SCERT Kerala · Class 10 · Social Science 2

Social Science 2 Part 2

PADIKAM
SOCIAL SCIENCE II
PART II
Complete Study Notes | Standard X | English Medium
SCERT Kerala 2025 syllabus coverage
Original explanations, revision tools, exam focus and practice

PADIKAM | CLASS 10 SOCIAL SCIENCE II - PART II
Contents
The final three chapters connect Earth's changing surface with India's economic transformation and sustainable development.
Chapter 6 | The Changing Earth
Chapter 7 | Indian Economy: Growth and Transformation
Chapter 8 | Towards Sustainability
How to use this book
• Read the chapter mission first to understand the learning target.
• Study the core notes and pause at every table, formula or process map.
• Use the exam focus list for last-minute revision.
• Answer the practice questions without looking back, then revise weak areas.
Official textbook links
SCERT Kerala Class 10 PART II
SCERT Kerala Standard 10 textbook catalogue

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CHAPTER 6
The Changing Earth
Chapter mission: explain endogenic and exogenic processes, hazards, disasters and risk reduction.
Hazard and disaster
• A hazard has potential to cause harm; a disaster occurs when impact overwhelms a community's capacity to cope.
• Risk depends on hazard, exposure and vulnerability, and is reduced by capacity and preparedness.
• The same physical event can have very different outcomes in different communities.
Endogenic processes
• Earth's internal heat drives crustal movements. Plate interactions produce folding, faulting, earthquakes, volcanism and mountain building.
• Earthquake focus is the point of energy release; epicentre is the surface point above it. Seismic waves reveal both hazard and Earth's interior.
• Magnitude describes released energy; intensity describes observed effects at a place.
Exogenic processes
• Weathering breaks rock in place through physical, chemical and biological action.
• Running water, groundwater, glaciers, wind and waves erode, transport and deposit material, producing characteristic landforms.
• Slope failure occurs when gravity overcomes material strength; saturation, undercutting, earthquakes and unsafe construction can increase risk.
Disaster risk reduction
Stage Examples
prevention/mitigation zoning, slope protection, safe building and ecosystem care
preparedness warning, drills, evacuation routes and supplies

response rescue, first aid, shelter and communication
recovery restore services and rebuild more safely
Community resilience
• Local hazard maps, scientific monitoring and traditional knowledge can complement one another.
• Warnings must be understandable, trusted and accessible to children, older people and persons with disabilities.
• Development decisions should avoid creating new exposure or vulnerability.
Exam focus
• Keep hazard, vulnerability, capacity and disaster distinct.
• Compare endogenic and exogenic forces with examples.

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• Answer disaster questions across the full cycle, not response alone.
Practice
1. Why is every earthquake not a disaster?
2. Differentiate weathering and erosion.
3. Prepare a landslide-risk-reduction plan for a hill settlement.

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CHAPTER 7
Indian Economy: Growth and Transformation
Chapter mission: analyse India's sectors, structural change, planning, reforms and persistent development challenges.
Measuring the economy
• Gross Domestic Product measures final production within the country during a period. Real growth adjusts for price change.
• Per-capita income is an average and does not show distribution, unpaid work, environmental loss or quality of life.
• Development assessment therefore also uses health, education, employment, poverty and sustainability indicators.
Sectoral transformation
• The primary sector draws from nature, the secondary sector transforms materials, and the tertiary sector provides services.
• As economies change, the contribution and employment share of sectors shift, but productivity and job quality may move unevenly.
• India's service sector has expanded rapidly while agriculture still supports a large workforce.
Planning and reforms
• Post-independence planning developed industry, infrastructure, agriculture and public institutions under a mixed economy.
• The Green Revolution raised food-grain output in selected regions but also created ecological and regional concerns.
• Economic reforms from 1991 expanded liberalisation, privatisation and global integration, bringing new opportunities and new vulnerabilities.
Employment and inclusion
• Organised and unorganised work differ in registration, regulation and social protection. Informal work often lacks security and benefits.
• Unemployment, underemployment and disguised unemployment describe different shortfalls in productive work.
• Inclusive transformation needs skills, small-enterprise support, infrastructure, labour protection, gender equality and balanced regional investment.
Exam focus
• Distinguish growth from broad development.
• Use sector examples and explain structural change.
• Evaluate reforms with both benefits and concerns.
Practice

1. Why can GDP rise without equal improvement in wellbeing?

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2. Explain disguised unemployment with an example.
3. Compare the roles of public and private sectors in a mixed economy.

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CHAPTER 8
Towards Sustainability
Chapter mission: apply sustainable-development principles to resources, production, cities and citizen choices.
Meaning of sustainability
• Sustainable development improves present wellbeing without destroying the ability of future generations to meet their needs.
• It integrates environmental integrity, social justice and economic viability rather than treating them as separate goals.
• Intergenerational equity concerns future people; intragenerational equity concerns fairness among people today.
Resource use
• Renewable resources can regenerate only if use stays within ecological limits. Non-renewable resources require efficiency, substitution and recycling.
• The circular economy aims to design out waste, keep materials in use and restore natural systems.
• Alife-cycle view examines extraction, manufacture, transport, use and disposal.
Key transitions
Area Sustainable direction
energy efficiency and low-carbon renewable sources
agriculture soil, water and biodiversity conserving practices
industry cleaner production and material recovery
cities public transport, compact planning, green-blue spaces
water watershed care, reuse and pollution prevention
Governance and participation
• Environmental impact assessment anticipates consequences before major decisions.
• Local communities need access to information and meaningful participation, especially when livelihoods and common resources are affected.
• Sustainable Development Goals provide shared targets, but progress requires measurable action and accountability.
Personal and collective action
• Responsible consumption asks whether a purchase is necessary, durable, repairable and fairly produced.
• Individual choices matter most when supported by public systems and institutional change.
• Reduce, reuse, repair, share and recycle in that order when practical.

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Exam focus
• Define sustainability through all three dimensions.
• Use life-cycle thinking rather than focusing only on disposal.
• Connect individual action with policy and infrastructure.
Practice
1. Differentiate renewable from sustainable use.
2. How does a circular economy reduce environmental pressure?
3. Design three sustainability actions for a school and state how each can be measured.

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Final Revision Checklist
• I can explain how physical events become disasters.
• I can relate Earth's forces to landforms and hazards.

• I can analyse growth, sectors and employment critically.
• I can apply sustainability across environment, society and economy.

Padikam Learning Content

Prepared as an independent learning companion using the SCERT textbook only as the syllabus and notation reference.