` method can have optional format specifications. They are separated from the field name using colon. For example, we can left-justify `<`, right-justify `>` or center `^` a string in the given space.

We can also format integers as binary, hexadecimal, etc. and floats can be rounded or displayed in the exponent format. There are tons of formatting you can use. Visit here for all the [string formatting available with the `format()`](#) method.

```python
>>> # formatting integers
>>> "Binary representation of {0} is {0:b}".format(12)
'Binary representation of 12 is 1100'

>>> # formatting floats
>>> "Exponent representation: {0:e}".format(1566.345)
'Exponent representation: 1.566345e+03'

>>> # round off
>>> "One third is: {0:.3f}".format(1/3)
'One third is: 0.333'

>>> # string alignment
>>> "|{:<10}|{:^10}|{:>10}|".format('butter','bread','ham')
'|butter    |  bread   |       ham|'
```

DAY-5

Old style formatting

We can even format strings like the old `sprintf()` style used in C programming language. We use the `%` operator to accomplish this.

```python
>>> x = 12.3456789
>>> print('The value of x is %3.2f' %x)
The value of x is 12.35
>>> print('The value of x is %3.4f' %x)
The value of x is 12.3457
```

Common Python String Methods

There are numerous methods available with the string object. The `format()` method that we mentioned above is one of them. Some of the commonly used methods are `lower()`, `upper()`, `join()`, `split()`, `find()`, `replace()` etc. Here is a complete list of all the built-in methods to work with strings in Python.

```
>>> "PrOgRaMiZ".lower()
'programiz'
>>> "PrOgRaMiZ".upper()
'PROGRAMIZ'
>>> "This will split all words into a list".split()
['This', 'will', 'split', 'all', 'words', 'into', 'a', 'list']
>>> ' '.join(['This', 'will', 'join', 'all', 'words', 'into', 'a', 'string'])
'This will join all words into a string'
>>> 'Happy New Year'.find('ew')
7
>>> 'Happy New Year'.replace('Happy','Brilliant')
'Brilliant New Year'
```

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STUDY COURSE MATERIAL
GEOGRAPHY
SESSION-2020-21

CLASS-XI

TOPIC: INTERIORS OF THE EARTH

DAY-1

Sources of Information about the Earth's Interior:

- There are two sources for information about interior of the earth – a) Direct Sources and b) Indirect Sources:
- Direct Sources: Mining, drilling and volcanic eruption are examples of direct sources. During the process of mining and drilling rocks and minerals are extracted which gives information that there are layer system in the crust. Crust is made of many kinds of rocks and minerals. Volcanic eruption suggests that there is some zone inside the earth which is very hot and in liquid condition. Direct sources are not very reliable because mining and drilling can be done only up to some depth only.
- Indirect Sources: Seismic waves, gravitational field, magnetic field, falling meteors etc are example of indirect sources. They are very important for know about earth's interior. Movement of seismic wave suggests that there are three layers in the earth and each layer has different density. Density increases toward the center of the earth.

Movement of seismic wave suggests two things: a) There are three layers in the earth and b) Each layer has different density which increases toward the center of the earth.
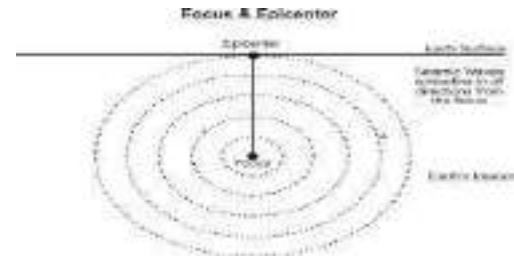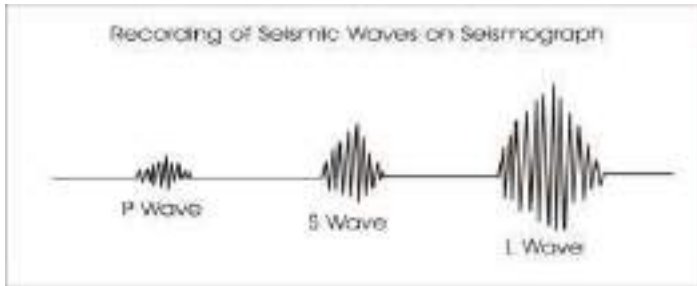
Earthquake:

It is the shaking of the earth, natural event. It is caused due to release of energy which generates waves that travel to all directions. The release of energy occurs along the fault line Rocks along the fault tend to move in opposite directions as the overlying strata press them the friction locks them together. However, the tendency of movement overcomes the friction As a result, blocks get deformed They slide over another: as a result energy releases. Energy waves travel in all directions. The point where energy releases is called **focus/hypocenter** .Above the focus point on the surface it is called **epicenter.**

Earthquake/Seismic Waves:

- P and S waves are called as Body Wave' as they move inside the body of the earth.

- P wave is the fastest wave. It is also called as longitudinal wave. These waves move forth and back. In other words, P waves move parallel to the direction of wave. These waves can move in both solid and liquid.

- S wave is slower than P wave. It is also called as transverse wave. It moves perpendicular to the direction of the wave. These waves move only in solid and disappear in liquid.
- L wave is the slowest wave. It moves on the earth surface. It causes maximum destruction on the earth surface.


- Focus: It is point inside the earth surface from where an earthquake starts. It is always hidden inside the earth. Focus of an earthquake may be found at the depth of 100-200 km.
- Epicenter: It is a point on the earth surface which records the seismic waves for the first time. Maximum destruction from an earthquake is caused on the epicenter. Epicenter is located just perpendicular to the focus.
- P and S waves are called as Body Wave.
- P wave can pass through both solid and liquid. But S wave can pass only through solid.
- Seismograph: It is an instrument which record seismic waves on a paper.
- Richter Scale: It is an scale which measures the magnitude of an earthquake. In other words, energy released by an earthquake is measured on Richter Scale. Generally, it is from 0 to 10. An earthquake measuring 6 on Richter Scale is 10 times more stronger than 5 and 100 times more stronger than 4.
- Crust and upper part of the mantle is called ‗lithosphere'.
- The opening through with magma comes out from a volcano is called as mouth' or crater'. When crater is collapsed due to a violent explosion it is called as caldera'.
- Mid-Oceanic Ridge: When plates move away from each other under the water of the ocean and magma rises up, it form a long hill like landform called as mid-oceanic ridge. Mid- oceanic ridge of Atlantic Ocean is the best example.
- Mercalli Scale: It was developed by an Italian seismologist. It measures the destruction caused by an earthquake. It ranges from 1 to 12.

DAY-2

Effects of Earthquake:

a) Ground shaking
b) Destruction to houses and buildings
c) Land slide and tsunami
d) Soil liquefaction [solid soil becomes liquid]
e) Damage to dams and reservoirs
f) Fire accidents
g) Destruction to transport and communication lines.
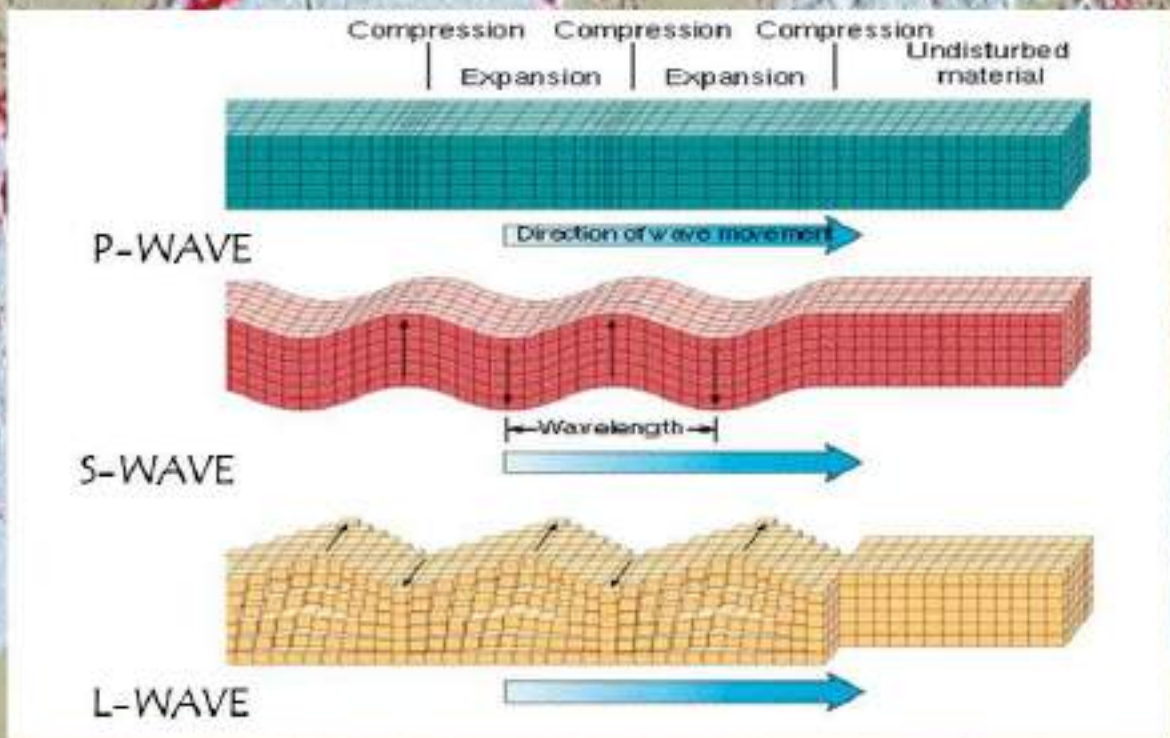
Shadow Zones and Their Formation:

Meaning of Shadow Zone: When earthquake takes place, all the places on the earth surface do not record the seismic waves. There are some zones where seismic waves [P and S waves] do not reach during an earthquake. It is called as shadow zone. Shadow zones are formed due to two reasons:

a) Three layers in the earth
b) Varying density of each layer
c) Liquid condition of the mantle

P Wave Shadow Zone: Ideally seismic waves should move in straight line but due to varying density of layer P wave moves in a curved path. Due to this an area around the earth does not record P wave. This zone is from 105^0 to 145^0 from the focus.
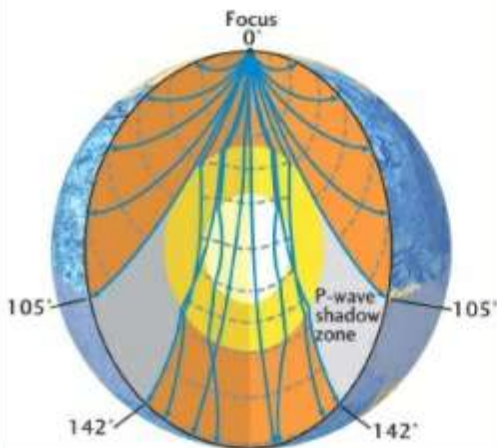
S Wave Shadow Zone: It is larger zone than P wave shadow zone. It developed because S wave does not pass through liquid mantle of the earth. Therefore, the zone from 105^0 all around the earth from the focus is called as S wave shadow zone.

Shadow Zones

P-wave shadow zone
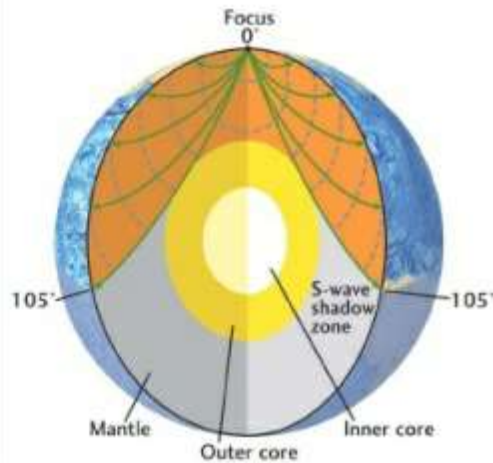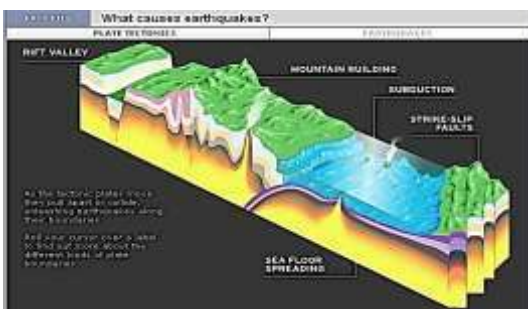
The pattern of P-wave paths through Earth's interior

S-wave shadow zone

The pattern of S-wave paths through Earth's interior

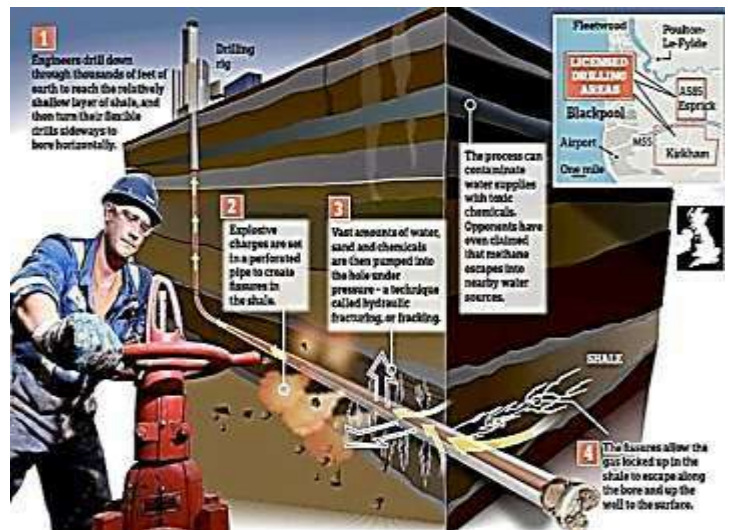## TYPES OF EARTHQUAKES:

MINING EARTH QUAKE

TECTONIC EARTH QUAKE

NUCLEAR EXPLOSION EARTH QUAKE

Measurement of Earthquake:

The magnitude of most earthquakes is measured on the **Richter scale**, invented by Charles F. Richter in 1934. The Richter magnitude is calculated from the amplitude of the largest seismic wave recorded for the earthquake, no matter what type of wave was the strongest.

The Richter magnitudes are based on a logarithmic scale (base 10). What this means is that for each whole number you go up on the Richter scale, the amplitude of the ground motion recorded by a seismograph goes up ten times. Using this scale, a magnitude 5 earthquake would result in ten times the level of ground shaking as a magnitude 4 earthquake (and 32 times as much energy would be released). To give you an idea how these numbers can add up, think of it in terms of the energy released by explosives: a magnitude 1 seismic wave releases as much energy as blowing up 6 ounces of TNT. A magnitude 8 earthquake releases as much energy as detonating **6 million tons of TNT**. Fortunately, most of the earthquakes that occur each year are magnitude or less, too small to be felt by most people.

The Richter magnitude scale can be used to describe earthquakes so small that they are expressed in negative numbers. The scale also has no upper limit, so it can describe earthquakes of unimaginable and (so far) inexperienced intensity, such as magnitude 10.0 and beyond.

Although Richter originally proposed this way of measuring an earthquake's "size," he used a certain type of seismograph and measured shallow earthquakes in Southern California. Scientists have now made other "magnitude" scales, all calibrated to Richter's original method, to use a variety of seismographs and measure the depths of earthquakes of all sizes.
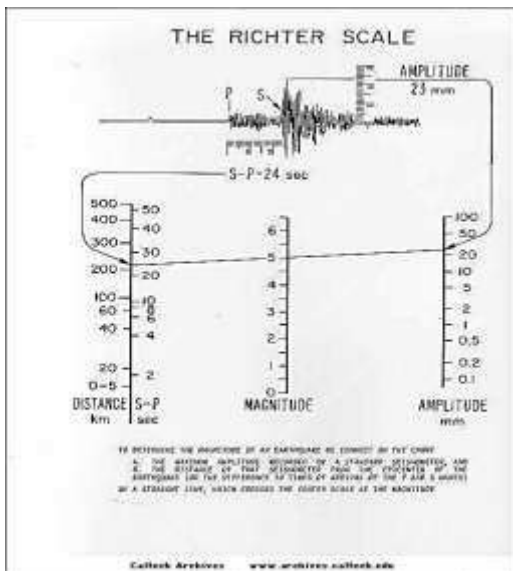
<u>The Mercalli Scale:</u>

Here's a table describing the magnitudes of earthquakes, their effects, and the estimated number of those earthquakes that occur each year.

	Modified Mercalli Scale	Richter Magnitude Scale
I	Only felt by sensitive instruments	1.5
II	Felt by few persons at rest, especially on upper floors, delicate suspended objects may swing	2.0
III	Felt indoors, but may not be recognized as earthquake, vibrations like large passing truck	2.5 / 3.0
IV	Felt indoors by many, some outdoors, may awaken some sleeping persons; dishes, windows, doors may move; cars rock	3.5
V	Felt by most, some windows, dishes break, fall objects may fall	4.0
VI	Felt by by all, falling plaster and chimneys, light damage but some fear	4.5
VII	Very noticeable, damage to weaker buildings on fill; driving automobiles notice	5.0
VIII	Walls, monuments, chimneys, bookcases fall; liquifaction; driving is difficult	5.5 / 6.0
IX	Buildings shifted off foundations, cracked and twisted; ground is cracked and underground pipes are broken	6.5
X	Most structures severely damaged to destroyed; ground is cracked, rails are bent, landslides on steep slopes	7.0
XI	Few structures standing; bridges and roads severely damaged or destroyed, large fissures in ground	7.5
XII	Total damage: can see the earthquake wave move through the ground; gravity overcome and objects thrown into the air	8.0

DAY-4

Structure of the earth's interior:

- The overall density of the Earth is much higher than the density of the rocks we find in the crust. This tells us that the inside must be made of something much denser than rock.
- Meteorites (created at the same time as the Earth, 4.6 billion years ago) have been analyzed. The commonest type is called a contrite and they contain iron, silicon, magnesium and oxygen (Others contain iron and nickel). A meteorite has roughly the same density as the whole earth. A meteorite minus its iron has a density roughly the same as Mantle rock (e.g. the mineral called olivine).
- Iron and Nickel are both dense and magnetic.
- Scientists can follow the path of seismic waves from earthquakes as they travel through the Earth. The inner core of the Earth appears to be solid whilst the outer core is liquid (s waves do not travel through liquids). The mantle is mainly solid as it is under extreme pressure (see below). We know that the mantle rocks are under extreme pressure, diamond is made from carbon deposits and is created in rocks

that come from depths of 150-300 kilometers that have been squeezed under massive pressures.

- The Earth is sphere (as is the scotch egg!) with a diameter of about 12,700 Kilometers. As we go deeper and deeper into the earth the temperature and pressure rises. The core temperature is believed to be an incredible 5000-6000°c.

- The crust is very thin (average 20Km). This does not sound very thin but if you were to imagine the Earth as a football, the crust would be about ½ millimeter thick. The thinnest parts are under the oceans (OCEANIC CRUST) and go to a depth of roughly 10 kilometers. The thickest parts are the continents (CONTINENTAL CRUST) which extend down to 35 kilometers on average. The continental crust in the Himalayas is some 75 kilometers deep.

- The mantle is the layer beneath the crust which extends about half way to the centre. It's made of solid rock and behaves like an extremely viscous liquid.
- mantle is a solid which flows. The convection of heat from the center of the Earth is what ultimately drives the movement of the tectonic plates and cause mountains to rise.
- The outer core is the layer beneath the mantle. It is made of **liquid** iron and nickel. Complex convection currents give rise to a dynamo effect which is responsible.

The crust - the Outer most solid part

- Brittle in nature
- Thickness is 5 km. thin under the oceans and thick under the continents 3.30 km under oceans and 70 km under mountains.Density in the ocean floor is 3g/ (basalt) mean density.
- Nearly 1% of the earth's volume and 0.5% of earth's mass are made of the crust.
- The thickness of the crust under the oceanic and continental areas are different. Oceanic crust is thinner (about 5kms) as compared to the continental crust (about 30kms).
- Major constituent elements of crust are Silica (Si) and Aluminium (Al) and thus, it is often termed as **SIAL** (Sometimes SIAL is used to refer Lithosphere, which is the region comprising the crust and uppermost solid mantle, also).
- The mean density of the materials in the crust is 3g/cm3.
- The discontinuity between the **hydrosphere and crust** is termed as the **Conrad Discontinuity.**

Mantle:
- The portion of the interior beyond the crust is called as the mantle.
- The discontinuity between the **crust and mantle** is called as the **Mohorovich Discontinuity or Moho discontinuity.**
- The mantle is about 2900ᴋᴍs in thickness.
- Nearly 84% of the earth's volume and 67% of the earth's mass is occupied by the mantle.
- The major constituent elements of the mantle are Silicon and Magnesium and hence it is also termed as **SIMA**. The density of the layer is higher than the crust and varies from 3.3 5.4g/cm3.
- The uppermost solid part of the mantle and the entire crust constitute the **Lithosphere.**
- The **asthenosphere** (in between 80-200ᴋᴍ) is a highly viscous, mechanically weak and ductile, deforming region of the upper mantle which lies just below the lithosphere.

- The asthenosphere is the main source of magma and it is the layer over which the lithospheric plates/ continental plates move (plate tectonics).

Core:

- It is the innermost layer surrounding the earth's centre.
- The **core is separated from the mantle by Guttenberg's Discontinuity**.
- It is composed mainly of iron (Fe) and nickel (Ni) and hence it is also called as **NIFE**.
- The core constitutes nearly 15% of earth's volume and 32.5% of earth's mass.
- The core is the densest layer of the earth with its density ranges between 9.5-14.5$G/CM3$. The Core consists of two sub-layers: the inner core and the outer core.
- The inner core is in solid state and the outer core is in the liquid state (or semi-liquid).
- The discontinuity between the upper core and the lower core is called as **Lehmann Discontinuity. Barysphere** is sometimes used to refer the core of the earth or sometimes the whole interior
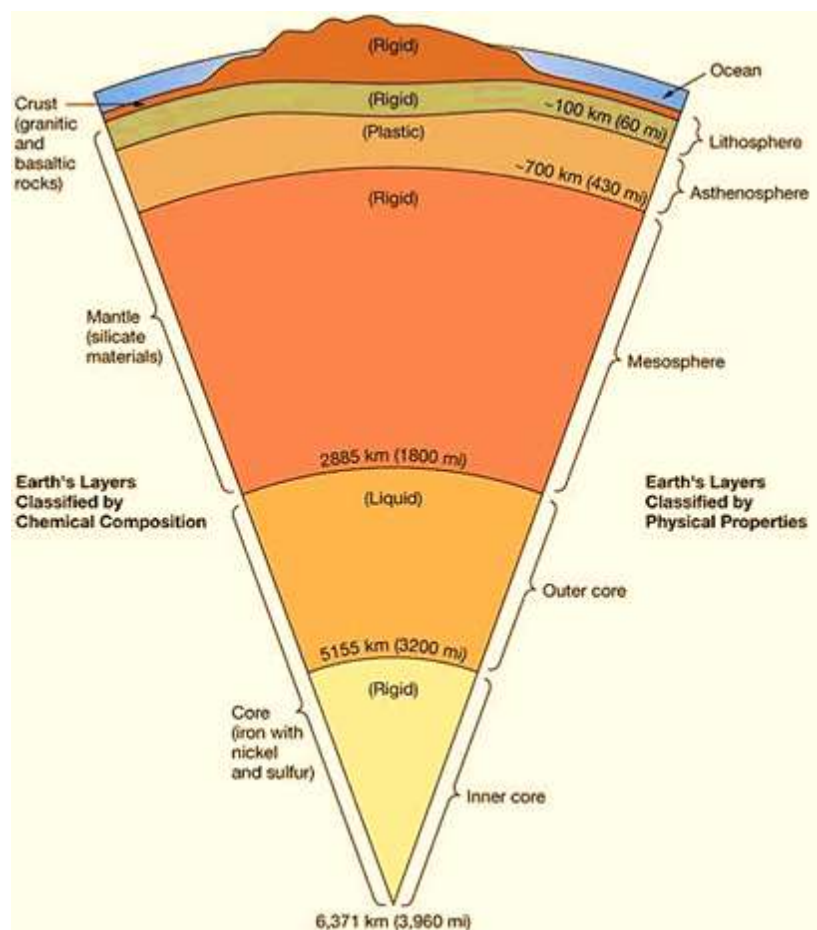
DAY-5

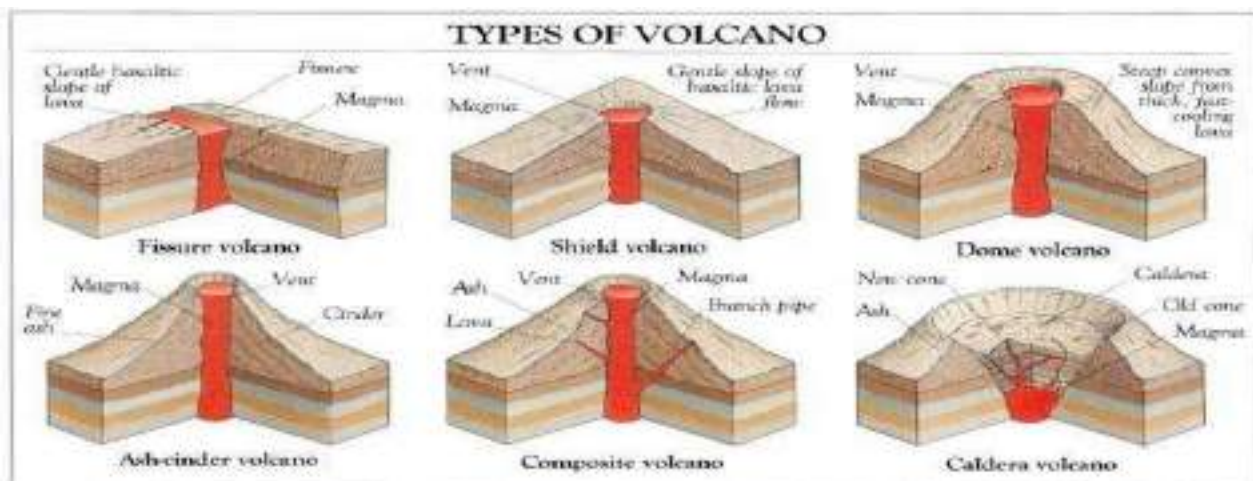## VOLCANOES AND VOLCANIC LANDFORMS:

A volcano is place where gases, ashes and or molten rock material lava escape to the ground.

The Differences between Active, Dormant and Extinct volcanoes

Active Volcano: Is a volcano that is currently erupting or shows signs of unrest activities, like earthquake activity or significant amounts of gas discharged. It is a volcano that is not presently erupting, but has erupted in the past is considered likely to do erupt in the future again.

Dormant: These volcanoes are also called "Sleeping" volcanoes because it is presently inactive, but could erupt again. For example, the majority of the Cascade volcanoes arebelieved to be dormant rather than extinct.

Extinct: Is a volcano that is presently not erupting, that is unlikely to do so for a very long time in the future.

TYPES OF VOLCANO

Classification of volcanoes based on nature of eruption and land forms developed on the surface.

SHIELD VOLCANO

- Largest of volcanoes
- Hawaiian islands are best examples
- Basalt lava flow
- Lava is very fluid
- They are not steep
- They become explosive when water is held in tovent
- Develops in cinders

COMPOSITE VOLCANOES

- Cool and more viscous lava
  Explosive eruptions
- They erupt pyroclasitc and ashes along with lava
- Layers are formed

FLOOD BASALT PROVINCES

- Consists of highly fluid lava
- Some parts of the world are covered by thousands of sq.km of basalt there can be series of flows

- Average thickness is more than 50

km Individual flow is 100 of sq.k.m\
Ex. Deccan plateau

INTRUSIVE VOLCANIC LANDFORMS

1.when volcanic eruption takes place some lava comes out and some settle down in the lithosphere. 2.when lava comes out forms volcanic rocks, some part cools down in the lower portion forms plutonic rocks

INTRUSIVE FORMS OCCUR INSIDE THE CRUST.

BATHOLITH:

A large part of the magma material that cools in the deeper depthof the crust. They are dome shaped, cover large areas. They come out when erosion takes place. They are granite bodies.

LACOLITHS: large dome shaped intrusive bodies. Consists of level bodiesConnected through pipe like conduit from below it resembles composite volcanoes found deeper depthsthey are localised source of lava
Ex. Karnataka plateau

LAPOLITHS:concave shaped lava formation

Phacoliths: wave typed lava formation

SILL: horizontal sheet of lava

DYKES: vertical lava formation
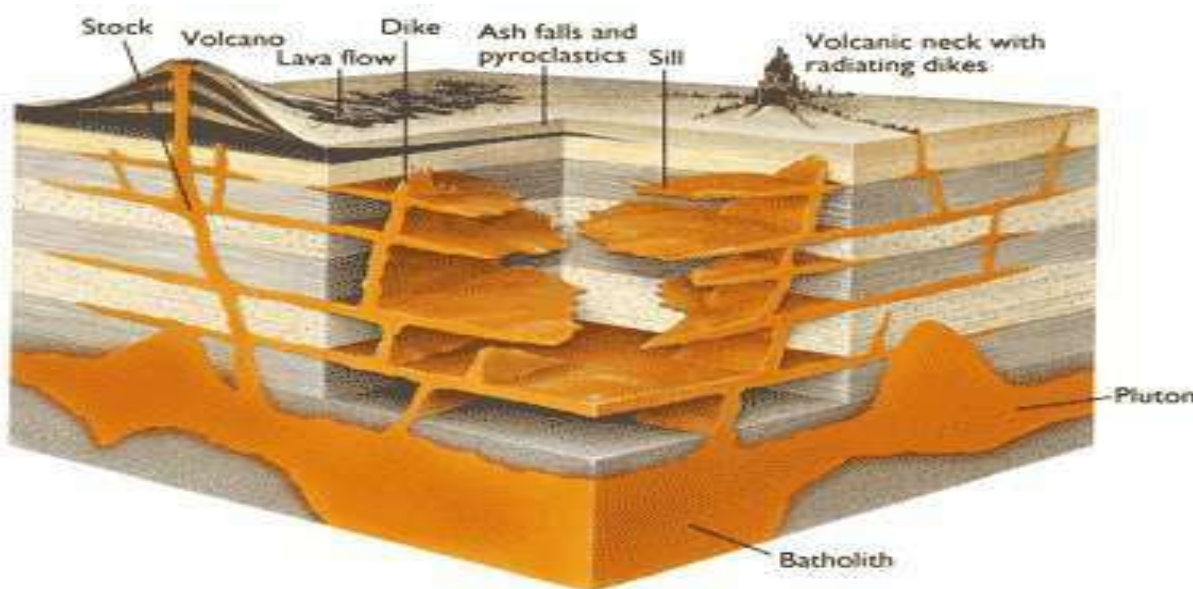
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for

The Star Formation

1. The distribution of matter and energy was uneven in the universe.
2. The density difference gave rise to differences in gravitational forces
3. It caused the matter to get drawn together.
4. This is the base for the formation of galaxies
5. Galaxy contains large number of stars
6. The distance between the start is measured with light years.
7. One light year is equal to the distance covered by the light in one year when it travels at the speed of 3 lakh km/hour
8. The average diameter of the stars is 80,000 km to 1,50,000 light years
9. It starts forming by accumulation of hydrogen gas in the form of cloud
10. The denser gases were condensed into stars.
11. The formation of star was about 5-6 b y a.
12. One light year is 9.461 x km
13. The mean distance from the Sun to the earth is 8.311 minutes

Formation of Planets

The following are considered to be the stages in the development of planets:

(i) The stars are localised lumps of gas within a nebula. The gravitational force within the lumps leads to the formation of a core to the gas cloud and a huge rotating disc of gas and dust develops around the gas core.

(ii) In the next stage, the gas cloud starts getting condensed and the matter around the core develops into small rounded objects. These small-rounded objects by the process of cohesion develop into what is called *planetesimals*. Larger bodies start forming by collision, and gravitational attraction causes the material to stick together. Planetesimals are a large number of smaller bodies.

(iii) In the final stage, these large number of small planetesimals accrete to form a fewer large bodies in the form of planets.


OUR SOLAR SYSTEM

1. Our solar system consists of eight planets
2. The nebula of our solar system started collapsing around 5-5.6 b. y. a
3. The planets were formed about 4.6 b. y .a
4. Our solar system consists of 8 planets, 63 moons, millions of asteroids comets, huge quantity of gas and dust.

DAY-4

5. There are two types of planets inner planets and outer planets.
6. The International Astronomical Union decided that Pluto like other celestial objects (2003 UB313) discovered in recent past may be called 'dwarf planet'.
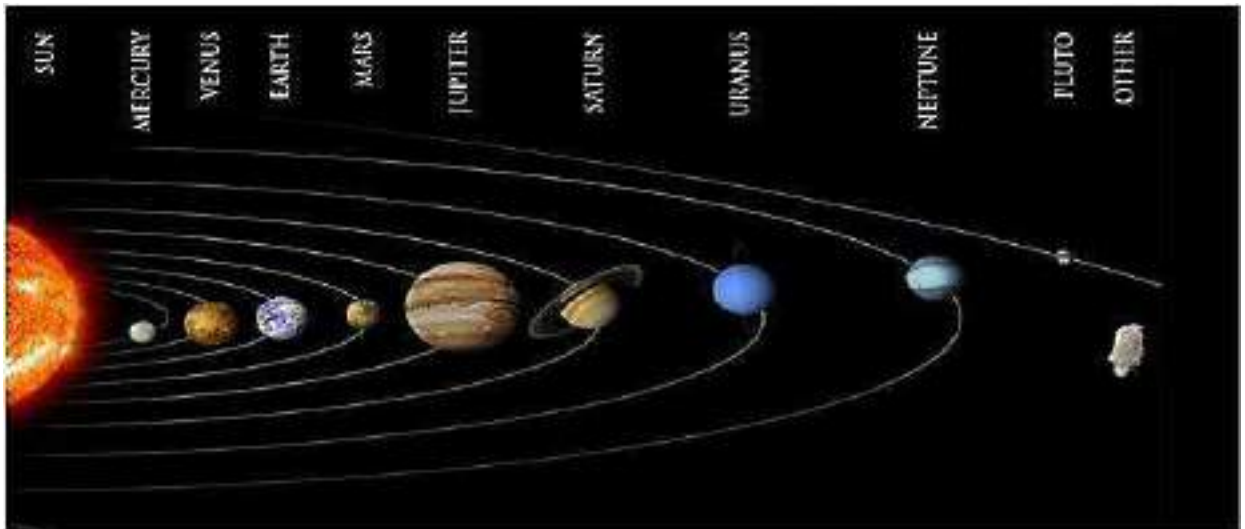
The Difference between Inner Planets and Outer Planets:

INNER PLANETS	OUTERPLANETS
1. Mercury ,Venus, Earth& Mars Are Called Inner Planets	1. Jupiter Saturn Uranus Neptune& Pluto Are Called Outer Planets
2. They Are Found Between Belt Of Asteroids And The Sun	2. They Are Found After The Belt Of Asteroids
3. They Are Also Called Terrestrial Planets	3. They Are Called Jovian Planets
4. Smaller In Size	4. Larger In Size
5. High Density	5 Low Density
6. Solid Rocky State	6. Gaseous State
7. They Are Warm	7. They Are Cold

The Moon:

In 1838, Sir George Darwin suggested that initially the earth and the moon formed a single rapidly rotating body. The whole mass became a dumb-bell shaped body and eventually it broke. The material separated from the earth was formed as Moon and the place became the

Pacific Ocean. It is not accepted now. The present theory is the giant impact theory./big splat theory. A large size body of Mars collided with the earth and that portion was separated from the earth. The same portion became as a moon which revolves around the earth. The Moon was formed about 4.4 b y a.

1: Impact!
2: few hours later
time
time
4: several years later
3: a month later
time

A long time ago in a planet system close to home...
A giant impact made the Moon. The Moon is mantle material from the Earth and impactor. Earth today is mantle+core from early Earth + impactor.
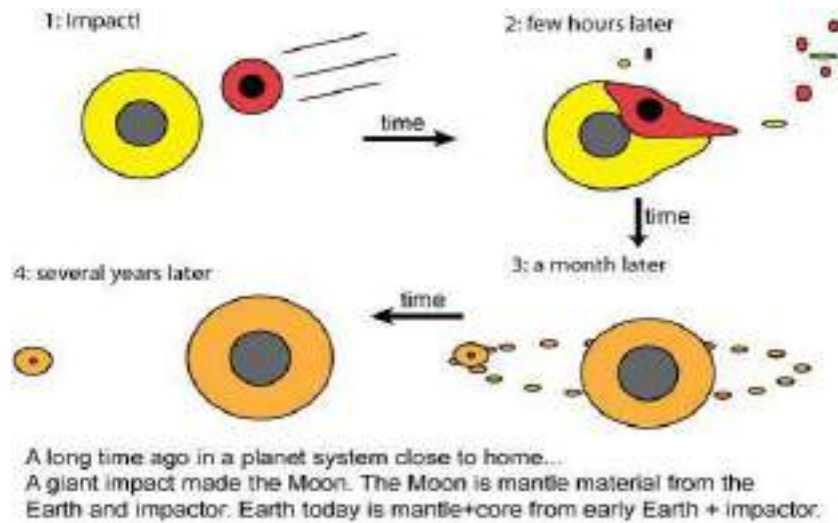
Evolution of Earth:

1. The earth was initially barren rocky and hot Object
2. Hydrogen and helium were present
3. It was formed about 4.6 b y a the earth was Layered structure
4. Lighter layer is formed at the outer surface
5. Density increase towards inside the core

DAY-5

Evolution of Lithosphere

1. There was volatile state during its primordial stage.
2. Due to high density temperature increased.
3. The material started separating depending on their density Light material came out side and heavy material went inside the earth.
4. It cooled and condensed into solid which is called lithosphere.
5. At the time of formation of the moon the earth again became hot.
6. Due to differentiation different layers formed.
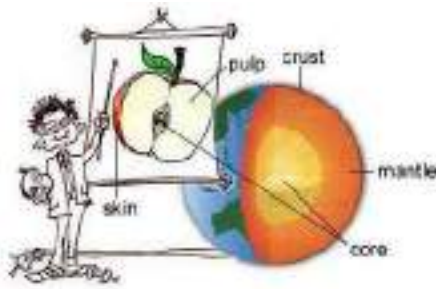
Evolution of Atmosphere and Hydrosphere:

There are three stages in the evolution of the present atmosphere

I .IN THE FIRST STAGE: the early atmosphere consists of hydrogen and helium. Loss of primordial atmosphere due to solar winds

II. IN THE SECOND STAGE: Gases were released from the earth's interior such as Water vapor and other gases. There were water vapor, nitrogen, carbon dioxide methane, ammonia and little free oxygen. The process of outpouring the gases from the interior of the earth is called degassing. Volcanic eruptions contributed the water vapor and gases to the atmosphere. The Dissolved in the rain water and converted into acid rain. Rain water collected into the depressions called oceans. The oceans were formed about 4000 m y a. The life began to evolve about 3.8 b y a. The photosynthesis evolved about 2500 to 3000 m y a oceans began to contribute oxygen to the atmosphere. Oceans were saturated with oxygen and flooded into the atmosphere.

III IN THIRD STAGE: Living organisms changed the composition of the atmosphere due to photosynthesis.
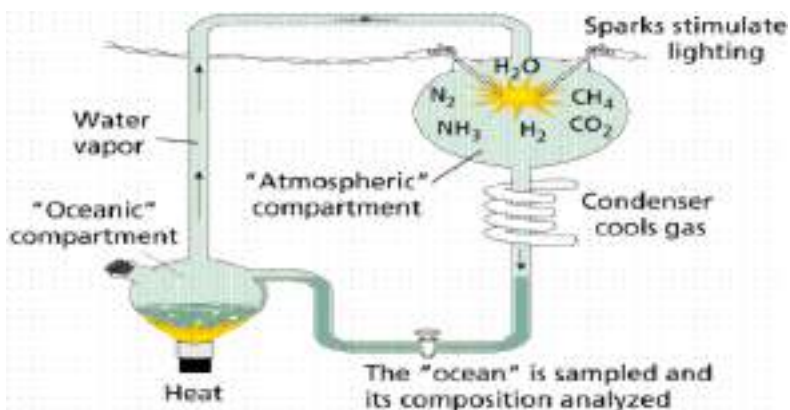
Origin of Life:

The last phase of the earth relates to the origin and evolution of life. It is clear that initially the earth or even the atmosphere of the earth was not conducive for the development of life. Modern scientist believes that origin of life is one kind of chemical reaction, took place in the oceans. Due to lightning, the complex organic molecules were combined into a certain form which can duplicate themselves. They are called first single cell animals. They are able to convert inanimate things into animate things. The earliest form of life existed about 3000 m y

a. The life began on the earth about 3800 m y a.

Geologic time scale, 650 million years ago to the present

era	period	events
Cenozoic	Quaternary	evolution of humans
Cenozoic	Tertiary	mammals diversify
Mesozoic	Cretaceous	extinction of dinosaurs first primates first flowering plants
Mesozoic	Jurassic	first birds dinosaurs diversify
Mesozoic	Triassic	first mammals first dinosaurs
Paleozoic	Permian	major extinctions reptiles diversify
Paleozoic (Carboniferous)	Pennsylvanian	first reptiles scale trees
Paleozoic (Carboniferous)	Mississippian	seed ferns
Paleozoic	Devonian	first amphibians jawed fishes diversify
Paleozoic	Silurian	first vascular land plants
Paleozoic	Ordovician	sudden diversification of metazoan families
Paleozoic	Cambrian	first fishes first chordates
Late Proterozoic		first skeletal elements first soft-bodied metazoans first animal traces

millions of years ago: 0, 1.8, 50, 100, 150, 200, 250, 300, 350, 400, 450, 500, 550, 600, 650

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STUDY COURSE MATERIAL
HISTORY
SESSION-2020-21
CLASS -11

TOPIC==WRITING AND CITY LIFE

DAY-1

Timelines

Years   Event
C. 7000 – 6000 BCE   Beginning of agriculture in the northern Mesopotamian plains
C. 5000 BCE   Earliest temples in southern Mesopotamia built
C. 3200 BCE   First writing in Mesopotamia
C. 3000 BCE   Uruk develops into a huge city, increasing use of bronze tools
C. 2700 – 2500 BCE   Early kings, including, possibly, the legendary ruler Gilgamesh
C. 2600 BCE   Development of the cuneiform script
C. 2400 BCE   Replacement of Sumerian by Akkadian
2370 BCE   Sargon, king of Akkad
C. 2000 BCE   Spread of cuneiform writing to Syria, Turkey and Egypt; Mari and Babylon emerge as important urban centres
C. 1800 BCE   Mathematical texts composed; Sumerian no longer spoken
C. 1100 BCE   Establishment of the Assyrian kingdom
C. 1000 BCE   Use of iron
720-610 BCE   Assyrian empire
668-627 BCE   Rule of Assurbanipal

1.   Mesopotamian civilisation - The name Mesopotamia is derived from the Greek words mesos, meaning middle, and potamos, meaning river. Mesopotamia means the land between the(Euphrates and the Tigris) rivers.
2.   Sumerian Civilisation- The first known language of Mesopotamia was Sumerian. That is why this civilization is otherwise called as Sumerian Civilisation
3.   Babylonian Civilisation- After 2000 BCE, when Babylon became an important city of this civilization it is called as Babylonian Civilisation.
4.   Akkadian Civilisation -Around 2400 BCE when Akkadian speakers arrived and established their rule in southern part of Mesopotamia it was called as Akkadian civilisation.
5.   Assyrians Civilisation - when Assyrians speakers arrived and established their rule in southern part of Mesopotamia it was called as Assyrians civilisation

Features of Mesopotamian civilisation

1.   Mesopotamian civilisation is known for its prosperity, city life, voluminous and rich literature, its mathematics and astronomy.
2.   Mesopotamia's writing system and literature spread to the eastern Mediterranean, northern Syria, and Turkey.

DAY-2

1.   We study hundreds of Mesopotamian buildings, statues, ornaments, graves, tools and seals as sources.

2. There are thousands of written documents as well to study Mesopotamian Civilisation.

Mesopotamia and its Geography

1. Mesopotamia is a land of diverse environments. In the north-east lie green ,undulating plains, gradually rising to tree-covered mountain ranges with clear streams and wild flowers, with enough rainfall to grow crops.
2. In the north, there is a stretch of upland called a steppe, where animal herding offers people a better livelihood than agriculture – after the winter rains, sheep and goats feed on the grasses and low shrubs that grow here.
3. In the east, tributaries of the Tigris provide routes of communication into the mountains of Iran.
4. The south is a desert – and this is where the first cities and writing emerged. Thi sdesert could support cities because the rivers Euphrates and Tigris ,which rise in the northern mountains, carry loads of silt. When they flood or when their water is let out on to the fields, fertile silt is deposited.
5. Not only agriculture, Mesopotamian sheep and goats that grazed on the steppe, the north-eastern plains and the mountain slope produced meat, milk and wool in abundance. Further, fish was available in rivers and date-palms gave fruit in summer.

The Significance of Urbanization in Mesopotamia

1. Urban centres involve in various economic activities such as food production, trade, manufactures and services. City people, thus, cease to be self-sufficient and depend on the products or services of other people. There is continuous interaction among them.
2. For instance, the carver of a stone seal requires bronze tools that he himself cannot make, and coloured stones for the seals that he does not know where to get. He depends on others for his needs. The division of labour is a mark of urban life.
3. There must be a social organisation in Cities. Fuel, metal ,various stones, wood, etc., come from many different places for city manufacturers. Thus, organised trade, storage, deliveries of grain and other food items from the village to the city were controlled and supervised by the rulers.

DAY-3

Movement of Goods into Cities and communication

1. Mesopotamia was rich in food resources but its mineral resources were few. Most parts of the south lacked stones for tools, seals and jewels; the wood for carts, cart wheels or boats; and there was no metal for tools, vessels or ornaments.
2. So Mesopotamians could have traded their abundant textiles and agricultural produce for wood, copper, tin, silver, gold, shell and various stones from Turkey and Iran, or across the Gulf.
3. Regular exchange was possible only when there was a social organisation to equip foreign expeditions and exchanges of goods.
4. Besides crafts, trade and services, efficient transport is also important for urban development. To carry grain into cities pack animals were used.
5. The cheapest mode of transportation is over water. Riverboats or barges loaded with sacks of grain are propelled by the current of the river .The canals and natural channels of ancient Mesopotamia were in fact routes of goods transport between large and small settlements.

The Development of Writing in Mesopotamia

1. All societies have languages in which spoken sounds convey certain meanings. This is verbal communication .Writing too is verbal communication – but in a different way.
2. The first Mesopotamian tablets were written around 3200 BCE, which contained picture-like signs and numbers. These were about 5,000 lists of oxen, fish, bread loaves, etc. – lists of goods that were brought into or distributed from the temples of Uruk.
3. Mesopotamians wrote on tablets of clay. A scribe would wet clay and pat it into a size he could hold comfortably in one hand. He would carefully smoothen its surface. With the sharp end of a reed, he would press wedge-shaped ('cuneiform*') signs on to the smoothened surface while it was still moist.
4. Once dried in the sun, the clay tablet would harden and tablets would be almost as indestructible as pottery. Once the surface dried, signs could not be pressed on to a tablet: so each transaction ,however minor,

required a separate written tablet.

5.   By 2600 BCE ,the letters became cuneiform, and the language was Sumerian. Writing was now used not only for keeping records, but also for making dictionaries, giving legal validity to land transfers, narrating the deeds of kings, and announcing the changes a king had made in the customary laws of the land.

6.   Sumerian, the earliest known language of Mesopotamia, was gradually replaced after2400 BCE by the Akkadian language. Cuneiform writing in the Akkadian language continued in use until the first century CE.

The System of Writing in cuneiform

1.   Cuneiform sign did not represent a single consonant vowel (such as m or a in the English alphabet), but syllable

2.   Thus, the signs that a Mesopotamian scribe had to learn ran into hundreds, and he had to be able to handle a wet tablet and get it written before it dried. So, writing was a skilled craft but, more important, it was an enormous intellectual achievement, conveying in visual form the system of sounds of a particular language.

DAY-4

Literacy in Mesopotamia

1.   Very few Mesopotamians could read and write. Not only there were hundreds of signs to learn but many of these were complex.

2.   For the most part, however, writing reflected themode of speaking.

Construction and maintenance of temples in Mesopotamia

1.   The earliest cities emerged around temples, some cities developed as centres of trade and some were imperial cities .Early settlers began to build and rebuild temples at selected spots in their villages.

2.   The earliest known temple was a small shrine made of unbaked bricks. Temples were the residences of various gods: Moon God and sun God or the Goddess of Love and War.

3.   Temples became larger over time, with several rooms around open courtyards. Some of the early ones were possibly not unlike the ordinary house but temples always had their outer walls going in and out at regular intervals, which no ordinary building ever had.

4.   The god was the focus of worship: to him or her people brought grain, curd and fish. The god was also the theoretical owner of the agricultural fields ,the fisheries, and the herds of the local community.

5.   Production processes such as Oil pressing, grain grinding, spinning, and the weaving of woolen cloth done in the temple. The temple gradually developed its activities and became the main urban institution by organizing production, employing merchants and keeping of written records of distributions and allotments of grain, plough animals ,bread, beer, fish, etc.

Role of kings in Construction and maintenance of temples in Mesopotamia

1.   As the archaeological record shows ,villages were periodically relocated in Mesopotamian history because of flood in the river and change in the course of the river. There were man-made problems as well. Those who lived on the up stream stretches of a channel could divert so much water into their fields that villages of downstream were left without water.

2.   When there was continuous warfare in a region, those chiefs who had been successful in war could oblige their followers by distributing the loot, and could take prisoners from the defeated groups to employ in the temple for various works.

3.   In time, victorious chiefs began to offer precious booty to the gods and thus beautify the community's temples. They would send men out to fetch fine stones and metal for the benefit of the god and community and organise the distribution of temple wealth in an efficient way by accounting for things that came in and went out.

4.   War captives and local people were put to work for the temple, or directly for the ruler. This, rather than agricultural tax, was compulsory. Those who were put to work were paid rations. It has been estimated that one of the temples took 1,500 men working 10 hours a day, five years to build.

5.   With rulers commanding people to fetch stones or metalores, to come and make bricks or lay the bricks for a temple, or else to go to a distant country to fetch suitable materials .Hundreds of people were put to work at making and baking clay cones that could be pushed into temple walls, painted in different colours,

creating a colourful mosaic.

Life in the City of Ur

1.   In Mesopotamian society the nuclear family was the norm ,although a married son and his family often resided with his parents .The father was the head of the family.
2.   We know a little about the procedures for marriage. A declaration was made about the willingness to marry by the bride's parents. When the wedding took place, gifts were exchanged by both parties, who ate together and made offerings in a temple.
3.   Ur was one of the earliest cities to have been excavated in Mesopotamia. Narrow winding streets indicate that wheeled carts could not have reached many of the houses. Sacks of grain and firewood would have arrived on donkey-back. Narrow winding streets and the irregular shapes of house plots also indicate an absence of town planning.
4.   There were no street drains of the kind we find in contemporary Mohenjo-daro . Drains and clay pipes were instead found in the inner courtyards of the Ur houses and it is thought that house roofs sloped inwards and rainwater was channelled via the drainpipes into sumps in the inner courtyards.
5.   Yet people seem to have swept all their household refuses into the streets, to be trodden underfoot   .!This made street levels rise, and over time the thresholds of houses had also to be raised so that no mud would flow inside after the rains.
6.   Light came into the room snot from windows but from doorways opening into the courtyards: this would also have given families their privacy.
7.   There were superstitions about houses, recorded in omen tablets at Ur :A raised threshold brought wealth;
8.   A front door that did not open towards another house was lucky.
9.   If the main wooden door of a house opened outwards (instead of inwards), the wife would be a torment to her husband.
10. There was a town cemetery atUr in which the graves of royalty and commoners have been found ,but a few individuals were found buried under the floors of ordinary houses. Dead bodies of royal family were buried with jewellery, gold vessels, wooden musical instruments inlaid with white shell and lapis lazuli, ceremonial daggers of gold, etc.


A Trading Town in a Pastoral Zone(Life in the city of Mari)

1.   After 2000 BCE the royal capital of Mari flourished. Mari stands not on the southern plain with its highly productive agriculture but much further upstream on the Euphrates .Here agriculture and animal rearing were carried out close to each other in this region.
2.   Herders need to exchange young animals ,cheese, leather and meat in return for grain ,metal tools, etc., and the manure of a penned flock is also of great use to a farmer. Yet, at the same time, there may be conflict between the regions.
3.   In Mesopotamian nomadic communities of the western desert filtered into the prosperous agricultural heartland. Shepherds would bring their flocks into the sown area in the summer.
4.   Such groups would come in as herders, harvest labourers or hired soldiers, occasionally become prosperous, and settle down. A few gained the power to establish their own rule. These included the Akkadians, Amorites ,Assyrians and Aramaeans.
5.   The kings of Mari, however, had to be vigilant; herders of various tribes were allowed to move in the kingdom, but they were watched .The camps of herders are mentioned frequently in letters between kings and officials. In one letter, an officer writes to the king that the has been seeing frequent fire signals at night – sent by one camp to another – and he suspects that a raid or an attack is being planned.
6.   Located on the Euphrates in a prime position for trade – in wood, copper, tin, oil, wine, and various other goods that were carried in boats along the Euphrates – between the south and the mineral rich uplands of Turkey, Syria and Lebanon.
7.   Boats carrying grinding stones, wood, and wine and oil jars, would stop at Mari on their way to the southern cities. Officers of this town would go aboard, inspect the cargo and levy a charge of about one-tenth the value of the goods before allowing the boat to continue downstream.
8.   Thus, although the kingdom of Mari was not militarily strong, but it was exceptionally

The Legacy of Writing (Science and Technology) in Mesopotamia

1.   Perhaps the greatest legacy of Mesopotamia to the world is its scholarly tradition of time reckoning and mathematics.

2.   Dating around 1800 BCE are tablets with multiplication and division tables, square- and square-root tables, and tables of compound interest. For Example- the square root of 2 was given as:1 + 24/60 + 51/602 + 10/603.

3.   Students had to solve problems such as the following: a field of area such and such is covered one finger deep in water; find out the volume of water.

4.   The division of the year into 12 months according to the revolution of the moon around the earth, the division of the month into four weeks, the day into 24 hours, and the hour into 60 minutes – all that we take for granted in our daily lives – has come to us from the Mesopotamians.

5.   Whenever solar and lunar eclipses were observed, their occurrence was noted according to year, month and day. So too there wererecords about the observed positions of stars and constellations in the night sky.

6.   None of these momentous Mesopotamian achievements wouldhave been possible without writing

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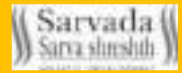
(Affiliated to CBSE, New Delhi) Affiliation No.: 330726, School Campus: Chainpur, Jaganpura By-Pass, Patna 804453.
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ONLINE TEACHING MATERIAL
PHYSICAL EDUCATION
SESSION-2020-21
CLASS-XI
TOPIC: *Chapter -2:* **Olympic Movement**

DAY-1

Key Points

- 1   Ancient Olympic Games
- 2   Rules of Ancient Olympic Games
- 3   Modern Olympic Games
- 4   Olympic symbols
- 5   Olympic Flame
- 6   Objectives of Olympics
- 7   Development of values through Olympics
- 8   International Olympic Committee (IOC)
- 9   Para Olympics
- 10   Indian Olympic Association
- 11   Sports Awards
- 12   Members of Committee
- 13   Executive Board

#Ancient Olympic Games

In the Ancient time the games were held in honor of god Zeus. Since then the games were the greatest religious festival in the life of the Greeks.
There were lots of stories about the origin of Ancient Olympic games. The word Olympic is derived from Olympia a valley, where first such games were organized
.

#Rules of Ancient Olympic Games

- The competitor must be Greek.
- A punished person is not allowed.
- Women are not allowed.
- The competitor must stay in Olympia for a month.
- For participation, competitors have to do practice for at least one month.

#Modern Olympic Games

For revival of Modern Olympic games credits goes to the Baron Pierre de Coubertin of France. With his great effort/the first Modern Olympic games were held in Athens in 1896. There were nine countries who participated in First Olympic games.

Olympic symbols

The Olympic flag has five inter- locking rings, represented five continents of world.
The Represents the meaning of:
The Olympic flag has a white background, with five interlaced rings in the centre: blue, **yellow**, black, green and red. This design is symbolic; it represents the five continents of the world, united

by Olympics, while the six colors are those that appear on all the national flags of the world at the present time."Feb 12, 2018.

Olympic Flame

- Symbol of knowledge life and happiness.
- This flame was started when the game starts and keep glowing during games.
- At end of games, flame extinguished

  - The Olympic flame as a symbol of the modern Olympic movement was introduced by architect Jan Wils who designed the stadium for the 1928 Summer Olympics in Amsterdam.

  - The idea for the Olympic flame was derived from ancient Greece, where a sacred fire was kept burning throughout the celebration of the ancient Olympics on the altar of the sanctuary of Hestia.[2][3] In Ancient Greek mythology, fire had divine connotations — it was thought to have been stolen from the gods by Prometheus. Sacred fires were present at many ancient Greek sanctuaries, including those at Olympia. Every four years, when Zeus was honoured at the Olympic Games, additional fires were lit at his temple and that of his wife, Hera. The modern Olympic flame is ignited at the site where the temple of Hera used to stand.

  - When the tradition of an Olympic fire was reintroduced during the 1928 Summer Olympics, an employee of the Electric Utility of Amsterdam lit the first modern Olympic flame in the Marathon Tower of the Olympic Stadium in Amsterdam.[4] The Olympic flame has been part of the Summer Olympics ever since. The Olympic flame was first introduced to the Winter Olympics at the 1936 Winter Olympics in Garmisch-Partenkirchen.

Olympic flame lighting[edit]

Igniting the Olympic flame in a dress rehearsal in Greece, using the Sun's energy

The Olympic fire is ignited several months before the opening ceremony of the Olympic Games at the site of the ancient Olympics in Olympia, Greece.

Eleven women, representing the Vestal Virgins,[notes 1] perform a celebration at the Temple of Hera in which the first torch of the Olympic Torch Relay is kindled by the light of the Sun, its rays concentrated by a parabolic mirror.

At the beginning of the ceremony, the Olympic anthem was sung first followed by the national anthem of the country hosting the Olympics and the national anthem of Greece along with the hoisting of the flags.

Olympic torch relay[edit]

Olympic torch relay, 1952

Olympic torch relay, 1996

Olympic torch relay, 2012

The 2014 Olympic torch in space during Soyuz TMA-11M

After the ceremony at Olympia, the Olympic flame first travels around Greece, and is then transferred during a ceremony in the Panathenaic Stadium in Athens from the prior Olympic city to the current year's host city.[7][8]

The Olympic torch relay in the host country ends with the lighting of the Olympic cauldron during the opening ceremony in the central host stadium of the Games. The final carrier is often kept unannounced until the last moment. Over the years, it has become a tradition to let a famous athlete of the host nation, former athletes or athletes with significant achievements and milestones be the last runner in the Olympic torch relay.

DAY-2

Olympic Motto

A motto is a phrase which sums up a philosophy of life or a code of conduct.
The Olympic motto is made up of three Latin words:
CITIUS – ALTIUS - FORTIUS
(FASTER — HIGHER — STRONGER)
These three words encourage athletes to give their best during competition.

Objectives of Olympics

(a) To generate the sense of loyalty, brother hood and team spirit among the participants.
(b) To bring the attention of the world community to understand the values of the programmes of physical education.
(c) To promote amateurism among the sport men.
(d) To remove the barriers of caste, creed, religion and colour.
(e) To develop well habits among sports persons.

(f) To encourage moral values and unbiased behavior through sports.

Olympic Values

If we look at the objectives of Olympic games, we come to learn that Baron DeCoubertin wanted to develop values through Olympic games. The following values can be developed through Olympic movement:

1. Brotherhood: Olympic movement is instrumental in developing brotherhood when players of different countries play together, come together, sit together, dine together—they develop unity among themselves. Thus brotherhood develops.
2. Impartial game: The Olympic Games provide opportunities for impartial games. These games are based on justice. So. each player and each team should be judged fairly. Rules and regulations should be applied to each and every team. There should be no partiality towards a specific team or player. The sports officials should be true to their words and actions. "Live by code or get out"—such slogans should be raised.
3. No discrimination: According to the suggestion of Mr. Coubertin, there should not be any discrimination on the basis of caste, colour and creed. Olympic games promote the spirit of brotherhood and try to abolish discrimination. The players of different countries, cultures, tradition, and caste—take part. They should not treated unfairly. The players forget their background or roots and they help promote Olympic values. But exceptions are always there. In 1972, Olympic games in Munich, Israeli players were killed ruthlessly. In 1936, Berlin Olympic Jesse Owens bagged four gold medals but on the grounds of racial discrimination. Adolf Hitler refused to honor Jese Owens, some countries have vested interest in these games. They want to prove that they are a better than the other countries. But it can't be stated that Olympic movement has failed to promote values, we should have positive outlook so that values may be promoted through Olympic movement.

4. Friendship: Olympic movement presents such opportunities as instrumental in developing friendship not only among players but also among countries. Players of different countries come to take part in Olympic games. When they get together, they become friends. Even when there is tension going on between two countries, they come close to one another through Olympic games.

5. Respect: This value motivates the players to show sportsman spirit. Every player should retrospect and also respect the opponents, rules of game and environment.

6. Values: friendship, brotherhood, unbiased sports and partiality free: It can be said that Olympic plays an important role in development of these values but a dark side of Olympics is also seen. Many countries participate in Olympics just to show their superiority on other countries. This is also a downfall of these values that many countries of the world boycotted 1980 Moscow Olympics and 1984 Los Angeles Olympics. The Olympic movement fails to develop the above said

values. There should a positive thinking towards these values so that these values can be developed.

7. Excellency: This value motivates a person to give the best performance on field and outside the field.

The headquarters of Olympic Committee is situated at Lausanne, Switzerland. It was formed on 23 June, 1894 by Pierre, Baron De Coubertin. This committee is comprised of 105 active members and 32 honorary members. Its first president was a Greek named Demetrius Vikelas. This committee once every four years holds summer and winter modern Olympic games. This committee organized the first summer Olympic games in 1896 in the Greek city Athens. And the first winter Olympic games were organized in 1924 in Chamonix. France. Till 1992, summer games, to help space the planning of the two events two years apart from each other. The first summer youth Olympic Games were organized in 2010 in Singapore, whereas the first youth winter Olympic games were organized in 2012 in Innsbruck, city in Austria.

Governing Council

In International Olympic Committee, there are members of different countries. In present there are 15 members which constitute 1 President, 4 Vice-Presidents, and 10 Executive Board Members. They are as follows:

1. President: The President of International Olympic Committee is chosen by the members of this committee. The President tenure is for 8 years. After the expiry of his tenure his period can be extended once only for four years.

2. Vice-President: International Olympic Committee has four Vice-President. They too are chosen by the member of International Olympic Committee. Their tenure is for 4 years. After the expiry of their tenure they can be chosen again if the members desire so.

3. Executive Board: The Executive Board in chosen by the members of different countries in a secret ballot. The Executive Board of International Olympic Committee is held responsible for the administration of International Olympic Committee and the management of its affairs.

Functions of International Olympic Committee
IOC does different functions which are as follows:
(i) The venue where the Olympic games will be organized is decided by this committee.
(ii) To elect the new members, proper functioning of sports programmes, and selection of host city.
(iii) The promotion of sports/games,
(iv) Fight against doping.
(v) Making rules and regulation for the smooth functioning of games.
(vi) To encourage the different organizations for the support by social and economical way to the players.

(vii) It encourages and supports the promotion of ethics in sports as well as in education of youth through sports.

(Objectives of Olympics)

(a) To generate the sense of loyalty, brother hood and team spirit among the participants.

(b) To bring the attention of the world community to understand the values of the programmes of physical education.

(c) To Promote amateurism among the sport men.

(d) To remove the barriers of caste, creed, religion and colour.

(e) To develop good habits among sports persons.

(f) To encourage moral values and unbiased behaviour through sports.

DAY-3

Olympic Values

If we look at the objectives of Olympic games, we come to learn that Baron De Coubertin wanted to develop values through Olympic games. The following values can be developed through Olympic movement:

1. Brotherhood: Olympic movement is instrumental in developing brotherhood when players of different countries play together, come together, sit together, dine together—they develop unity among themselves. Thus brotherhood develops.

2. Impartial game: The Olympic games provide opportunities for impartial games. These games are based on justice. So. each player and each team should be judged fairly. Rules and regulations should be applied to each and every team. There should be no partiality towards a specific team or player. The sports officials should be true to their words and actions. "Live by code or get out"—such slogans should be raised.

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(viii) To motivate the culture and education combined along with sports,

(ix) Fight against political or commercial abuse of sports and athletes.

(x) Encouraging and supporting the promotion of women in sports at all levels.

(xi) Acting against any form of discrimination affecting the Olympic movement.

(xii) To motivate the development of sports.

(xiii) Taking action in order to strengthen the unity and to protect the independence of the Olympic movement.

Indian Olympic Association

Indian Olympic Association was founded in 1927. Sir Dorabji Tata and Dr. Noehren became the founder President and Secretary General respectively. Sir Dorabji Tata was also the first member of IOC. Its members are chosen once every four years. This committee is comprised of a president, 9 Vice Presidents, 6 Secretaries, one Honorary Treasurer. Apart from this, 12 representatives of national sports committee and the representative of State Olympic Committee are also included. After some time. Sir Dorabji Tata resigned from his post. After that Shri Bhupinder Singh. Maharaja of Patiala became the President. India participated for the first time in 1928 Amsterdam Olympic games and won Gold in Hockey. From that time onwards IOA is working continuously for Olympic movement.IOA is responsible for the participation in Olympic games and some other games such as—Asian games. Commonwealth games etc. All sports federations work to help IOA.

Objectives of Indian Olympic Association

The objectives of Indian Olympic Association are mentioned below:

(i) Development and promotion of the Olympic movement.

(ii) Enforcement of all rules and regulation of the International Olympic Committee and Indian Olympic Association.

(iii) To be the official organizations in complete form and whole charge of all the matters related to Olympic event.

(iv) Promotion and encouragement of the physical, moral and cultural education of the young people of the nation so that their character can be developed.

(v) Admitting the membership of the stale Olympic Association and national sports federation for which submission of their annual reports and audited statement of accounts are necessary. These documents should be deposited to the IOA for information.

(vi) To be a government organization and control the related matters.

(vii) To undertake with assistance of national sports federations the financial management, transportation, maintenance and welfare of teams from India taking part in the Olympic games and other games which are organized under the patronage of IOC.

(viii) To suggest the names of selected participants to participate in Olympic games.

(ix) To take disciplinary action against any federation for misbehavior or any other undesirable activity bringing discredit to the country.

(x) In cooperation with the National Sports Federation/Associations IOA organizes and control selection, training, coaching of the teams that will represent India.

(xi) To enforce and defend the exclusive rights of the association to use the Olympic flag and Olympic insignia.

(xii) To organize national and international competitions.

(xiii) To remove the discrimination of caste, religion, color and area etc.

(xiv) To apply the code of conduct of World Anti-Doping Agency.

Functions of Indian Olympic Association

(i) To promote Olympic movement.

(ii) To organize the games at national and international level.

(iii) To give names and to support the players to participate at interactional level.

(iv) To synchronize between different federations and Indian government.

(v) To make a healthy relationship amongst the different slate federations. State Olympic Associations and National Federations and Associations.iii) To motivate the culture and education combined along with sports,

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DAY-5

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SPORTS AWARDS – There are following awards for prestigious coaches and outstanding sports persons, given by the Govt. of India.

Dronacharya Award – It is for the coaches who's Athletes perform outstanding performance in International competitions. This Award was started in 1985 in the memory of Guru Dronacharya of Mahabharata. Five lakh rupees cheque, statue of Arjuna and scroll of Honor is given to the awardees.

Arjuna Award – It is given to those sports persons for outstanding performance in International/national competitions. This Award was started in 1961.t his award is given in the memory of Arjuna of Mahabharata.

Rajeev Gandhi Khel Ratna Award – This award was instituted by the Rajeev Gandhi Trust in the year 1991-92. This award is given for most spectacular and outstanding performance by a sports persons. This Award is presented to one sport person from individual sports but it can be given to more than one person in case of team events. Seven lakh and fifty thousand rupees cheque , a medal and scroll of honor is given to the awardees.

Organizational Setup of CBSE Sports – The Central Board of Secondary Education, is the highest authority to conduct games & sports tournaments at cluster, zonal and national level in various games & sports annually.

Chacha Nehru Sports Award – This award/scholarship is started by the CBSE for talented students of class 9 to 12 for their outstanding performance in CBSE affiliated games and sports. This Award is in the form of scholarship and it motivates the students to excel in their sports activities.

Q.1. Give a brief account of the ancient Olympic Games.
Q.2. Give the important function of International Olympic Association.
Q.3 Describe the formation and objectives of Indian Olympic association.

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STUDY COURSE MATERIAL
SOCIAL SCIENCE
SESSION
2020-21
CLASS -XI

TOPIC - RIGHTS IN THE INDIAN CONSTITUTION
DAY -1

➢ **Why are Fundamental rights mentioned as fundamental?**

Fundamental symbolize something which is essentially important. They simply just cant be avoided or subtracted out of the whole in composition. Since they pertinent to survival and existence of humans they referred to as Fundamental Rights.

Life without those rights would be a deadlock situation where everyone would resurface as a prisoner sometimes referred to as infringement or deviance from the essential rights in possession. It's the duty of the government to foresee that everyone circumscribes to the essential Bill of Rights called as fundamental rights.

In simpler words they enlist the most pivotal rights for citizens – the core essential part without which existence with self dignity or self esteem is impossible.

Apart from **Fundamental Rights** we do have a set of another rights named – Ordinary Rights or Human rights which though not very essential but yet if incorporated into the democratic nature of constitution shall adhere to ease and secured living.

India does enlist some of the Human Rights – Right to food, Right to water, Right to employment and livelihood etc but they justify only at social and economic level of everyday's living or sustenance fulfilling the needs of social and economic nature.

Fundamental Rights:

(i) The Fundamental Rights are referred to as the **'conscience'** of Indian Constitution. Fundamental Rights protect citizens against the arbitrary and absolute exercise of power by the state.

(ii) The Constitution guarantees the rights of individuals against the State as well as against other individuals.

(iii) There are six Fundamental Rights in the Indian Constitution, which are: (i) Right to Equality; (ii) Right to Freedom; (iii) Right against Exploitation; (iv) Right to Freedom of Religion; (v) Cultural and Educational Rights; (vi) Right to Freedom of Religion; (iv) Right to Constitution Remedies.

(iv) In addition to Fundamental Rights, the Constitution has a section **called Directive Principles of State Policy**. It ensures greater social and economic reforms and to serve as a guide to independent Indian state to institute laws and policies that help reduce the poverty of the masses.

<u>**DIFFERENCE BETWEEN THE FUNDAMENTAL AND HUMAN RIGHTS.**</u>

<u>Sr No.</u>	<u>FUNDAMENTAL RIGHTS</u>	<u>HUMAN RIGHTS</u>
1	Fundamental Rights are most pivotal rights as enshrined in the constitution, hence primary in nature.	Human rights are ordinary rights of secondary nature, and considered essential only once the fundamental rights are ascertained.
2	Fundamental Rights are the basic elements as encapsulated in the constitution.	Human Rights are ordinary in nature , sometimes the reference to Human Rights form the basis of carving the major Fundamental Rights.
3	They can be enforced through courts if violated.	Their enforcement may not be necessary through courts. India as a nation but do guarantee the worthiness of Human Rights through associations and institutions – National Human Right commission, national women rights commission. Their compliance is more into fulfilling the ordeals behind infringement of Human Rights
4	The Rights if violated are introspected by the judges possessing constitutional powers under the heading – Judicial Powers.	The Rights if violated are more introspected into in support of retired judges or retired chief justice of India. They are more of retirees given post under ad hoc basis.
5	These rights cannot be deleted or minimized or even subtracted.	These rights can vary structurally in its depicted form seeing the dynamism or ever changing nature of society.

DAY - 2

<u>**RIGHT TO EQUALITY**</u>

- The first and the foremost Fundamental right called as Right to equality is enshrined under **article 14 TO 18 of the Constitution.**

- This implies to **Rule of Law** as per **Article 14**. Rule of law exemplifies whether a person rich or poor or any other form of societal segregation widening the two citizens apart, shall be treated equally. Everyone shall have to undergo the same course of law as prescribed within the constitution. This as well calls for equal treatment nullifying mistreatment or misrepresentation of anyone.

- **Article 17** abolished the act of Untouchability as practiced since ages in India – and a curse to identity of few as ulterior and inferiors with in India. With due legislative and judicial measures the practice was brought to an end for ever as it dampened the spirit of India into unified and integrated one.

- **Article 17** as well lends support to the aspect that no discrimination of any citizen in terms of job, profession or occupation opportunities on the basis of sex, colour, race, class or caste. In other words no special preference allotment to anyone on these factors of societal segregation or differentiation. While job opportunities in existence, everyone shall be considered equal in their effort of trial to achieve them.

- **Article 18** speaks of no special treatment of any citizen on the basis of title or surname as declared over one, hence all sorts of announcement of titles, surname to declare supremacy of the person over others shall no more be interceded or accepted any more. This calls for equal treatment of everyone.

WHAT IS PREVENTIVE DETENTON? IS IT SOME WHAT LIKELY TO IMPEDE ONE'S ACCESS TO RIGHT TO LIFE AND LIBERTY????

A situation under which a person is likely to be a threat for the nation or as whole for its integrity shall be

imprisoned by police with support of the court so as the unlikely consequences are negated or avoided.

Yes definitely as it denies one Right to Life and Freedom.

RIGHT TO FREEDOM

Freedom means liberty with constraint or limiting factor. Excess of freedom sometimes may result into moral disorder or chaos, hence to restrict the excessive nature sometimes limitations may be imposed into them. Right to Freedom comes under **Article 19 to 22.**

- Right to Freedom entails various forms of Freedom the major ones as inscribed below-

  ➢ Freedom of self opinion, expression and conscience of thought.

  ➢ Freedom to form groups or association with a well defined objective.

  ➢ Freedom of one's choice to employment opportunities and source of livelihood.

  ➢ Freedom to move through-out the nation in a free manner without any restrictions

  ➢ Freedom to protest in a peaceful manner without armed with any form of weapons of destruction.

Day -3

RIGHT AGAINST EXPLOITATION

Exploitation is defined as mental or physical stress or duress caused to anyone out of external circumvolving factors. These can sometimes go up-to extremities of sexual exploitation where in a person might be physically harmed or abused.

Right against Exploitation circumvents under **Article 23 to 24.**

➢ **Article 23 –** Abolition of Forced labour or Begar system under which a farmer or laborer is forcibly induced to work under duress condition as a slave on the terms and condition of the master. It's basically involuntary form of association where in the labor does not employ self on his self volition rather extremities of harsh conditions of the master and if unmet likely to meet consequences of undesired nature .

➢ **Article 24 –** Child Labour has a devastating consequence on the early lives of young children. To combat the same the law has imposed a total ban over Child Labor under which no child below 14 years shall be rendered into any form of service or job at work stations , and if found employed or involved into any act of physical in nature, the employer or the owner shall be imprisoned surmounting to charges of cruelty shown by involving young kids into physical acts or manual labor.

➢ Another Law- Right to education has been embedded into the social spheres of young children across the realms where in it has been induced - compulsory formal education for children below 14 years in schools at zero cost while the expenses borne by the government.

➢ The above mentioned laws have a causal impact into the lives of young children- the first and foremost reducing acts of child labour and the other integrating compulsory formal education into their lives so as every child maximizes its time in formal learning while not involved in any form of duress employment. The concept is simple --- let the springs from the lives of children be not lost , rather let then bud into youngling petals full of knowledge so as they be members of society where in with minds enlightened they help nurture and flourish the society .

RIGHT TO FREEDOM OF RELIGION

Every society member is free to follow, practice, propagate and profess his religion in the society for the betterment of the society. If religion is diffused for the spread of peace and solidarity in the society its utility is at its best. This comes under **article 25 to 28.**

Since India a diverse society of multi ethnic and multi religious community, it's bound to acknowledge and accept the teachings of one another symbolizing integration and unity in the society. The state validates the theory of secularism.

Secularism

A secular state is one in which the state does not officially promote any one religion as the state religion. In other words the secular state distances itself from religions of all kinds with no provision of special treatment to any specific religion. Envisioning into all religions equally with equal eyes is said to determine secular nature of the state.

RIGHT TO EDUCATIONAL AND CULTURAL RIGHTS (MINORITIES)

➢ **Article 29 and 30** as enshrined pin points to Cultural and educational rights of the minorities- The same is prescribed to all religious groups of minority nature.

➢ Since minorities are lesser in number and the numbers keep dwindling in count from time to time its necessary that smaller minority groups be sufficiently privileged in disseminating their religious teachings to their younger generations through self regulated educational and cultural institutions such of traditional nature established since yester years.

➢ These minority institutions lend a huge support in galvanizing the basic learning of scripts or texts to their younger generation so as they professed generation after generation.

➢ It as well pin points to the basic support the institutions receive from the government in preservation and conservation of archaic scripts or writings very unique and consecrate to its sect only.

➢ Right to conscience is another aspect as enshrined in the Indian constitution which proclaims its secular nature.

➢ Right to practice of charity and welfare towards its own religious community in terms of donations, or monetary support etc are free to act upon with no restrictions.

➢ The difference between Right to religion and Right to Educational and cultural aspects of minorities is that while the former applies to all religions , the latter applies only to religious community of minority nature.

DAY -4

RIGHT TO CONSTITUTIONAL REMEDIES.

➢ The main function of Judiciary is to foresee that none rights are violated or curtailed off. If even so, one can seek the support of federal structure of Judiciary hierarchy wise utilizing the powers of original and appellate jurisdiction.

➢ Under the article **32 to 35** of the constitution well explains the sixth and the last Fundamental right called as Right to Constitutional Remedies under which if any one ostracized off the pivotal fundamental rights as explained above, between Article 14 to 31; one can definitely seek help of judicial Courts. In simpler words courts are a remedy to all sorts of violation of rights. This fundamental right is a cure against all kinds of violations be it in compliance to institutions, government or even individual.

The various forms of orders which the higher Courts can issue to other lower courts are as below:

• **Haebes Corpus-** This signifies to the common saying –the judicial bench may have the body (prisoner). The body here represents the culprit who needs a mention before the magistrate in self defense against the police arrest with in a time limit of 24 hours since the arrest. This underlies to make one self proclaim under Right to Life and Liberty where in course of trial the police custodian applies all steps and measures to free self while seeking bail from the court.

• **Mandamus-** 'ordering' element of the higher level courts to the lower ones is referred to as mandamus.

• **Prohibition** – the law under the clause prohibits the lower courts from performing any act that dis- empowers it. Questioning into the functioning of lower courts if in certain instances they exercise their powers excessively beyond limits without restraint.

• **Cerritorari** – few pending matters of crucial nature in the lower court if require quick addressal on part of the higher courts should be forwarded sooner to them. It's an order from the high level courts to assess the speed with which cases are disposed off in lower courts and if slow the higher courts can duly interfere to take the grip in its hand.

• **Quo Warranto –** Issue of warrant to someone holding an important portfolio in the interest of public welfare and if found violating the norms against the regularized practice of operational affairs.

DAY -5

CAN FUNDAMENTAL RIGHTS BE AMENDED?

➢ The answer is definitely – 'Yes' though very limited and in proportions. In instance of India's constitution there's just one Fundamental Right in the past that has been removed from the Fundamental list i.e. Right to Property. The parliament went on for a brief debate why it should be no more considered a part of Fundamental Right. While put forth for amendment the reasons as justified for its removal from the Fundamental list are as below:

➢ In many of the instances the Government does have the right to seize ones property if acclaimed through wrong means – also referred to as benami property. Wrong claims over illegal and spurious nature property can lead to ones prosecution.

➢ The property cannot be justified as of fundamental nature due to widening gap between the control over resources and property between the rich and poor. India socialistic principles has been a total failure- this because of widening gap between the rich and poor. As per one statistics the 1% super rich class control 49% of the total wealth while the remaining just owning 51%. The Indian economy today revolves around the rich and the poor and the widening gap has made it more critical. The property concentration in the hands of just few people denied the fundamental nature of property ownership uniformly.

DAY - 6

QUESTIONS

1. What is Right to conscience?

2. Mention differences between Human Rights and Fundamental Rights.

3. Mention any 3 difference between Fundamental Rights and Directive principles of State Policy.

4. Why was Right to Property removed from the list of fundamental rights?

5. What is Right to Life and Liberty?