



Connect WITH THE
WORLD
6

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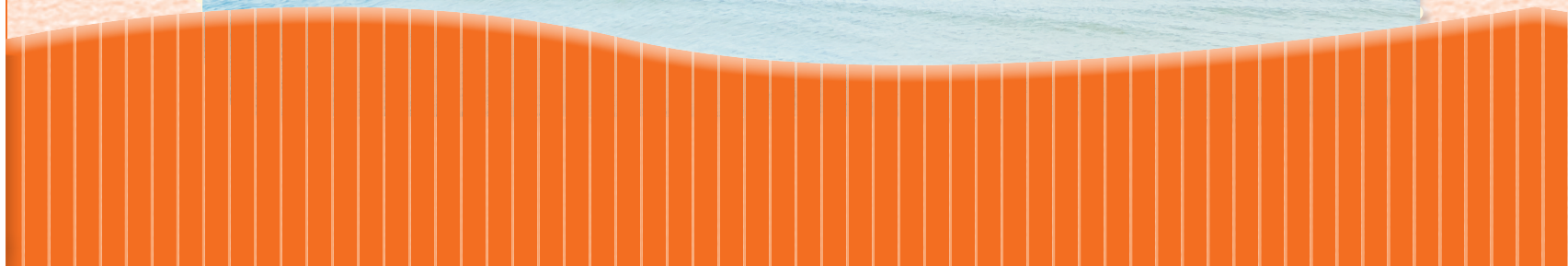
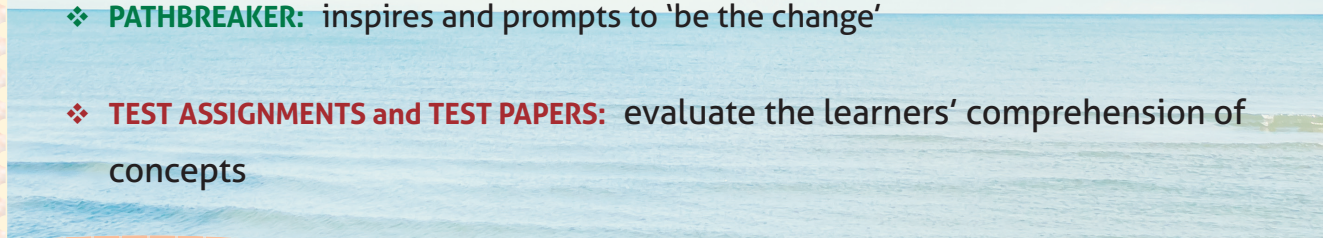


Connect WITH THE WORLD



FEATURES OF THE SERIES

- ❖ **LEARNING OUTCOMES:** list the focus of each lesson
- ❖ **LET'S GET STARTED:** short, doable warm-ups
- ❖ **BE A RESEARCHER, IQ, TIME TO THINK:** questions to provoke thinking and debate
- ❖ **GEOFACT, GOOD TO KNOW, MATTER OF FACT, TIME MACHINE, FACT BOX:** topic-related nuggets of information
- ❖ **GLOSSARY:** definitions of conceptual terms
- ❖ **CHAPTER IN A NUTSHELL:** recapitulation of the chapter for quick revision
- ❖ **EXERCISES:** MCQs, gap-filling, alternate responses, matching and wh- questions
- ❖ **HOTS:** questions to encourage analytical thinking
- ❖ **PATHBREAKER:** inspires and prompts to 'be the change'
- ❖ **TEST ASSIGNMENTS and TEST PAPERS:** evaluate the learners' comprehension of concepts



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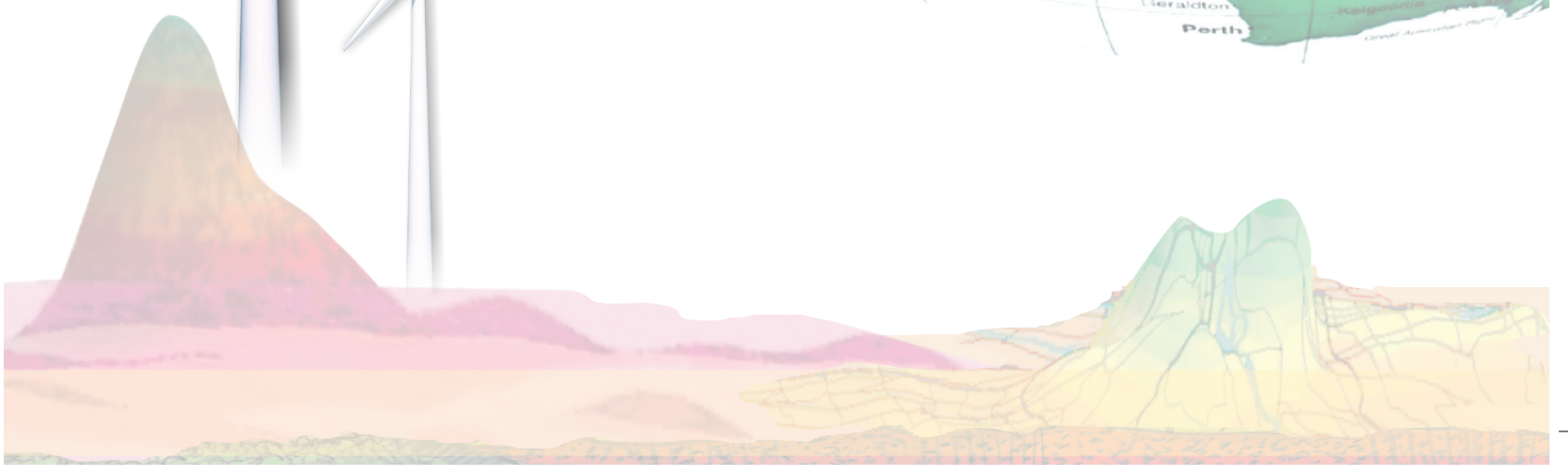
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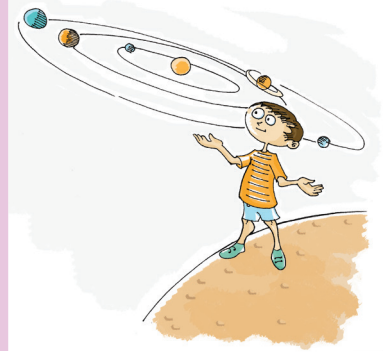
Part I

Geography



1

Our Solar System



Let's get started

Have the students work in groups of five. Each group has to plan a trip to a planet (other than the Earth): Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune or Pluto (tell the students that just for this activity, Pluto will be considered a planet despite the fact that its status was changed to that of a Dwarf Planet). Make three headings on the blackboard. Students will answer the following questions.

Physical Features	Ability to Sustain Life	Flight Plan
<ul style="list-style-type: none">Ask students from each group what they think the planet of their choice is like. Ask more questions about water, weather and gravity.	<ul style="list-style-type: none">Can you live on that planet?What do you need to live on the Earth? List the things that are necessary for survival.Students should realise that these are the same things they will need to live anywhere. The list should include basic needs such as food, water, shelter, oxygen and possibly personal needs, such as entertainment.	<ul style="list-style-type: none">How would you get there? (The point of this question is to discuss the distance, orbit and logistic planning involved in travelling to that planet.)Ask them to think and find out about the weather there.

Introduction

When we look up and see the night sky, we notice thousands of stars that are spread all over like swarms of glow worms in a dark forest. The Sun, which is the most important source of light and heat for us, is one of these stars. Similarly, the Moon, the other important natural source of light, is a satellite, while the Earth where we live is a planet. The stars, the satellites and the planets are among the countless objects spread across the sky, known as **celestial bodies**. These celestial bodies constitute our universe of which the Earth is also a part.

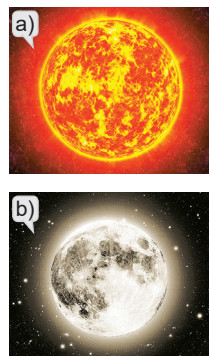


Fig 1.1 a) Sun; b) Moon and stars

The Universe

Everything that exists in space is part of the universe. In other words, the universe consists of the Sun, the Moon, the Earth, stars, gas and dust and all forms of life. According to a theory proposed by scientists Le Maitre and George Gamow, the universe came into being almost 14 billion years ago following a gigantic explosion, called the **Big Bang**. At the time of that great explosion, the entire universe was a hot dense bubble. Gradually, during a course of millions of years, it cooled down and expanded to its present form.



Fig 1.2 The Universe

Galaxy

Galaxies are vast clusters of stars, planets, gas, dust, etc., which are held together in space by gravity. There are billions of galaxies spread out in the universe. While larger galaxies have trillions of stars, the smaller ones consist of less than a billion stars.

Galaxies have different sizes, shapes and brightness. On the basis of their shapes, there are three major types of galaxies: **elliptical**, **spiral** and **irregular**.

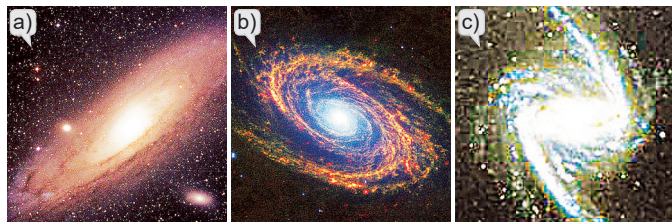


Fig 1.3 Galaxies: a) Elliptical; b) Spiral; c) Irregular

Stars

The little twinkling dots that you see in the night sky are stars. These are giant balls of gas in space and have their own light. All the stars that you notice in the night sky belong to the galaxy named Milky Way. It has hundreds of billions of stars. It has enough gas and dust to make billions of more stars. They are all held together by gravity.

Stars take millions of years to form. They begin their lives in a nebula which is a cloud of gas and dust. Soon, the nebula becomes a hot dense ball and the centre heats up. This hot core becomes a star, giving out great amounts of heat and energy. You must have also noticed that stars are of different sizes and brightness. These are located at various distances from the Earth.



Fig 1.4 Stars

The distance in space is measured in light years. A **light year** is the distance in space travelled by light in one year.



Good to Know

Stars helped people to determine directions at night before the invention of the magnetic compass. The North Star or Polaris indicates the north direction and always remains in the same position in the sky. It is also called the Pole Star.

Constellation

When you look up in the sky at night, you can see groups of stars forming shapes such as those of an animal, a mythological character or an object. Such a group of stars with some imaginary shape is called a **constellation** (*Nakshatra*). A constellation may have just 10 stars or sometimes more than a million stars.



Geo Fact

The Sun, which the Earth orbits, is just one of the 100 billion stars in the Milky Way.

There are 88 constellations known so far. You can identify some of these with naked eyes, like the Ursa Major, Ursa Minor, Orion, Scorpius, Canis Major, Taurus etc.



Fig 1.5 Ursa Major (Saptarishi)



Good to Know

The constellation Ursa Major or Big Bear is referred to as Saptarishi (The Seven Sages) in Indian astronomy.

The Solar System

The Solar System consists of the Sun, planets including our Earth which revolve around the Sun in fixed paths called **orbits**. Other celestial bodies like asteroids, moons, dwarf planets, meteoroids, comets etc are a part of the Solar System. The Sun is at the centre of the Solar System and its gravitational pull keeps all the planets and other bodies in their orbits.

The Sun

Made up of intensely hot gases, the Sun is the largest member of the Solar System. It provides heat and light to all the planets. Without the Sun, life on Earth would not exist and our planet would be completely barren and frozen. The gravitational field of the Sun holds the entire Solar System together.

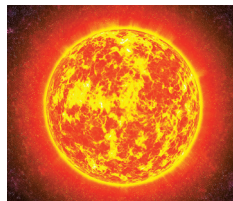


Fig 1.6 The Sun



Be a researcher

Why does the Sun, unlike other stars, appear so large? Why do we not see the twinkling effect of the Sun as we see in case of the other stars?

The Planets

In the Greek language, the term planet means 'wanderer'. The celestial bodies called planets have been named so because they are in constant motion around their parent stars. The Sun has eight planets that orbit around it. No two planets are the same—they have different compositions, surface temperatures and gravitational pulls. Mercury, Venus, Earth and Mars are called **inner planets** as they are closer to the Sun. Jupiter, Saturn, Uranus and Neptune, which lie farther from the Sun, are called **outer planets**. These have rings around them and many moons.

While the Sun has its own light like other stars, the planets reflect the light of the Sun. Moreover, like other stars, the Sun emits its own heat, too, and planets receive this heat from it.

The orbits in which the planets move around the Sun are shaped like flattened circles. The paths



Good to Know

The US based NASA is one of the premier space research agencies in the world. NASA stands for The National Aeronautics and Space Administration.

that they move in are elliptical, so they are also called **ellipsis**. Besides revolving around the Sun, each planet also rotates on its axis. Some planets have their own moons or smaller celestial bodies orbiting around them.



Time Machine

The age of the Earth is 4.5 to 4.6 billion years.

Mercury is the smallest planet in the Solar System. It is the closest planet to the Sun. It is also the fastest moving planet as it revolves around the Sun once in every 88 days. However, it spins on its axis very slowly—once in every 58.6 days. Its temperature is around 400°C during the day, but drops to about -170°C at night. This is because Mercury has almost no atmosphere.

Venus is the hottest planet, with a temperature of 475°C even during the night. This is because its atmosphere is 96 per cent carbon dioxide, a gas that traps heat. Since its size is almost the same as that of the Earth, it is also called **Sister Planet of the Earth**. It is the brightest planet in the night sky and easy to spot from the Earth. As it appears in the early morning or evening, it is also called **Morning Star** or **Evening Star**.

The **Earth** is the fifth largest and the third nearest planet to the Sun. It is the only planet that has life-supporting conditions, like water and air, which are essential for survival. From the outer space, the Earth appears blue because two-third of its surface is covered by water. It is, therefore, called the **Blue Planet**.

Mars is often referred to as the **Red Planet** because of the presence of red soil. This planet has many features in common with the Earth, such as an atmosphere with clouds and polar caps that melt partly in summer. But it has no water and very thin and dry atmosphere. It has two small satellites.

Jupiter is the largest planet of the Solar System with faint rings around it. It is about 318 times heavier than the Earth. Also, its diameter is about 11 times more than that of the Earth. It is a gas giant made up of hydrogen and helium, and is covered by a layer of clouds. It has no solid surface like most other planets. Jupiter is also the fastest-rotating planet that causes severe storms. It also has a strong magnetic field and 67 natural satellites.

Saturn is the second largest planet in our Solar System after Jupiter. It is known for its rings. Space studies show that this planet has 12 major rings, made up of ice particles varying in size from very small to as big as an iceberg. Saturn is visible without using a telescope. It has 62 natural satellites.

Uranus is the third largest planet after Jupiter and Saturn. It is four times larger than the Earth. Uranus is similar to Jupiter and Saturn in its composition, but colder because of its distance from the Sun. Uranus also has thin rings but they cannot be seen from the Earth as they are black in colour. It has 27 natural satellites.

Neptune, also called the **Blue Giant**, is the farthest planet in the Solar System. It is so far from the Earth that it can hardly be seen, even with powerful telescopes. It spins quite rapidly on its axis taking only 16 hours 7 minutes for one rotation. One

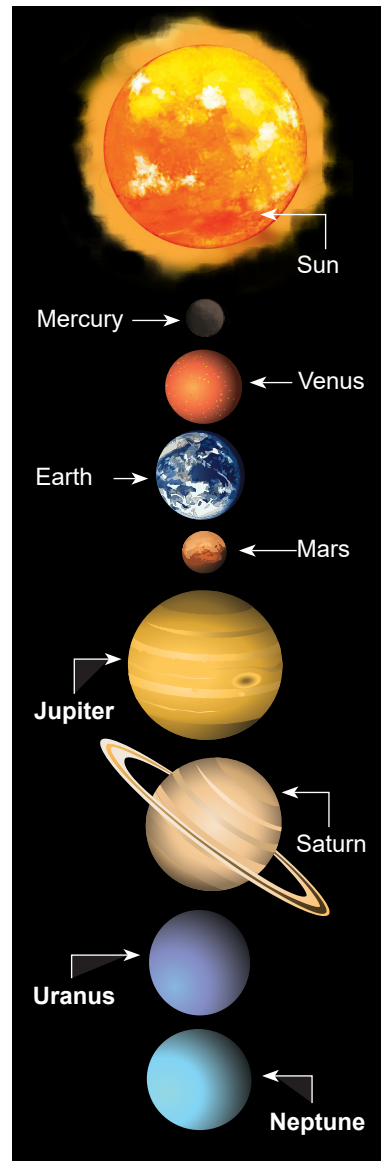


Fig 1.7 The planets

year on Neptune lasts for almost 165 Earth years. Space studies show that it has about 13 satellites and thin rings, similar to those of Uranus.

Dwarf planets

A dwarf planet is a celestial body that orbits the Sun, has enough mass to assume a nearly round shape and is not a Moon. These include Pluto, Ceres, Eris, Makemake and Haumea.

Pluto, earlier considered to be the smallest planet, was classified as a Dwarf Planet in 2006.

Pluto is slightly smaller than the Earth's Moon. It takes Pluto 248 years to go around the Sun. One day on Pluto is about 6½ days on the Earth.

Our Unique Earth

Our planet Earth is the only planet which has life. The photographs of the Earth taken from space show that it is a colourful planet, with shades of blue, white and green. The oceans and seas make the Earth look blue when seen from space. The white colour represents the clouds and green shows the vegetation. Thirty per cent of our planet is covered by land and seventy per cent by water.



Fig 1.8 The Earth

The Earth is surrounded by an atmosphere of nitrogen, oxygen and water vapour. It also has a layer of ozone, which absorbs some of the damaging radiation from the Sun. Most importantly, the Earth has water. These conditions support life. Besides, our planet has soil, which allows plants to grow.

Though the temperatures on the Earth vary a lot (–85°C to 65°C), we have more or less constant temperature between day and night. Our planet is about 149,591,000 km away from the Sun. Therefore, it is neither too hot nor too cold.

The Earth's shape is **Geoid** meaning it is slightly flattened at the poles. It takes 365¼ days to complete one revolution around the Sun. It

completes one rotation in 24 hours. Its axis of rotation is tilted, which is responsible for change of seasons. The Earth rotates from west to east on its axis. Its rotation causes day and night.

Satellites or moons

Satellites are smaller celestial bodies which revolve around the larger bodies—generally the planets. As planets move around the Sun, their satellites accompany them in their revolution. Satellites may be human-made or natural. Human-made satellites are sent to space to collect information on celestial bodies. They are launched into the orbit using rockets. The Moon is a natural satellite of a planet. Jupiter, Saturn, Uranus, Neptune and Mars have many moons while Mercury and Venus have no moons at all. The Earth has only one Moon.

The Earth's Moon

The Earth's Moon is the brightest object in the night sky, but has no light of its own. It only reflects light from the Sun. The Moon is about 3,84,400 km away from the Earth. It completes one revolution around the Earth in about 27 days. It takes almost the same time to complete a rotation on its axis.

The Moon's surface is rocky and covered with dust. It has large holes on its surface called **craters**. There is no air on the Moon. It has no life of any kind.

Since the Moon is much closer to us than the Sun, it looks almost as big as the Sun. Sometimes, the Moon looks like a complete bright circle while on other occasions, it is not visible. The day we see a complete circular moon is called the **Full Moon day**. After the Full Moon day, the size of the Moon gradually decreases everyday and after 15 days it disappears. This is called the **New Moon day**. After the New Moon day, size



Fig 1.9 Phases of the Moon

of the Moon starts increasing and the Full Moon is once again visible after 15 days. The various sizes of the Moon visible to us during a month are called the **Phases of the Moon**.

Asteroid belt

Asteroids are small, rocky bodies that have been left over from the formation of the planets 4.5 billion years ago. Most of them can be found orbiting the Sun in a belt between Mars and Jupiter. This region in our Solar System is called the **Asteroid Belt**. Ceres, the dwarf planet, is the largest asteroid in the asteroid belt.

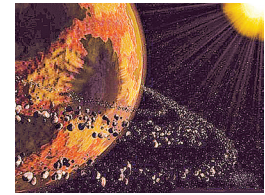


Fig 1.10 Asteroid belt

Meteors and meteorites

Meteors are tiny pieces of metal or rock, which come into existence when asteroids break up. Most meteors burn up before they even reach the Earth. The shooting stars that we often see are not stars, but meteors streaking across the sky. When these objects fall on the Earth's surface, they are called **meteorites**. Large meteorites can cause huge craters when they fall on the Earth and other planets.



Fig 1.11 Meteors

Comets

You might have heard about or seen a comet with a shining tail flashing through the night sky. **Comets** are small icy bodies that revolve around the Sun. They glow with the light of the Sun as they come close to it.



Fig 1.12 Comet

Have you heard about Halley's Comet?

The Halley's Comet is seen once in 76 years—it was last seen in 1986. Recently, in 1996, a Japanese astronomer discovered the Hyakutake Comet (named after him). It is considered to be the brightest comet seen over the last 20 years.

CHAPTER IN A NUTSHELL

- The universe consists of billions of galaxies.
- Our Solar System is just one of the systems within the galaxy, the Milky Way.
- Stars originate from nebulae and can be of different sizes and brightness.
- The Sun is a star and the centre of the Solar System.
- There are eight planets—Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.
- The Earth is a unique planet as it can support life.
- Asteroids, meteors, comets and satellites are other celestial bodies in the Solar System.

Glossary

Asteroid A rocky celestial body that orbits the Sun | **Comet** Celestial body with a luminous tail | **Constellation** Group of stars with various shapes | **Galaxy** A system of stars, along with clouds of gas, as well as dust particles that are held together by gravity | **Meteor** Streak of light in the sky that is produced when a rocky celestial body burns up, and slips through the Earth's atmosphere | **Meteorite** A meteor that reaches the Earth's surface | **Orbit** The elliptical path on which a planet revolves around the Sun | **Planet** A vast celestial body that revolves around a star | **Satellite** Any natural or human-made object that moves around a larger natural object in space

EXERCISES

A. Fill in the blanks.

1. An asteroid is a rocky celestial body that orbits the _____.
2. _____ has recently been classified as a dwarf planet.
3. The fixed path along which the _____ move around the Sun is called _____.
4. Planet _____ is unique as it supports life on it.
5. Planet _____ takes minimum time to complete one rotation.

B. Tick the correct answer.

1. How many types of galaxies are there?
a. one b. two c. three d. four
2. What is the term used for a group of stars?
a. orbit b. galaxy c. constellation d. universe
3. Between Mars and Jupiter, what is found?
a. asteroids b. moons c. dwarf planets d. stars
4. The rings of this planet are very visible.
a. Jupiter b. Saturn c. Mars d. Venus
5. Halley's is a name given to a
a. star b. comet. c. Moon. d. galaxy.

C. Give one word for the following.

1. the fastest rotating planet _____

2. one year on this planet is almost 165 years on Earth _____
3. they begin their lives as a nebula _____
4. group of stars with some imaginary shape _____
5. distance in space travelled by light in a year _____

D. Answer the following questions in brief.

1. What are the three different types of galaxies we know?
2. Why do comets have tails?
3. Name the dwarf planets in our Solar System.
4. What is the composition of the Earth's atmosphere?
5. Who propounded the Big Bang theory? What is it?

E. Answer the following questions in detail.

1. How is Full Moon Day different day different from a New Moon Day?
2. What is the asteroid belt? Where is it found?
3. Why is Earth called a Unique Planet?
4. What are the inner planets and the outer planets of the Solar System? How are they different from each other?

HOTS

1. Uranus spins quite rapidly on its axis, taking only 16 hours 7 minutes for one rotation. However, it takes 165 Earth years to complete one revolution around the Sun. Why?
2. Why do you think the moon has craters on its surface?
3. Proxima Centauri is the closest star to the Earth, after the Sun. It is 4.2 light years away. What does it mean?



EXPERIENTIAL LEARNING

ACTIVITY

The year 2019 has been a landmark year for NASA as they have finally spotted and brought before us the first-ever image of a Black Hole.

- a. What is a Black Hole?
- b. Why are they called so?
- c. What is the nearest Black Hole to Earth?

d. What will happen if we fall in a Black Hole?

Find out the answers to these questions and have a discussion in the class around the topic.

LIFE SKILLS

THINKING SKILL

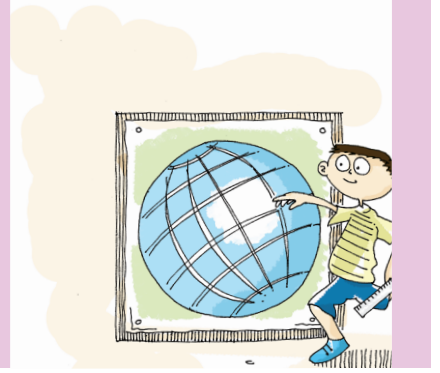
Visit a planetarium with your parents and watch the different constellations in the night sky over your city. Find out more about these celestial bodies and share this information with your family.

PROJECT

Observe the night sky, preferably from a place where there is less of artificial light. Record your observations twice a day, once at night and once in the early hours of the morning. Do this exercise for 30 days and compare the change in the position of the stars, constellations and the moon. Share your observations with the rest of the class.

2

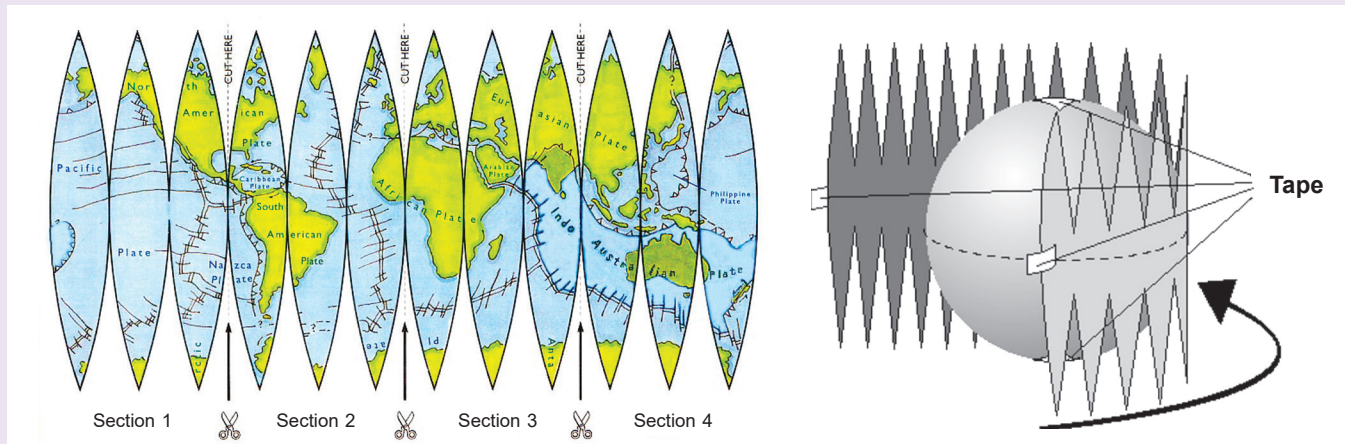
Globe: The Earth's Model



Let's get started

What to do: 1. The students carefully cut out the map. 2. Then the cut-out is wrapped around the tennis ball, so the Equator goes around the middle of the ball. 3. The map is taped together at the Equator. 4. The students put a piece of two-sided or folded-over tape at each of the poles—the top and bottom of the ball. Then the points of the map are brought together by pressing them onto the tape one by one. 5. Once all the points are together, a piece of tape is placed on top of the poles to hold them in place.

You now have a spherical map of the Earth on your tennis ball—a Tennis Ball Globe!



Introduction

Since ancient times, people have been using different ways and methods to determine the location of a place on the Earth's surface. Scientific investigations have clearly shown how various reference points and imaginary lines on

the Earth's surface can be useful for this purpose. Let us learn more about such reference points.

Globe

A globe is like a tiny image of our planet that tries to represent every feature on the Earth. It is the closest representation of the Earth. Globes are available in different sizes and materials. The globe shows physical features like the oceans,



Good to Know

The ancient Greeks were the first to use globes to represent the Earth, in around 150 BCE.

seas, continents, countries etc. A globe is useful in many ways.

- It helps in understanding how days and nights are caused. We can actually rotate the globe to feel the movement of the Earth.
- It helps in understanding how seasons change over a year. The poles of the globe are also a little tilted in the same manner as those of the Earth. This slight tilt causes the change of seasons, which we experience as summer, winter, autumn, spring, monsoon etc.
- A globe shows the physical features of the Earth, such as the oceans and mountains.
- A globe is also helpful in determining the distance between two places. It shows directions, relative sizes and shapes of the oceans, continents, islands and seas.



Fig 2.1 Globe

Location—relative and absolute

Location refers to the place or position that something occupies in space or on Earth. It may be absolute or relative. Every place has a location which we sometimes understand in relation to the location of other places. For instance, in order to describe the location of your classroom, you may say that it is next to the staff room. Here, the location of the place that we originally refer to is called **relative location**.

Every place on Earth has a unique and definite location—be it a city, a house or a shop. Each one of these places has an address of its own. This is called the **absolute location**.

How do we determine the absolute location of a place? Geographers and cartographers use a geographic grid system, with the help of which the location of any place on the Earth can be found. You must have noticed lines crisscrossing a globe or a map. These are the **lines of latitude and longitude**. They form the grid system called **graticule**.



Geo Fact

The imaginary line passing through the Earth around which it continuously spins is called its axis of rotation. It is tilted 23.5° away from the perpendicular to its orbital plane. At the northern end of this axis is the North Pole, while at the southern end is the South Pole.

So, the absolute location of a place would be mentioned as a latitude number followed by the longitude number. For example, the absolute location of Mumbai on the globe is 18°N latitude and 72°E longitude.

Latitudes

Latitudes are circular imaginary lines that run horizontally, in a west-east direction. The Equator is the central latitude as well as the longest one. It divides the Earth into two equal halves to the north and south of it. Each half is called a hemisphere—the Northern Hemisphere and the Southern Hemisphere. The Equator represents the 0° latitude and thus, is a reference point. All the latitudes are measured as angles from the centre of the Earth (north or south of the Equator).

Latitudes are also called **parallels of latitude** because they run parallel to each other. The greatest circle is the Equator and the latitudes get shorter as you move north or south of the Equator. At the poles, they become points. The latitudes to the north of the Equator are denoted by the letter N, while those south of the Equator are denoted by the letter S. Example: Latitude for Cairo is 29°N and the latitude for Cape Town is 33°S .

Important latitudes

There are 180 parallels of latitudes (90 to the north and 90 to the south of the Equator). Of these, some are considered important parallels as they are used as reference points in geography. The important latitudes are as follows:

- the Equator (0°)
- the Tropic of Cancer ($23\frac{1}{2}^\circ\text{N}$) in the Northern Hemisphere

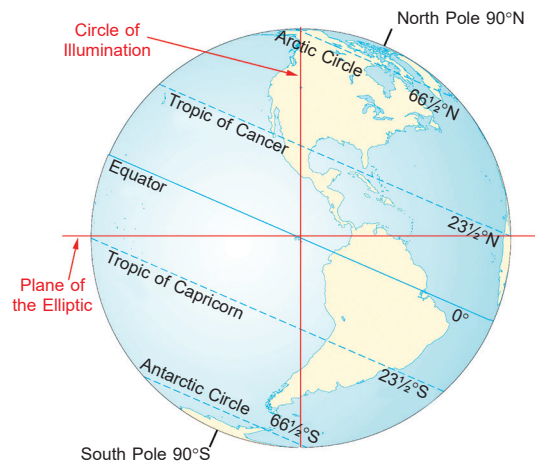


Fig 2.2 Latitudes

- the Tropic of Capricorn ($23\frac{1}{2}^{\circ}\text{S}$) in the Southern Hemisphere
- the Arctic Circle ($66\frac{1}{2}^{\circ}\text{N}$) North of the Equator, and
- the Antarctic Circle ($66\frac{1}{2}^{\circ}\text{S}$) South of the Equator.

These latitudes, since early times, are also believed to mark the beginning and the end of the broad climatic zones of the Earth.

Thermal zones

There are three major thermal zones into which our planet is divided. These are also known as **heat zones**.

The **Torrid Zone** is the area between the two tropics, the Tropic of Cancer in the north and the Tropic of Capricorn in the south. The Sun's rays fall vertically in this zone, so it receives the maximum heat. It is regarded as the hottest part of the Earth. This area is also called the **tropics**.

The **Temperate Zone** is the area between the Tropic of Cancer and the Arctic Circle in the north, and that between the Tropic of Capricorn and the Antarctic Circle in the south. Here, the Sun is never overhead—its rays are slanting. So, enough heat does not reach this area. Therefore, this zone experiences moderate range of temperature.

The **Frigid Zone** lies between the Arctic Circle and the North Pole, and the Antarctic Circle and the South Pole. These regions are permanently frozen because they receive extreme slanting rays

of the Sun. This zone is regarded as the coldest on Earth, since the Sun hardly rises above the horizon. It has six months of daylight and six months of night.

Longitudes

Longitudes are imaginary lines running vertically from the North Pole to the South Pole. The longitudes are also known as **meridians**. In all, there are 360 meridians. These are also called the meridians of longitude. The distance between two longitudes is measured in degrees. Each degree is further divided into minutes and minutes into seconds.

The Prime Meridian is the central longitude, which divides the Earth into two vertical halves—the Eastern Hemisphere and the Western Hemisphere. Because of equal length, it is difficult to number the meridians. Hence it has been decided that the count should begin from Greenwich in England. The **Prime Meridian** is therefore also called the **Greenwich Meridian**. It is regarded as the 0° longitude. The remaining longitudes are measured as angles east or west of the Prime Meridian. There are 180 meridians of longitude on the east of the Prime Meridian, and 180 on its west.

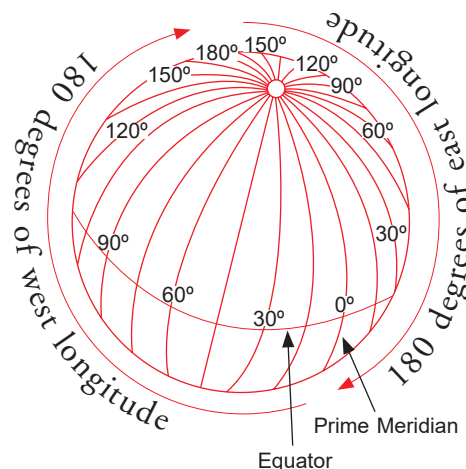


Fig 2.3 Longitudes

The distance between each degree of longitude is 111.32 km at the Equator. At the poles, the distance is 0 km. This is because, from the Equator, the distance between longitudes keep decreasing till they merge at the poles. All longitudes intersect the Equator at right angles.

We can locate any place on the globe if we know its latitude and longitude.

Measuring time

For ages, time has been measured by the movement of the Earth and the position of the Sun in the sky. When the Sun is right overhead, it is noon. As the Earth rotates and the apparent position of the Sun changes, it shines overhead on each longitude at different times. Therefore, places on different longitudes have noon at different times. All the places on a given meridian of longitude will have the same time.

The time can be measured in the following manner.

- The Earth rotates 360° in 24 hours or 1° in four minutes.
- If it is 12 noon at Greenwich, the time 30° east of Greenwich will be $30 \times 4 = 120$ minutes, i.e., 2 hours ahead of Greenwich time, 2 p.m.
- At 30° west of Greenwich, the time will be behind by two hours, i.e., it will be 10 a.m.

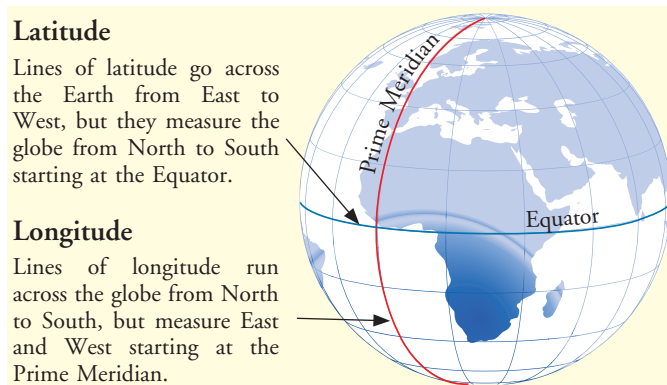


Fig 2.4 Latitude and Longitude lines

Relation to GMT Have you ever had an experience when you called your friend or relative on a Sunday morning at 10 a.m. from India, and discovered that your friend was sleeping on a Saturday night in Toronto, where it was 11:30 p.m.? You might have next called your cousin in Auckland, but he was at the park, playing with friends, as it was 5:30 p.m. in the evening.

As the Earth rotates from west to east, those places east of Greenwich will be ahead of Greenwich

Meridian Time (GMT) and those to the west will be behind GMT.

Local time

All places along a particular longitude have the same time. This is called the local time of the meridian. It would be 12 noon at all places on a given longitude when the Sun is overhead.

Standard time and time zones

The Earth rotates from west to east and completes one full circle, or 360° of longitude in 24 hours. The time difference between two longitudes is four minutes. Can you imagine what would happen if you had to change the time on your watch every time you travelled one degree of longitude? There would be utter confusion if you embarked on a long train journey!

Therefore, in the late 1870s, Sir Sanford Fleming designed a plan for a worldwide standard time, which is very much the same as the one we have now.

For every 15° of longitude, we have one time zone. Now, there are 360° of longitude, so, we have 24 time zones in the world.

Standard time is the time that the residents of a time zone or a country follow. It is the local time of the central or standard meridian chosen by that country. The standard time zones often follow boundaries that are accepted worldwide. These may be either natural or political boundaries.

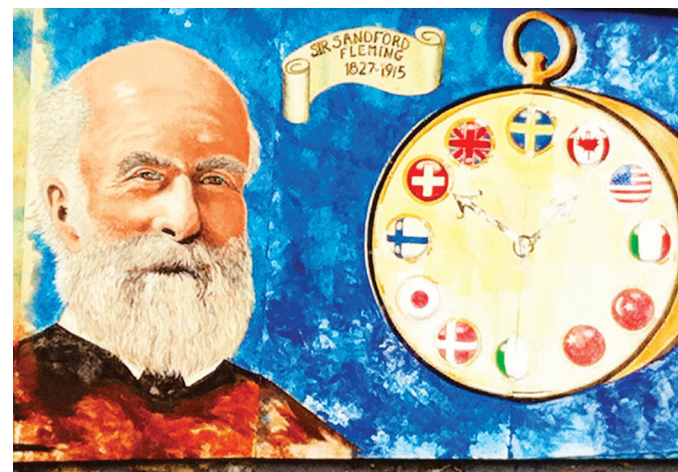
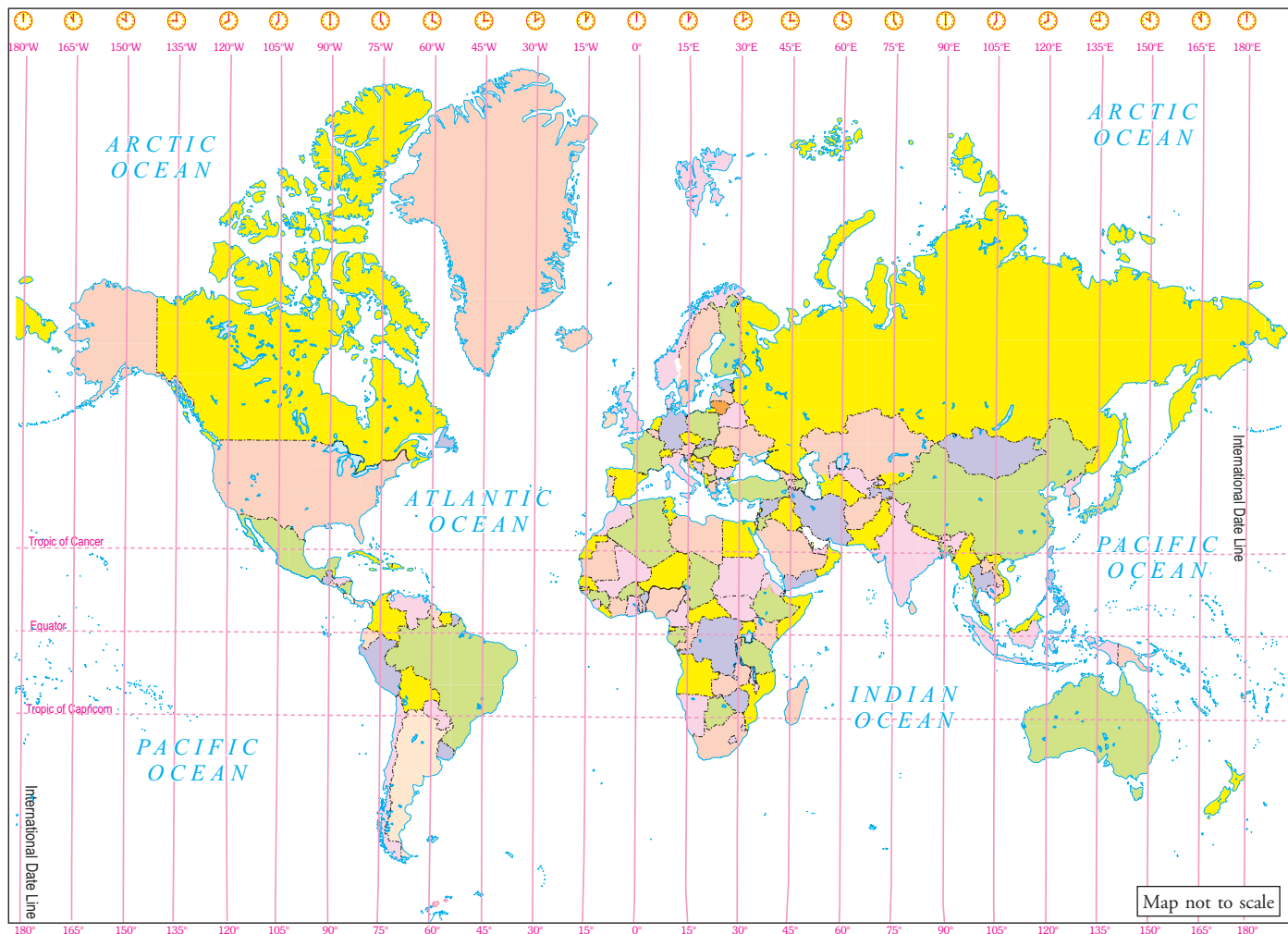


Fig 2.5 Sir Sanford Fleming



Map 2.1 Standard time zones

In India, the local time of the $82\frac{1}{2}^{\circ}\text{E}$ meridian has been selected as the standard time. This is known as the **Indian Standard Time** or **IST**. The $82\frac{1}{2}^{\circ}\text{E}$ longitude passes through Allahabad, which lies roughly at the centre of the country.

Example: Rashid living in Hyderabad will watch the Wimbledon match at 5.50 p.m., whereas, it starts at 1.21 p.m. in London.

Some countries span across multiple time zones. Russia spans across 11 time zones but has grouped them into eight standard time zones. China has five time zones but runs on a single standard meridian.

International Date Line

Can you guess why no direction (E or W) is required to refer to the 180° longitude? It is because the 180° longitude represents both the

180°E and the 180°W longitudes. It runs through the Pacific Ocean and is called the **International Date Line**. However, it is not a straight line. Let us see how this line works. When you travel east across the International Date Line, you need to subtract a day. Similarly, you gain one day when you travel west across the 180° longitude.

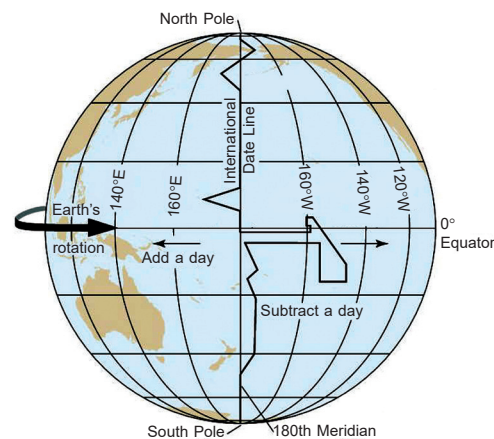


Fig 2.6 International Date Line

CHAPTER IN A NUTSHELL

- A globe is a model of the planet Earth. It represents our Earth in its actual shape. We can see all the countries of the world in their correct shapes and proportionate sizes.
- Every place on Earth has two types of location—relative and absolute.
- The Prime Meridian is the central longitude that divides the Earth into two vertical halves—the Eastern Hemisphere and the Western Hemisphere.
- Latitudes and longitudes are helpful in determining the location of different places on Earth.
- Longitudes are used to calculate time between places.
- The Earth rotates from west to east and completes one full circle, or 360° of longitude in 24 hours.
- The International Date Line is an important longitude that helps to standardise time across the world.

Glossary

Axis of the Earth Imaginary line running between the North Pole and the South Pole, tilted at an angle of $23\frac{1}{2}^\circ$ from the vertical, the Earth rotates along this imaginary axis | **Equator** 0° latitude, which divides the Earth into the Northern Hemisphere and the Southern Hemisphere | **Graticule** lines that represent parallels of longitude and latitude on maps and globes | **Greenwich Mean Time** Local time of the Prime Meridian | **Latitude** Angular distance of a place north or south of the Equator | **Local time** The time of a place along a particular longitude | **Longitude** Angular distance of a place east or west of the Prime Meridian

EXERCISES

A. Fill in the blanks.

1. _____ are the imaginary lines that run vertically from north to south.
2. The _____ Date Line is an important _____ that helps to standardise time across the world.
3. The Earth is divided into two vertical halves by a central longitude called the _____.
4. Globes are the closest representation of the _____.
5. In the late 1870s, _____ designed a plan for a world wide standard time which is very much the same as the one we have now.

B. Tick the correct answer.

1. The Earth rotates on its axis from
a. west to east. b. east to west. c. north to south. d. south to north.
2. The Indian Standard Time or IST passes through
a. $82\frac{1}{2}^\circ\text{W}$. b. $82\frac{1}{2}^\circ\text{E}$. c. $82\frac{1}{2}^\circ\text{S}$. d. $82\frac{1}{2}^\circ\text{N}$.
3. The 180°E and the 180°W longitudes run through the Pacific Ocean and is called the
a. International Standard Time. b. International Date Line.

- c. Prime Meridian. d. Indian Standard Time.
4. The latitude of $23 \frac{1}{2}^\circ\text{N}$ is known as
 a. Tropic of Cancer. b. Tropic of Capricorn.
 c. Equator. d. Prime Meridian.
5. The Earth has been divided into _____ heat zones or thermal zones.
 a. 2 b. 3 c. 3 d. 4

C. Answer the following questions in brief.

1. Who was Sir Sanford Fleming?
2. Why are latitudes also called Parallels of Latitude?
3. What is IST and how is it determined?
4. What is the Greenwich Meridian? Where does it pass through?
5. What are the important latitudes that are drawn on the globe?

D. Answer the following questions in detail.

1. What is the Torrid Zone? How is it different from Temperate Zone?
2. What is the weather like in the two Frigid Zones? Why is that so?
3. Why are globes helpful to us?
4. What are the parameters to determine the location of a place?
5. How is local time different from GST?
6. Draw a circle to represent the Earth and on it show the following things:

❖ North and South Pole	❖ tilt on its axis
❖ important latitudes	❖ 3 heat zones

HOTS

The US is spread across six time zones. From west to east, they are Hawaii, Alaska, Pacific, Mountain, Central and Eastern. Besides these there are three more time zones, namely the Atlantic, America Samo Chamorro which are not observed. What does so many time zones tell us about the size of the country?

EXPERIENTIAL LEARNING

ACTIVITY

Solve the crossword puzzle and fill in the blanks.

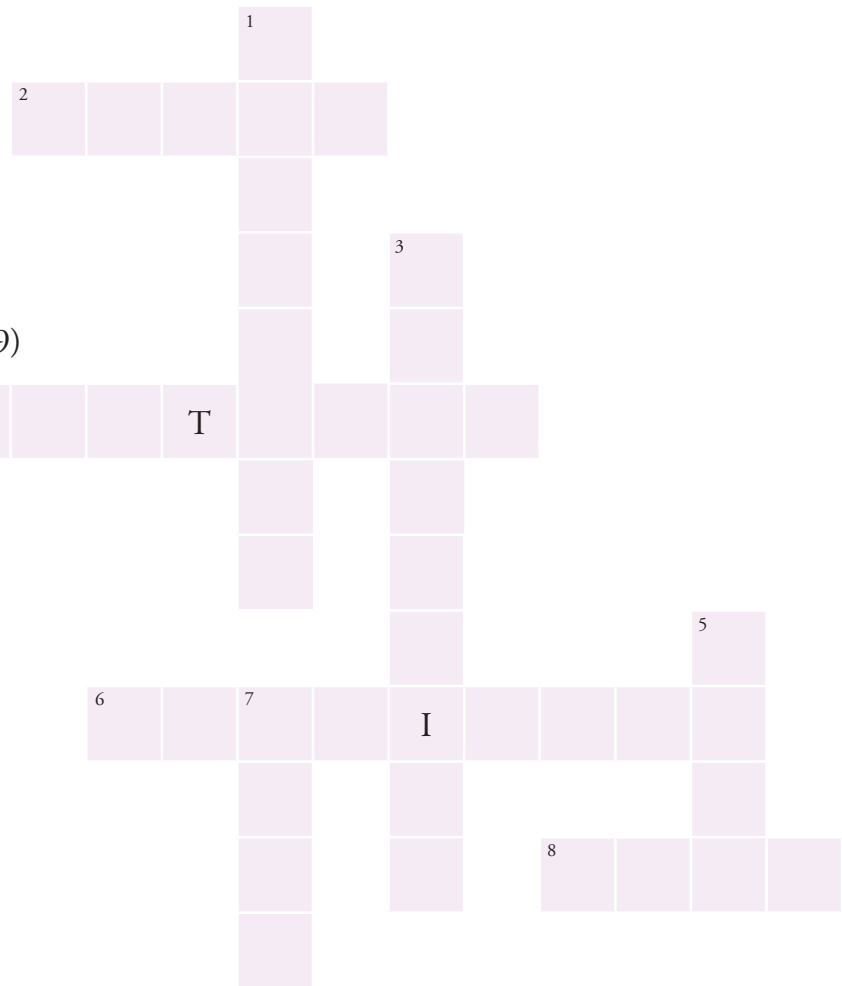
ACROSS

2. A _____ is like a tiny image of a planet. (5)
4. _____ are the imaginary lines that run from North to South Pole. (10)
6. The lines of latitude and longitude form a grid called _____. (9)
8. The International _____

Line runs through the Pacific Ocean representing both the 180°E and W longitudes. (4)

DOWN

1. The unique and definite location of a place on the Earth is also called _____ location. (8)
3. The Prime Meridian passes through _____ in England. (9)
5. The three major thermal zones are also called _____ zones. (4)
7. The Earth orbits on its own _____. (4)



PROJECT

In groups of 4–5, find out:

- a. When and by whom was the first globe made?

- b. How long did it take people to accept that the Earth was not flat but round?
- c. Who offered maximum resistance to the theory that the Earth was round?
- d. What kind of opposition was faced by the scientists from different quarters and why?
- e. Between a globe and a map, which is better for use and why?
- f. Who is a cartographer? What did the early maps look like?
- g. An aerial view can help us in making the maps in modern times. How do you think the maps were made in the earlier times when getting an aerial view was not possible?

MAP SKILLS

With the help of an atlas, find out the location of the places given below and write their latitudes and longitudes.

- a. Delhi
- b. Hyderabad
- c. Bengaluru
- d. Ahmedabad
- e. Guwahati
- f. Paris
- g. San Francisco
- h. Sydney
- i. Tokyo
- j. Moscow

TEST ASSIGNMENT 1

(Chapters 1-2)

A. Tick (✓) the correct answer.

- The area between the Tropic of Cancer and the Tropic of Capricorn is called:
a. Torrid Zone b. Frigid Zone c. Temperate Zone d. Meridian
- International Date Line is the line of longitude representing:
a. 180° b. 60° c. 360° d. 80°
- The shape of the Milky Way is:
a. oval b. spiral c. elliptical d. round
- Which of the following is an inner planet?
a. Jupiter b. Mars c. Saturn d. Uranus
- The first human-made satellite was:
a. Aryabhata b. Rohini c. Bhaskar d. Sputnik I
- There are _____ degrees of latitude to the north of the Equator.
a. 90 b. 180 c. 360 d. 160
- The heat from the Sun's surface takes about _____ minutes to reach the Earth.
a. 7 b. 8 c. 8.5 d. 18
- At the Equator, the distance between every degree of longitude is:
a. 105.16 km b. 111.32 km c. 118.47 km d. 218.33 km
- Halley's comet is seen once in:
a. 46 years b. 76 years c. 96 years d. 46 years
- The largest asteroid in the asteroid belt is:
a. Pluto b. Ceres c. Eris d. Scorpio

B. Fill in the blanks.

- A layer of _____ in the Earth's atmosphere absorbs the dangerous solar radiation.
- The universe came into existence almost _____ years ago following a gigantic explosion called the _____.
- A _____ is the distance travelled in space by light in a period of one year.
- _____ of the Earth is the distance between the two poles through the planet's axis.
- _____ and _____ proposed the Big Bang theory relating to the creation of the universe.
- The three major types of galaxy are _____, _____ and _____.

7. The _____ is the central and the longest line of latitude.
8. The _____ pull of the Sun keeps all the planets and other bodies in their orbits within the Solar System.
9. The constellation _____ or _____ is also called Saptarishi.
10. Pluto, Ceres, Eris, Makemake and Haumea are the names of _____ planet.

C. Write True or False.

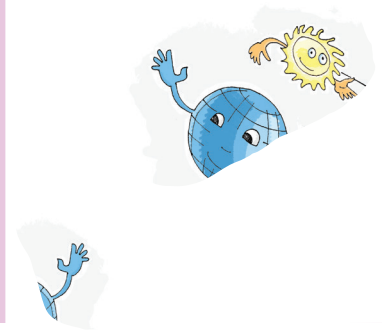
1. The first human-made satellite was launched by the former USSR in 1957. _____
2. Bhaskaracharya is regarded as the Father of Indian Astronomy. _____
3. The difference of time between two latitudes is approximately six minutes. _____
4. The Equator is regarded as the 0° latitude and thus, a reference point. _____
5. Frigid zones experience six months of daylight and six months of night. _____
6. The ancient Greeks were the first to use globes to represent the Earth, in around 150 BCE. _____
7. The Great Circle Route is the shortest route between two places on the Earth. _____
8. The Moon completes one revolution around the Earth in about 27 days. _____
9. The Sun is the main source of light in the Solar System. _____
10. The longitudes are circular imaginary lines that run parallel to each other in west-east direction. _____

D. Answer the following questions.

1. What is a galaxy?
2. What is a constellation?
3. The planet Mercury is so cold at night despite being so close to the Sun. Why?
4. What make the Earth a unique planet of the Solar System?
5. What are the characteristics of Dwarf Planet?
6. What is a line of latitude?
7. What is globe? How it is useful to us?
8. Why do we need the International Date line?
9. What is a geographic grid system?
10. What are the various heat zones of the Earth?

3

Motions of the Earth



Let's get started

Building Sundials: Students are asked to build sundials and collect data based on their observations. The teacher will distribute plates, straws, pencils, rulers, scissors and adhesive tapes to students.

What to do: 1. Students have to find the centre of the paper plate and mark it with a dot. 2. They place four marks along the edge of the paper plate, one mark is longer than the others. These marks help students in taking measurements throughout the activity. 3. Students make 4½-inch cuts in one end of the straw section. Flare the cut portion of the straw, tape it onto the centre of the paper plate. The straw should be perpendicular to the surface of the plate. Measure and cut the straw to a 2-inch length. 4. Students place their sundials in the Sun in the playground and trace the straw's shadow with a pencil. They darken the shadow with pencil and write the time at the tip of the shadow. Students also note where the Sun is in the sky. 5. After tracing, students measure the shadow's length and fill in their data sheets. They take more measurements later in the morning, at midday and in the early afternoon. 6. At the end of the day, students predict where they think shadows will appear in the late afternoon. They look at their sundials and guess where the shadow would be at 2 p.m.

Post-Activity Questions

- When was the shadow the longest? Where was the Sun?
- When was the shadow the shortest? Where was the Sun?
- How do you use a shadow to tell the time?

Introduction

All the planets in our Solar System, including the Earth, rotate on their axis. Simultaneously, they also revolve around the Sun in their orbits. The two major types of motion of the Earth are called rotation and revolution.

Rotation

You might have seen the Sun rising in the east and setting in the west every day. However, it is the Earth's spinning motion from west to east that creates the impression of the Sun rising and setting. This motion of the Earth on its axis is

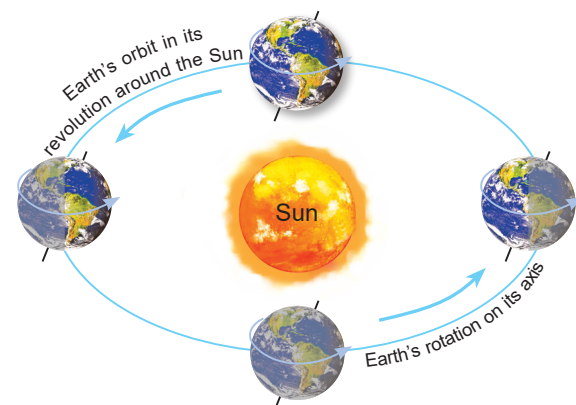


Fig 3.1 Motions of the Earth

called **rotation**. One complete rotation takes 24 hours or one full day. The period of rotation is known as the **Earth day**.



Good to Know

One rotation of the Earth is also called a mean solar day.

From a distance in space, the Earth seems to rotate in an anticlockwise direction or from west to east. The rotation of the Earth explains why places located in the east have sunrise earlier than those located in the west. As the Earth rotates, the speed of the motion is constant and you move along with it at the same speed. That is why you do not feel the motion of the Earth.

Effects of rotation

Day and night

The Earth's axis makes an plane angle of $66\frac{1}{2}^\circ$ with the plane of its orbit. This plane is called the **orbital plane** of the Earth. Due to the Earth's nearly spherical shape, at any point of time, one half of it has day while the other half has night. This is because, as the Earth rotates, one part faces the Sun and has daylight, while the opposite side, which is away from the Sun, is in darkness and experiences night. This daily movement of the Earth is called its **diurnal motion**.

The imaginary line that divides the day from the night on the globe is called the **circle of illumination**. This circle does not coincide with the axis as in Fig. 3.2.

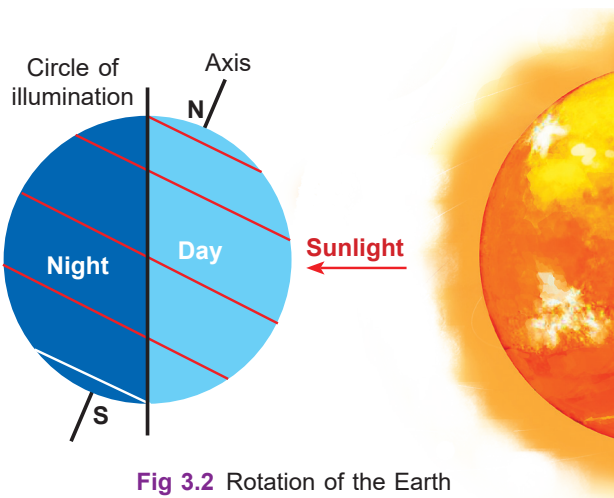


Fig 3.2 Rotation of the Earth

Tides

Tides are another effect of the Earth's rotation. If one lives near the sea coast, the rise and fall

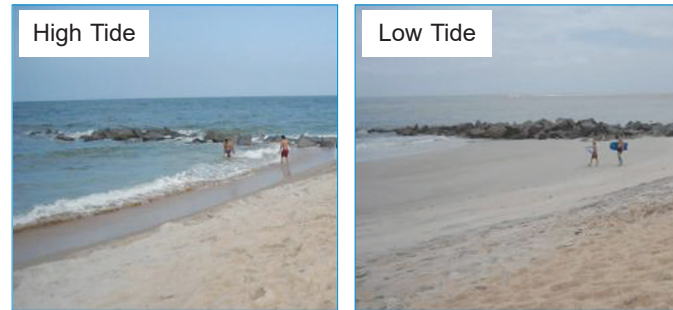


Fig 3.3 Tides

in water level at different times of the day is visible. When the Moon is directly overhead, its gravitational force pulls the water in the oceans and causes water to rise. This is called **high tide**. When the Moon is furthest from the Earth, the water level recedes. This is called **low tide**. This movement happens twice a day.

Revolution

The movement of the Earth around the Sun is called **revolution**. The period taken by the Earth to complete one revolution is called a year. One revolution is made up of 365 days 6 hours 9 minutes and 9.54 seconds.

Usually, we consider the period of one year to be 365 days. The extra 6 hours in four successive years are added together that amount to one day. So, after four years, we get a year with 366 days instead of the usual 365 days. Such a year is called a **leap year**.



Time Machine

Which year was the last leap year? When is the next leap year?

Effects of revolution

Seasons

In general, there are four seasons: spring, summer, autumn or fall and winter. As the Earth orbits around the Sun, its axis always remains tilted at $23\frac{1}{2}^\circ$ in the orbital path. This means that as the



Geo Fact

Do you know that the Earth revolves in its orbit around the Sun at a speed of about 66,660 miles per hour (107278.87 km/h)?

Earth revolves, the Northern Hemisphere faces the Sun for half of the year and tilts away from it for another other half. It also means that different locations on the Earth face the Sun at various times of the year. This constant inclination of the Earth on its axis, combined with the revolution of the Earth, causes different seasons.

When the Northern Hemisphere faces the Sun, it receives direct sunrays. So, it is summer in the Northern Hemisphere and winter in the Southern Hemisphere. On the other hand, when the Southern Hemisphere tilts towards the Sun, it gets direct sunrays, so, it has summer while the Northern Hemisphere has winter.

The Earth orbits the Sun in an oval or elliptical path. So, the distance between the Earth and the Sun varies during revolution.

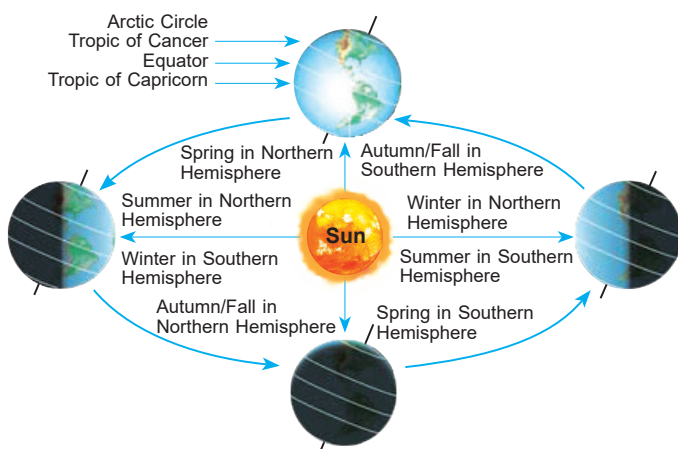


Fig 3.4 The Earth's revolution causes seasons.

Equinox

Spring Equinox

On 21 March, the Sun is directly overhead on the Equator. So, every place on Earth has 12 hours of daylight and 12 hours of night. This is called

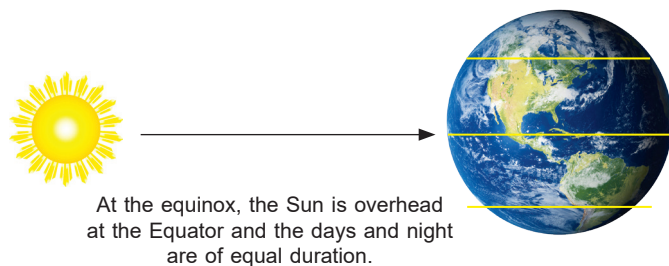


Fig 3.5 Spring equinox

the **spring** or **vernal equinox**. Next, as the Earth moves on, the Northern Hemisphere tilts more towards the Sun and experiences summer.

Autumnal Equinox

On 23 September, the Sun is overhead on the Equator again. On this day, the Northern Hemisphere has **autumnal** or **fall equinox** while the Southern Hemisphere has **spring equinox**.



Be a researcher

Find out about the Land of the Midnight Sun. In which latitudes would you find this land? Name two or three countries other than Norway that can be described as the Land of the Midnight Sun.

Solstice

Summer Solstice

On 21 June, the Sun is overhead on the Tropic of Cancer ($23\frac{1}{2}^{\circ}\text{N}$). This is called the summer solstice in the Northern Hemisphere. Because of the tilt of the Earth's axis, the circle of illumination does not pass through the poles and the places north of the Arctic Circle have 24 hours of daylight. The Sun does not rise or set on this day, but circles around just above the horizon. On the other hand, places beyond the Antarctic Circle have 24 hours of darkness. This is the longest day in the Northern Hemisphere but the shortest day in the Southern Hemisphere.

Winter Solstice

Since the Earth keeps revolving, the rays of the Sun fall directly on the Tropic of Capricorn on 22 December. This is the longest day in the Southern Hemisphere but the shortest day in the Northern Hemisphere. It is summer solstice for the Southern Hemisphere and winter solstice for the Northern Hemisphere. On this day, the Antarctic Circle has 24 hours of daylight while the Arctic Circle has 24 hours of darkness.

Varying length of day and night

You may have wondered why the day time is longer in summer and shorter in winter. This is because of the inclination of the Earth on its axis.

During summer, a large part of the Northern Hemisphere remains inclined towards the Sun. So, there are longer hours of daylight during summer. In contrast, a large part of the Southern Hemisphere is away from the Sun, experiences longer hours of darkness and, therefore, has longer nights. However, the areas around the Equator have 12 hours of daylight throughout the year.

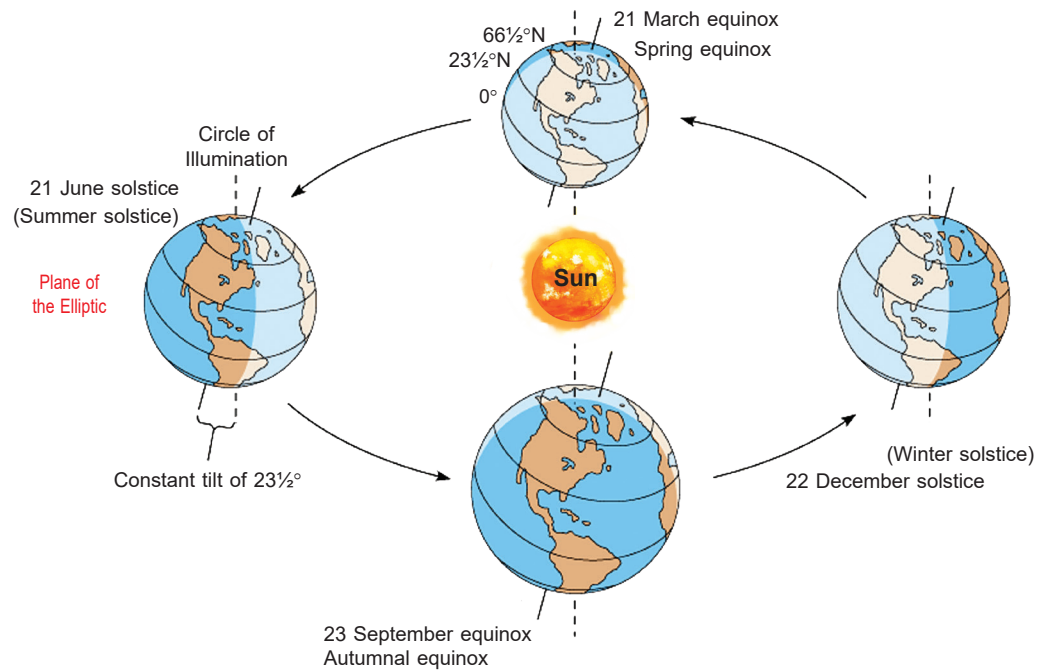


Fig 3.6 Equinox and solstice

	Spring Equinox	Winter Solstice	Autumnal Equinox	Summer Solstice
Date	March 21	December 22	September 23	June 21
Rays	North and South Poles	Arctic and Antarctic Circles	North and South Poles	Arctic and Antarctic Circles
Day length	12 hour day length everywhere	24 hours of darkness at North Pole; 24 hours daylight at South Pole; 12 hours daylight at the Equator	12 hour day length everywhere	24 hours of darkness at South Pole; 24 hours daylight at North Pole; 12 hours daylight at the Equator

CHAPTER IN A NUTSHELL

- Rotation and revolution are the two motions of the Earth.
- Rotation is the spinning motion of the Earth on its axis. One complete rotation takes 24 hours.
- Revolution is the motion of the Earth in its orbit around the Sun. One complete revolution takes about 365¼ days.
- Day and night are caused by the rotation of the Earth. The rotation of the Earth also causes tides.
- Seasons are caused by the tilt of the Earth and its revolution around the Sun.
- All places on the Earth have equal days and nights on equinoxes.
- Solstices mark the longest and shortest days of the year.

Glossary

Equinox Day and night of equal length when the Sun is overhead on the Equator | **Revolution** Annual movement of the Earth on its orbit around the Sun | **Rotation** Spinning motion of the Earth around its imaginary axis, once in 24 hours | **Solstice** Two days in a year when the Sun is overhead either on the Tropic of Cancer (longest day in the Northern Hemisphere) or the Tropic of Capricorn (longest day in the Southern Hemisphere)

EXERCISES

A. Fill in the blanks.

1. The Earth takes _____ hours to complete one rotation on its axis.
2. The motion of the Earth around the Sun is called _____.
3. On the day of _____, the duration of the day and night is equal.
4. In a leap year, there are _____ days.
5. The shortest day of the year in the Southern Hemisphere would be _____.

B. Complete the sentences.

1. Sun is seen to rise from the East and set in the West because _____
2. As the Earth rotates, the speed of the motion is constant as is our movement with it so _____
3. The Earth's axis makes an angle of $66\frac{1}{2}^\circ$ with _____
4. As the Earth rotates, one part faces the Sun and has daylight while _____
5. Circle of Illumination is an imaginary line on the globe that _____
6. As the Earth orbits around the Sun, its axis remains _____
7. The distance between the Earth and the Sun varies during the revolution as _____
8. The longest day in the Southern Hemisphere is 22 December as _____
9. Southern Hemisphere has longer nights during summers as _____

C. Answer the following questions in brief.

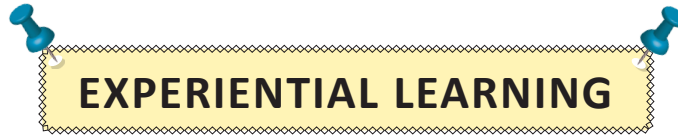
1. What causes night and day on Earth?
2. Define equinox.
3. Why are seasons caused?
4. What is high tide and low tide? What causes these tides?

D. Answer the following questions in detail.

1. How is Summer Solstice different from Winter Solstice?
2. Define diurnal motion of the Earth.
3. How is rotation of Earth different from revolution of Earth? What do these motions cause?
4. What is the reason behind difference in the duration of day and night during summer and winter in the Northern as well as Southern Hemisphere?
5. Draw a diagram to show how days and nights are formed.

HOTS

Instead of $23\frac{1}{2}^\circ$, if the Earth was tilted to $66\frac{1}{2}^\circ$ angle on its axis, then what changes do you think could have occurred on Earth?



EXPERIENTIAL LEARNING

ACTIVITY

Find the eight hidden words.

S	C	A	P	R	I	C	O	N	X
O	E	Q	U	A	T	O	R	U	I
L	Q	Q	W	E	R	T	B	Y	U
S	U	S	D	F	G	H	I	J	K
T	I	D	E	C	V	B	T	N	M
I	N	Q	A	X	I	S	W	E	R
C	O	T	R	Y	U	I	O	P	A
E	X	S	T	D	F	G	H	J	K
L	Z	X	H	C	V	B	N	M	Q
Q	W	E	R	T	Y	U	I	O	P

PROJECT

Find out about the following path breakers and compile a project on the lives of Copernicus, Johannes Kepler and Isaac Newton covering the following aspects:

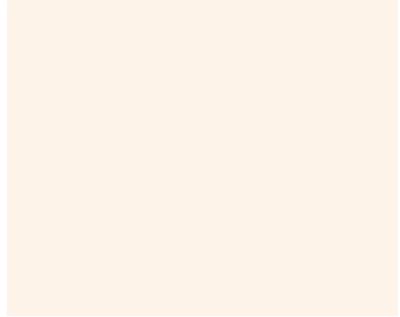
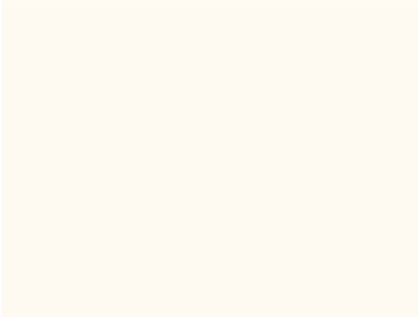
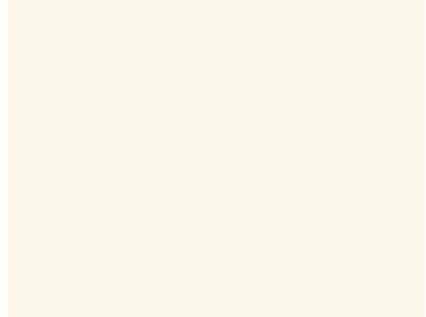
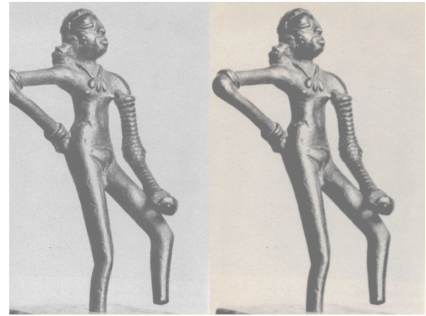
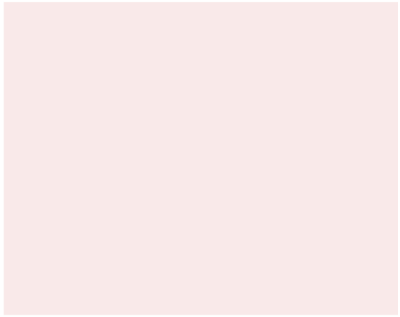
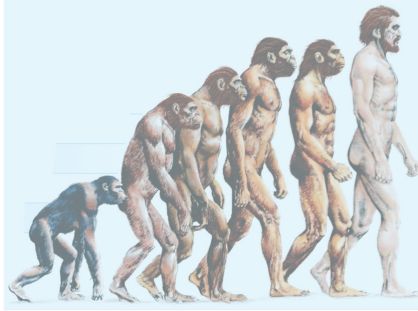
- ❖ their life and work
- ❖ their theories and their relevance today
- ❖ the opposition they faced

Add their pictures as well as pictures of their findings. Limit the project to 4–5 A4 size sheets and submit it either in a file or a jacket.



Part II

History



Learning Outcomes

When, Where and How

At the end of the lesson, the student will understand:

- the significance of studying the past and how it is helpful in understanding the present.
- how time is measured to determine dates for different events in history.
- how the geography of a place relates to its history.
- and learn about numerous sources of history.

Early Humans

At the end of the lesson, the student will understand:

- how the early humans evolved through different stages of physiological and mental development.
- the skills the early humans acquired to adjust to their environment.
- the life of the early humans during the Stone Age.
- the major changes in the life of the Stone Age people that paved the path for the emergence of civilisation.

Neolithic Farmers and Herders

At the end of the lesson, the student will understand:

- the transition of the early humans from a nomadic life to a settled life
- how the domestication of animals influenced the life of early humans.
- how pottery played an important role in the life of the Neolithic people.
- about the new discoveries made during this period.

First Cities

At the end of the lesson, the student will understand:

- what civilisation and urbanisation mean.
- why some of the earliest civilisations came up near river valleys.
- the extent and unique features of the Indus Valley Civilisation.
- the significant achievements of the Indus Valley people and various aspects of life led by them.

The Vedic Period

At the end of the lesson, the student will understand:

- why, how and when the Aryans reached India.
- the significance of the Vedas.
- about the Vedic Period and the people of the period.
- the special features of a Chalcolithic settlement.

First Kingdoms and Republics

At the end of the lesson, the student will understand:

- the social, political and economic life of people in the 6th century BCE.
- the differences between monarchies and republics.
- the major factors that led to the rise of ancient kingdoms.
- and know the great kingdoms of the 6th century BCE.

New Religions and Ideas

At the end of the lesson, the student will understand:

- why the Vedic religion lost popularity among the masses.
- the new religious systems and ideas that emerged in the 6th

century BCE.

- how the new religious systems and ideas differed from the Vedic religion.
- and know about the pioneers of these religions.

The First Empire – The Mauryas

At the end of the lesson, the student will understand:

- about the first Indian empire and its founder.
- the major achievements of the famous Mauryas.
- the key features of the Mauryan administration.
- the major aspects of Ashoka's dhamma.

Trade and Towns

At the end of the lesson, the student will understand:

- the developments that took place in agricultural and commercial activities after the sixth century BCE.
- about the second urbanisation and learn about some cities that rose to prominence during this period.
- the development that took place in the Tamil land, also called Tamilakam, in South India.

Kings, Merchants and Pilgrims

At the end of the lesson, the student will understand:

- about the Sangam Age.
- the historical significance of Sangam literature in understanding the political changes in South India.
- about the political changes in northern and north-western India after the Mauryas.
- more about the social life under the Cholas, Pandyas, Satavahanas, etc., and the spread of Buddhism to South India.

New Empires and Kingdoms

At the end of the lesson, the student will understand:

- about the political conditions prevailing in the Indian subcontinent in the 4th century CE when the Gupta dynasty rose to power.
- about the political conditions prevailing in the Indian subcontinent after the Gupta dynasty declined.
- the achievements of Harsha in the Post-Gupta period.
- about the major dynasties in the South such as the Chalukyas and the Pallavas.

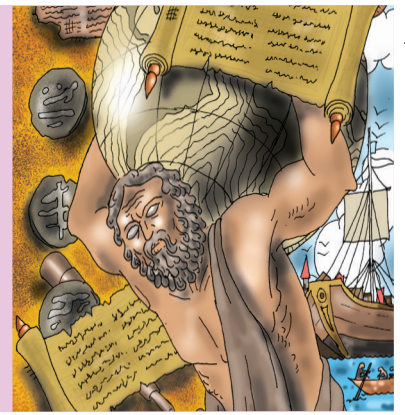
Our Heritage

At the end of the lesson, the student will understand:

- and develop a panoramic view of the grand cultural legacy of our ancient predecessors.
- about the various developments that took place in the fields of literature, arts, sciences and architecture.
- the importance of literary and artistic masterpieces that offer useful insights into the life and societies of ancient India.
- about some of the most notable contributions of our ancient forefathers to different spheres of knowledge and creativity.

1

When, Where and How



Let's get started

We know about the past by studying the remains that are left behind like burials, ornaments, coins, buildings and texts. How would you like the people in the future to remember us? Think and answer.

What are you going to leave behind consciously to be remembered by them in future?

- ❖ I will leave behind heaps of plastic and non-biodegradable waste.
- ❖ I will leave behind textual records of all the great architecture from my period.
- ❖ I will leave behind a video recording of our times capturing my family life and life with my friends.

History can be defined as a systematic and careful study of past events. A person who conducts such studies and records the findings is called a historian. Different types of materials and records constitute the basis for carrying out a historical study.

History, prehistory and proto-history

History essentially signifies the period of time for which written records are available. By studying history, we can know the precise dates of events that took place millennia ago. The reason is that when these events occurred, they were documented in the writings of historians. These documents are important sources of history from which we can get information regarding our past. Prior to the invention of paper, palm leaves, rocks, pillars, clay tablets, copper plates and bark of the birch tree were used for writing.

Invention of the cart and the wheel, the

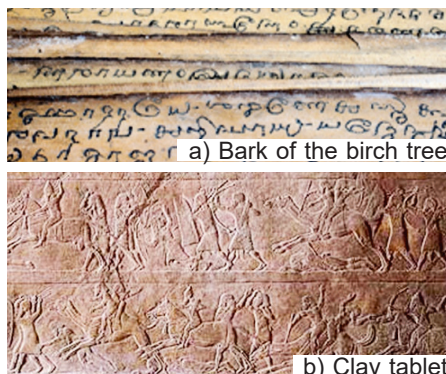


Fig 1.1 Materials used for writing before the invention of paper

discovery of fire, etc., are some of the most important events of our past. However, we do not know exactly when and where these events took place. Historical studies reveal that they might have taken place long before the practice of documenting history through writing began. The entire period before recorded history is called **prehistory**. Thus, 'prehistory' encompasses the entire period from the time when human-like beings appeared till the time when the practice of recording past events began. In order to understand prehistory, we depend on the material remains of the past such as bones, tools, weapons, pots, coins, jewellery, cave paintings etc. These are called **artifacts**.



Fig 1.2 Cave paintings, statuettes, utensils, jewels, etc., are some of the major artifacts that offer a range of information about the material cultures of the past.

Between prehistory and the historical period, there was a period for which we have no direct written evidence available from contemporary sources. However, the historical texts composed

later suggest their existence and even record with a certain degree of precision some of the major events of that period. Such period is called **proto-history**.

Importance of studying the past events

History is regarded as the systematic record of past events in the order in which they happened. The motivation for studying history comes from the curiosity to know how our predecessors lived in the past. However, it is in fact about a past that has an extremely significant part to play in shaping our present. We can also say that the study of the past makes us understand who we are, what we are at present or why we live, think and act the way we do today. By reading history, we gather knowledge about how the modern world has evolved over centuries following a continuous process of development.

Hands-on Trail

Talk to your grandmother and ask her about the kind of life she led as a child. Compare it with your life.

The study of historical past is also helpful in solving some of the problems we are facing today. For example, history teaches us that wars should be avoided because they have long-lasting harmful effects and are destructive. We also learn from history that a small band of united people can defeat a strong enemy. Furthermore, study of popular practices, ideas, traditions or institutions, help to understand the link between past and present, and the changes that these beliefs or practices have undergone over centuries, leading to their present form.

Chronology of events

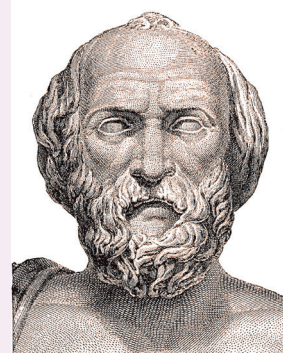
It is not possible to understand history unless the events of the past are in a chronological order. The past events are arranged in order of time i.e., events that happened first are followed by events that happened. This order is known as **chronology**. In fact, the practice of recording historical events in a particular sequence gives us an idea as to how human beings progressed from the earliest to the latest stages of civilisation.

However, a chronology without a certain point of reference is not possible. What is this point of reference that the historians adopt?



Good to Know

Greek scholars Herodotus and Thucydides were the first two historians who started the tradition of systematically documenting history as the record of past events.



Herodotus



Thucydides

Historians have unanimously recognised the year of Jesus Christ's birth as the reference point from which dates for all historical events are counted. We refer to the events of the past with BCE and CE. BCE (Before Common Era) means the years before the birth of Jesus Christ. They are counted backwards, e.g., 50 BCE comes before 49 BCE. Similarly, for the years after the birth of Jesus Christ, we use CE (Common Era). These years are counted forwards, e.g., CE 49 comes before CE 50.

CE is also sometimes used for indicating the dates of those historical events that took place after the birth of Jesus Christ. CE stands for 'Anno Domini' meaning 'in the year of the Lord'. So 2013 can be written both as CE 2013 or AD 2013. Similarly, we can also use BCE in place of BC to indicate dates before the birth of Jesus Christ.

I.Q.

Why do we use the year of Jesus Christ's birth as the reference point for determining the dates of historical events?

Timeline

Timeline is the graphical representation of historical events in a chronological order. It looks like a long bar and is used to show events along a

period of time. It has events on one side of it and their respective dates on the other side.

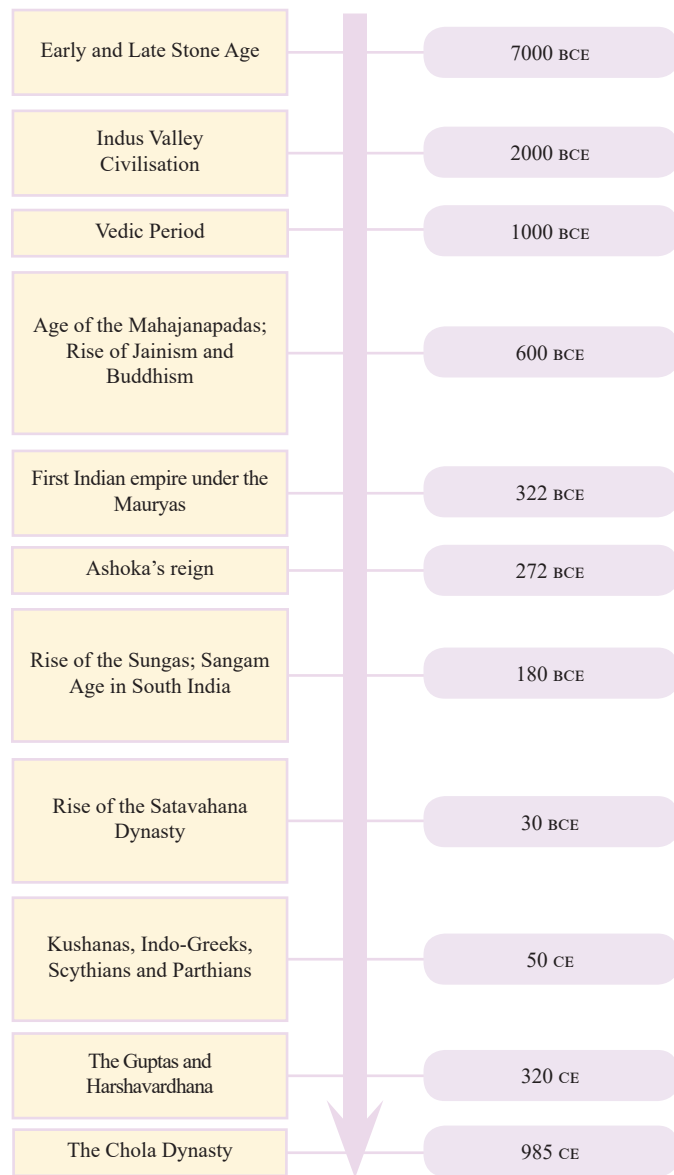


Fig 1.3 A timeline of ancient Indian history

The importance of geographical factors

Since time immemorial, India has been capturing the attention of the outside world for its unique geographical features. Not surprisingly, people from foreign lands kept coming into India throughout our long history, with their distinct socio-cultural identities.

The northern part of the subcontinent is occupied by the Himalayan mountain range which has acted as a natural barrier separating India from the Central Asian countries. At the same time, however, the passes in the mountains have served

as natural gateways for the arrival of people from outside, facilitating the intermingling and merger of different ideas, people, traditions and cultures.

Another salient feature of the Indian subcontinent is the vast, fertile stretch of the Indo-Gangetic plain in the north, below the Himalayas. It was around this fertile plain that the first human settlements in this region came into existence.

The third major physical feature of the subcontinent is the southern peninsula, separated from the north by the Vindhyan mountain range. This region is full of mountains, river valleys and plateaus. During the long course of history, this region has evolved its own distinctive identity, lending a great diversity to the cultural configuration of the subcontinent.

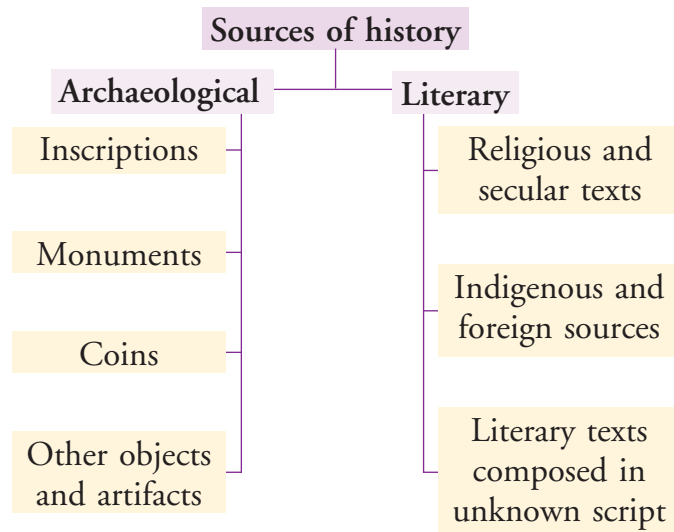
In ancient times, people used two trade routes to travel across the region. One of these that linked the Hindukush mountain range to the mouth of the River Ganga was called the *Uttarapatha*. The other route, which covered the area between Gujarat in the west and Pataliputra in the east, was called the *Dakshinapath*. Though these were primarily trade routes, people used them for other purposes as well. For instance, these routes were used by migrants, monarchs and military leaders, and spiritual leaders alike to achieve their respective ends.

Geographical factors also played a significant part in the way civilisations flourished and declined. The Indus Valley Civilisation, about which we shall study later, is a noteworthy example. Fertile plains on the banks of the River Indus and its tributaries served as natural means for highly productive agricultural practice. Subsequently, surplus in agricultural produce led to the birth of urban centres. This paved the way for the emergence of different classes of craftspersons and traders.

Sources of History

We learn about the events, that occurred thousands of years ago, through the evidences which our ancestors have left behind. Historians and archeologists come up with pathbreaking

information regarding the past, with the help of these evidences. The source material studied by historians to get relevant information can be divided into two categories, i.e., archaeological and literary.



Archaeological sources are discovered and studied under a separate branch or discipline of historical research called **archaeology**. It is the scientific study of the material remains of the past discovered through excavations conducted at various historical sites. Monuments, coins, sculptures, paintings, weapons, pottery, ornaments, and all other objects or **artifacts** unearthed through excavations at historical sites are various sources. These sources are often more reliable than the literary sources because they reveal facts clearly and without any bias.

Literary sources include a written form. These are important as they record the cultural, social,



Fig 1.4 Archaeological finds or artifacts play a major role in enriching our knowledge and understanding of the past.

political and economic state of affairs of the period during which they were composed. Different scripts such as Brahmi, Kharoshthi, Devanagari, Aramaic, Roman, Pictographic, etc., were used to compose these texts. There were many literary texts that were not written and used no script. They were transferred from one generation to the next orally.

Let us now discuss the sources of history in greater detail.

Archaeological sources

Archaeological sources can be categorised into different types, of which inscriptions, monuments and coins are the most important.

Inscriptions: Writing on pillars, rocks, cave walls, walls of forts, clay tablets, metal plates, houses and tombs, etc., are called **inscriptions**. These inscriptions provide political and social information of the past. We learn the names of the kings, the religions and cultural practices of the people and so on.



Fig 1.5 Inscriptions engraved on stone tablets and other structures give us invaluable information regarding many ancient kings and kingdoms.

Monuments: Old buildings such as forts, palaces, temples, mosques, cemeteries, etc., which were built for some special purpose are called **monuments**. The study of old monuments show the artistic skill of that time, the social life, their religious beliefs, their culture etc. The



Fig 1.6 Monuments such as stupas tell us a lot about the condition of the times when they were built.

Sanchi Stupa, the University at Nalanda, the Shore Temple at Mahabalipuram, etc., are some examples of ancient Indian monuments.

The description of buildings erected for religious or civil purposes, such as temples, stupas, palaces and private houses, point to the conditions prevailing in ancient times. Monuments of identical character excavated in India and abroad establish a link between various areas of the globe, suggesting that people from ancient India reached foreign lands. The temple of Angkor Vat in Cambodia is an outstanding example. Brahmanical, Buddhist and Jain monuments help us to know the history of different religious systems in ancient times.

Coins: In ancient India, the coins were made of different materials, such as, bronze, lead, copper, silver and gold. Through these coins, scholars gather information about the periods, when they were issued as well as about the rulers who issued them. Coins inform us that many kingdoms of ancient India had commercial relations with other countries.



Good to Know

- **Numismatics** is the study of coins.
- The study of inscriptions is called **epigraphy**.

Coins give us chronological information about a particular ruler, his or her domain of influence



Fig 1.7 Metals used in the coins inform us about the financial status of the kings who issued them.

and his/her relation with other rulers. Roman coins discovered in India suggest that many ancient kingdoms of India had contact with the Roman empire.

Other objects and artifacts: Other archaeological sources include numerous objects and artifacts found during excavations, such as tools, pieces of pottery, sculptures, paintings, ornaments etc. They are used as valuable supplementary sources for

additional information on the people who created them and the times in which they were made. Numerous terracotta figurines, bronze statuettes and steatite seals help in our understanding of the past. Now, archaeologists have even started studying plant remains, animal bones and food grains found at different sites. The study of artifacts such as paintings, frescoes and other objects of the past enable us to draw an outline of the history of Indian art. Like the monuments, artifacts are a great source of information.

Literary sources



Fig 1.8 a) Animal bones

b) Seals

Literary sources include both the written and non-written (oral) records of the past. Most of the literary sources are handwritten, i.e., are **manuscripts**. Manuscripts contain invaluable information about our past and tell us about the social customs, institutions, classes, professions, religious beliefs and practices, etc., that prevailed in ancient times. Some of them describe economic, scientific and political developments, thus offering fresh insight into the past that no other source does. These texts have been written in Sanskrit, Pali, Prakrit or Tamil. They are now preserved mostly in monasteries or libraries.

Literary sources can be of different types.

Religious and secular sources



Fig 1.9 Ancient manuscript

Literary texts on religious subjects are called religious literature. The Vedas, the *Ramayana*, the *Mahabharata*, the Gita, the Puranas and Jataka tales are the important sources of ancient Indian history.

Literature that has no connection with religion is called secular literature. It includes poetry, drama, plays, travelogues or accounts of foreign travellers, and texts on science, grammar and politics. The *Arthashastra* of Kautilya on the theory of administration, Vishakhadutta's *Mudrarakhshasa*, the literary masterpieces of Kalidasa, Banabhatta's *Harshacharita*, etc., are the examples of some secular literary texts of ancient India. Through these pieces of literature, we get glimpses into our rich and glorious past.

MATTER OF FACT

Kalhan's *Rajatarangini* (The River of Kings), composed several centuries later, was a fact-based account of the kings of Kashmir from the earliest times. Written in Sanskrit, the book is the first historical text by an Indian.

Indigenous and foreign sources

As we know, many foreign visitors came to India at different points of time. They closely observed the Indian way of living, traditions, practices and people, and recorded their experiences in the form of travelogues, memoirs and accounts. Special mention can be made of the *Indica* by Megasthenes, who was a Greek ambassador in the court of Chandragupta Maurya. It provides important information about the reign of Chandragupta Maurya, the Mauryan capital city of Pataliputra and the society at that time. *Periplus of the Erythraean Sea* by an unknown sailor and *The Geography of India* by Ptolemy are also well-known examples of ancient Greek

writings on India. Other notable examples are the accounts of Chinese travellers Fa-Hsien, Hiuen-tsang and I-tsing, who visited India in different periods. These accounts are collectively called foreign literature. On the other hand, we have a bulk of literary texts written by Indians, which we call indigenous literature.



Be a researcher

Which ancient text is regarded as the first work of history by an Indian?

MATTER OF FACT

Brahmi, the script of the Ashokan Edicts, was deciphered in 1837 by James Prinsep, an archaeologist, philologist and official of the British East India Company.

Literary sources with unknown script

There are some ancient literary sources whose script has not been deciphered so far. The Harappan script, which continues to be a historical riddle, can be cited as the most striking instance.



Fig 1.10 Despite its discovery long ago, the Harappan script has not been decoded so far.

The peculiarity of this script is that, one line is written left to right while the next line is written right to left. Such a script is called Boustrophedon.

CHAPTER IN A NUTSHELL

- History signifies past events that have been recorded while prehistory is the period for which there is no written record.
- Chronological ordering of events is necessary for a systematic study of the past.
- Geographical factors have played an important role in shaping our history.
- Literary texts that serve as sources of history may be sacred or secular in content.

- Literary sources of history include the texts composed in the past. These may be written or scripted and orally communicated texts.
- We get to learn about our past from different sources, which are broadly divided into two categories—literary and archaeological.
- Archaeological sources have been unearthed through excavations at various historical sites which include monuments, coins, inscriptions, sculptures, paintings, weapons, pottery, ornaments and all other concrete objects or artifacts associated with the past.

Glossary

Archaeology Scientific study of the material remains of the past like monuments, coins, pottery, ornaments and various other objects discovered through excavations conducted at various historical sites | **Artifact** Any object such as a tool or a work of art which is of archaeological interest | **Epigraphy** The scientific study of inscriptions | **Manuscript** A handwritten text or document written in the past | **Philologist** Study of the language of literary texts in historical perspective | **Prehistory** The period before recorded history when people had no knowledge of reading or writing

EXERCISES

A. Tick the correct answer.

- We learn about the prehistoric period by studying
 - material remains like bones, tools, pots and paintings.
 - the written literature available.
 - deciphering manuscripts and inscriptions.
 - the sculptures and monuments of this period.
- This is not one of the reasons for studying the past.
 - to understand the present better
 - to solve the problems that we face today
 - to resolve all conflicts through war
 - to appreciate the life and achievements of the people in the past
- Historians all over the world have unanimously recognised the birth year of _____ as the point of reference to date historical events.
 - King Ashoka
 - Jesus Christ
 - Gautam Buddha
 - Mahavir Jain
- The two trade routes used by the people in ancient times to travel across the regions were
 - Uttarapatha and Madhyapatha.
 - Uttarapatha and Paschimpatha.
 - Paschimpatha and Dakshnapatha.
 - Dakshinapatha and Uttarapatha.
- Most of the ancient texts in India were written in
 - Pali, Prakrit, Sanskrit and English.
 - Pali, Prakrit, Sanskrit and Tamil.
 - Pali, Sanskrit, Hindi and Tamil.
 - Prakrit, Tamil, Kannada and Bengali.

B. Write True or False.

1. The *Arthashastra*, the *Periplus of the Erythraean Sea* and *The Geography of India* are all examples of secular literary sources. _____
2. The undeciphered Harappan script is primarily pictographic and mostly short. _____
3. The Himalayan region range acted as a natural barrier separating India from the East Asian countries. _____
4. An important physical feature of the Indian subcontinent is the Southern peninsula separated from the north by the Vindhyan mountain range. _____
5. Manuscripts of a country found in another country tell us about their commercial relations in the ancient times. _____

C. Match the following.

- | Column A | Column B |
|----------------------------------|---------------------|
| 1. Kalhan | a. Combodia |
| 2. Megasthenes | b. Mahabalipuram |
| 3. <i>The Geography of India</i> | c. Harshacharita |
| 4. Banabhatta | d. Greek Ambassador |
| 5. Ankor Vat | e. Rajatarangini |
| 6. Shore Temple | f. Ptolemy |

D. Answer the following questions in brief.

1. Define the period in the past which is called 'proto history'.
2. Why is chronology important in the study of the past?
3. What role did the Himalayas play in framing the history of the subcontinent?
4. How are the secular literary sources different from the religious literary sources?
5. Define 'artifacts'.

E. Answer the following questions in detail.

1. What are monuments? How do they help in understanding the past better?
2. Who is an archaeologist? How does archaeology help us in knowing about the earlier times?
3. Distinguish between indigenous and foreign literary sources. How do they help us in understanding the history of India?

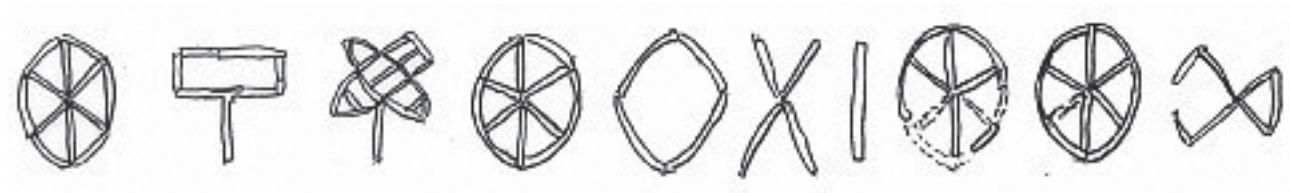
HOTS

1. Why do you think that some of the literary sources were initially passed orally from one generation to the other and were written and compiled much later?
2. Coins are a better source of reconstructing the past compared to monuments and inscriptions. Why?

EXPERIENTIAL LEARNING

ACTIVITY

Observe the historian's recreation of the seal obtained from the Harappan site of Dholavira.



- a. What do you think this inscription is about? Remember, it was found at the entrance of the citadel of Dholavira and is carved on a wooden panel.
- b. Make a Harappan seal. You will need soft clay, a sharp pencil or a reed to make these images. Flatten the soft clay in rectangular or a square shape and carve out the desired inscription in Harappan symbols. Let the clay dry up. You can also make a terracotta seal by baking it in a kiln.

PROJECT

As a class, make a record treasury box that you will all bury in the school playground. In this box you will need to keep things that will tell the people, who discover this box many years later, about your time and life. What all would you like to keep in the box? Think and compile

- ❖ a video recording of your class and school premises.
- ❖ a magazine of the school.
- ❖ your favourite toys or objects.
- ❖ your photograph with your family members.
- ❖ if you have pets then a picture of you with your pet.

Add more to the record treasury and make it a complete piece of work telling the people of the future about times.

2

Early Humans



Let's get started

Early humans lived in caves and pit dwellings in order to keep themselves warm as well as protected from the dangers of nature like lightning, thunderstorm and wild animals. In modern times, humans don't live in caves but there are places where they live in houses built above the ground level, on stilts. They are called 'chang ghars' and are found in Assam. Can you think why people live in such houses? (Hint: Remember the geography of the region.)

According to scientists, life began on the Earth some 3,500 million years ago. Subsequently, human beings developed in stages, over millions of years till they reached the most advanced stage of development. The modern human (*Homo sapiens*) represents the most advanced stage in the process of development called **evolution**. Modern humans probably evolved between 2,00,000 and 1,00,000 years ago.

In the initial stages of development, humans walked like apes. Gradually, they learned to stand on their feet with a straight posture. Their hands became free which helped them to hold things better. They could pick up and throw things to defend themselves. The body structure of the earliest human beings changed over time. Their brain became larger while the jaws and teeth got reduced in size. They learnt to adapt themselves to their surroundings. In this process, they learnt

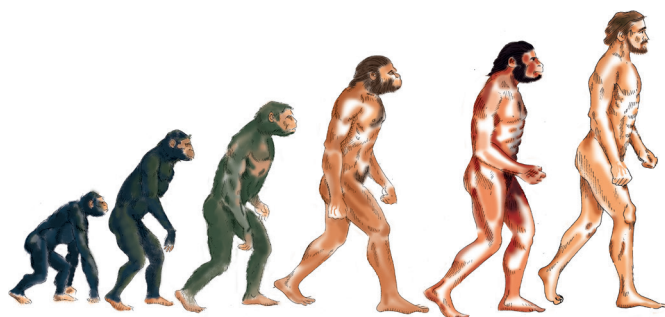


Fig 2.1 Different stages of human evolution

to use stones to kill the prey, for crushing nuts and so on. They realised that sharp edges of broken stones were very useful for cutting wood and spiking animals. Further, they learnt to use stones for making tools and weapons according to their needs.

I.Q.

Can you think of any particular incident that might have made the early humans realise the importance of stones in making tools and weapons?

Stone Age

The **prehistoric** age is also known as the **Stone Age** because stones were used on a large scale. It is divided into four periods: Palaeolithic, Mesolithic, Neolithic and Chalcolithic.

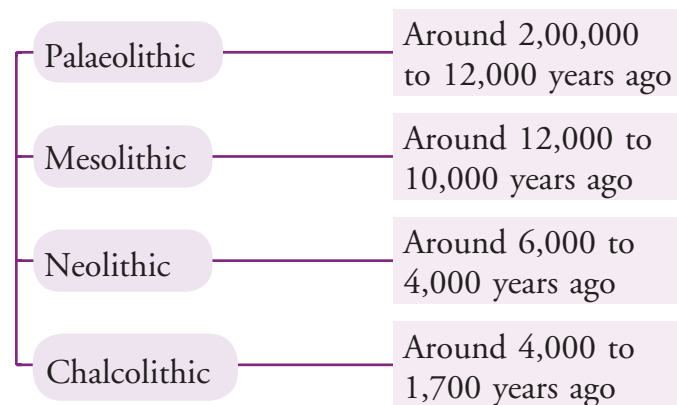


Fig 2.2 An indicative timeline of the Stone Age



The word 'Palaeolithic' has come from two Greek words—*palaeo* and *lithos*, meaning 'old' and 'stone', respectively.

The name itself shows the importance of stone tools and implements. This period started around 2 million years ago and ended in about 12,000 years ago.

Certain environmental changes started taking place about 12,000 years ago. This marked the beginning of the Mesolithic Age or Middle Stone Age. The term 'Meso' means *middle* in Greek. This period marked a phase of transition between the Palaeolithic and the Neolithic ages. It was followed by the Neolithic and the Chalcolithic ages which were far more advanced than the preceding ages in terms of technology and methods of tool making as well as different aspects of life. We shall read about them in the next chapter.

Palaeolithic Age

Palaeolithic Age is also known as the Old Stone Age. This vast period has been divided by historians into Lower, Middle and Upper Palaeolithic Ages.

Throughout the Paleolithic Age, the early humans led a nomadic life. They were food gatherers and hunters who moved from one place to another in search of food and shelter. They ate raw meat, wild fruits and vegetables. During the winter season, they used animal skin, bark of trees and leaves to keep themselves warm.

The earliest tools were made in the Palaeolithic Age. At the first stage, pieces of stones were used as tools. Later, different types of crude stone tools

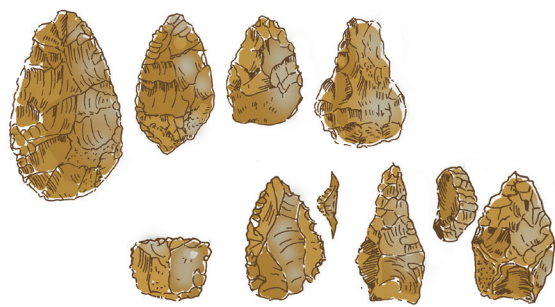


Fig 2.3 The Palaeolithic stone tools discovered at the various sites are of different shapes and sizes with crude design.

to meet different needs were made. Flint, a type of stone, was widely used to make tools and weapons as it could be easily shaped into different forms.

TECHNIQUES OF TOOL MAKING

The early humans applied two major techniques to make tools. The first technique of tool making applied by the Early Stone Age people is termed as the stone on stone technique. In this technique, the pebble selected to be converted into a tool was held in one hand. Then, another piece of stone, serving as a sort of hammer, was held in the other hand. This stone was used to chisel the pebble into a tool. The second major technique has been termed as pressure flaking. In this technique, the piece of stone from which the tool was to be made was placed on a surface. The hammer stone was used on another piece of stone placed on the core and flakes were removed from it. Thus, the core could be given different shapes.

Both large and small pieces of stones were used to make tools and weapons. Axe-leads, hammers and choppers were made from larger stone pieces. The axe-lead was tied to a stick that made it convenient to use. Knives and scrapers were made from smaller pieces of stone. Some stones were given a sharp point and tied to arrows and spears. They were very helpful in hunting animals from a distance.

Remains of bones, horns and tusks of animals such as the wild ox and elephant, some with weapons embedded in them, suggest that these animals were hunted. Pits were sometimes dug and covered with leaves and twigs to trap large animals. The animals that could not get out were killed.

While rubbing two pieces of stone or wood together, they might have accidentally discovered how to light a fire. Fire was a major discovery of this age.

Hands-on Trail

List the uses of fire today and compare it with its uses during the Palaeolithic Age.

Early humans kept a fire burning at the entrance of his cave to prevent the wild animals. Gradually the practice of eating cooked food was started.



Fig 2.4 Discovery of fire changed the life of the early humans.

Major Palaeolithic sites

Sites are those places where archaeologists discover tools, implements and other artifacts of historical importance. These artifacts enable us to understand different aspects of life our ancient predecessors had led.

Historical sites have been found on the Earth's surface, under the Earth and even under water on some occasions. A number of such sites associated with the Palaeolithic Age have been discovered across the Indian subcontinent. Most of these sites are located near large water bodies such as rivers, lakes and springs. Another striking feature of these sites is that they are located in areas where stones are available in plenty. The reason is that the Palaeolithic people used stones to make different types of tools for hunting and food gathering.

Places where stone tools have been found are known as factory sites. As Palaeolithic people led a nomadic life, it can be presumed that they might not have stayed there for long. However, there are some sites where they might have lived for a longer period. This is evident from the types of artifact found there, which include



Good to Know

The tools in the Palaeolithic Age were usually made of hard rock 'quartzite'. Therefore, Palaeolithic man in India is also called 'Quartzite Man'.

CASE STUDY: HUNSGI (SOUTH INDIA)

Hunsgi in Karnataka is situated in the Shorapm Doab, the land between the River Krishna and its tributary Bhima. A number of Palaeolithic sites have been discovered here. Archaeologists have found a large number of tools used by Palaeolithic people.

The region has several springs which possibly supplied water. During the dry season, people camped near water sources and hunted large animals that came for a drink. They spread out over the region during the wet season and depended more on edible plants and small prey.

The artifacts found at Hunsgi are mostly tools made of limestone.

not only stone tools but also the objects and structures they used for other purposes. Such sites are called habitation-cum-factory sites. Most of these sites associated with the Palaeolithic people are rock shelters and caves. People might have chosen these places for the purpose of habitation because they could protect them from heat, rain and wind. Such places also protected them from wild animals. Most of these rock shelters and caves have been found near the Vindhyas and in the Deccan plateau region lying close to the Narmada Valley.

Some important Palaeolithic sites in India include Mirzapur (Uttar Pradesh), Bhimbetka (Madhya Pradesh), Pune, Chikri-Nevasa, Bori (Maharashtra), Kurnool (Andhra Pradesh) and Hunsgi (Karnataka).

Mesolithic Age

Around 12,000 years ago, major changes came about in the climatic conditions prevailing throughout the world. As a result, the climate became relatively warm. It marked the beginning of the Mesolithic or Middle Stone Age.

Mesolithic Age or Middle Stone Age lasted for a comparatively short period of time. The warm climate led to an increase in the variety of plants and animals, hunting and gathering food became easier. Thus conditions for human survival became favourable.



Fig 2.5 Microliths: Mesolithic tools and implements

Mesolithic culture represents a variety of hunting, fishing and food gathering techniques. During the Mesolithic period, people began to make different types of tools called **microliths**. These were smaller, sharper and more efficient than the Palaeolithic tools. Scrapers, borers, hammers, sickles and arrow heads were made and used as tools. The bow and arrow made it easy to hunt fast-moving animals. Hooks and baits improved fishing. Microliths have been found at Adamgarh (Madhya Pradesh) and Bagor (Rajasthan).

Domestication of plants and animals

Domestication began in the Mesolithic Age. The process of selecting and gradually training animals and the art of growing food is called domestication. The characteristics of this period were hunting and fishing settlements along rivers and on lake shores, where fish and other aquatic creatures were abundant.

Mesolithic humans discovered the food value of the seeds and certain grasses such as barley and wheat. They began to gather these for food. Seeds that fell at the time of gathering

might have sprouted suggesting the magic link between seeds and plant. Later, they might have experimented by dropping seeds into the soil and found plants growing.

Man learnt to tame some gentle animals such as wild dog, cow, goat, etc., and used them for his own benefit.

The first houses

In the Mesolithic Age man made their own primitive houses which were usually built in river valleys, because in these regions, there was plenty of water and fertile soil for growing crops.

Remains of human burials have been found at some Mesolithic sites. The dead were buried along with offerings such as food and ornaments.

I.Q.

Why were the dead buried along with food and ornaments?

Rock Paintings—Precious remains of the past

One of the most important sources about the early humans are the rock paintings of the Stone Age found around the world. At the rock shelters of Bhimbetka, located in Madhya Pradesh, more than 500 paintings by Palaeolithic and Mesolithic humans have been found. These caves have been listed as a World Heritage Site by UNESCO.

In most of these paintings, animals have been shown separately, as part of hunting scenes or running after hunters. Birds, fish, lizards, crabs, frogs and scorpions have also been drawn. Some paintings also show men and women. Red and white were the most widely used colours.



Fig 2.6 Rock painting at Bhimbetka



Good to Know

The Azilian culture, which was centred in the Pyrenees region but spread to Switzerland, Belgium and Scotland, was one of the earliest representatives of Mesolithic culture in Europe.

Polished stone was another innovation that occurred in the Mesolithic Age.



Be a researcher

How did people use paintings as a medium to document their experiences and feelings?

CHAPTER IN A NUTSHELL

- Historians believe that life originated on this planet some 3,500 million years ago.
- Human beings in their earliest stage were hunter-gatherers.
- The prehistoric age is also called the Stone Age.
- The Stone Age is divided into the Old Stone Age, the Middle Stone Age and the New Stone Age.
- One of the greatest discoveries made by the early humans was the discovery of fire.
- The climate started getting warmer during the Mesolithic Age, changing the life of early humans.
- During the Mesolithic period, humans also developed interest in art, especially cave painting.

Glossary

Evolution It is a change over a long period of time | **Predecessor** People who lived long ago | **Prehistoric** Connected with the time in history before information was written down

EXERCISES

A. Tick the correct answer.

1. The prehistoric age is divided into _____ periods.
a. 2 b. 3 c. 4 d. 5
2. The word Palaeolithic comes from two words: 'palaeo' and 'lithic' meaning
a. old, stone. b. new, stone.
c. middle, stone. d. copper, stone.
3. Throughout the Palaeolithic Age, the early humans led a _____ life.
a. sheltered b. comfortable
c. spiritual d. nomadic
4. Early humans dug _____ and covered them with leaves and twigs to trap large animals.
a. pits b. holes c. canals d. tunnels
5. Scrapers, borers, hammers, sickles and arrowheads are all examples of _____ made during the Mesolithic Age.
a. microliths b. cave paintings
c. settlements d. none of these

B. Fill in the blanks.

1. Hunsgi in Karnataka is an example of a _____ site.
2. According to scientists, life began on Earth some _____ million years ago.
3. Most of the cave paintings depict _____ scenes.
4. During the Mesolithic period, early humans learnt domestication of _____ and _____
5. Around 12,000 years ago, the climate became relatively _____ creating favourable conditions for human survival.

C. Write True or False.

1. In the initial stages of human development, humans were already walking on two feet. _____
2. Palaeolithic Age is divided into Lower, Upper Middle, Lower Middle and Upper Palaeolithic Age. _____
3. Early humans led a nomadic life hunting animals and gathering food from nature. _____
4. While crude tools were made during the Palaeolithic Age, small, sharp and efficient tools were made during the Mesolithic Age. _____
5. Microliths have been found in Adamgadh and Bagor. _____

D. Answer the following questions in brief.

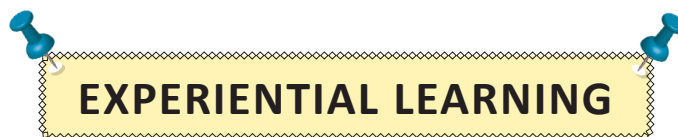
1. During the winter, how did the early humans keep themselves warm?
2. How was fire discovered?
3. Prehistoric Age is also known as the Stone Age. Explain why.
4. List the Palaeolithic sites in India.
5. What do the rock paintings of Bhimbetka tell us about the life of the early humans?

E. Answer the following questions in detail.

1. Explain the different tool-making techniques of the early humans.
2. What role did the discovery of fire play in the lives of the early humans?
3. What are microliths? How were they different from the tools made during the Palaeolithic period?
4. Differentiate between the Palaeolithic Age and the Mesolithic Age.

HOTS

1. From the sites where early humans lived, a lot of stone tools have been found. Can you think why?
2. Why did the early humans always move in groups?



ACTIVITY

Solve the crossword puzzle.

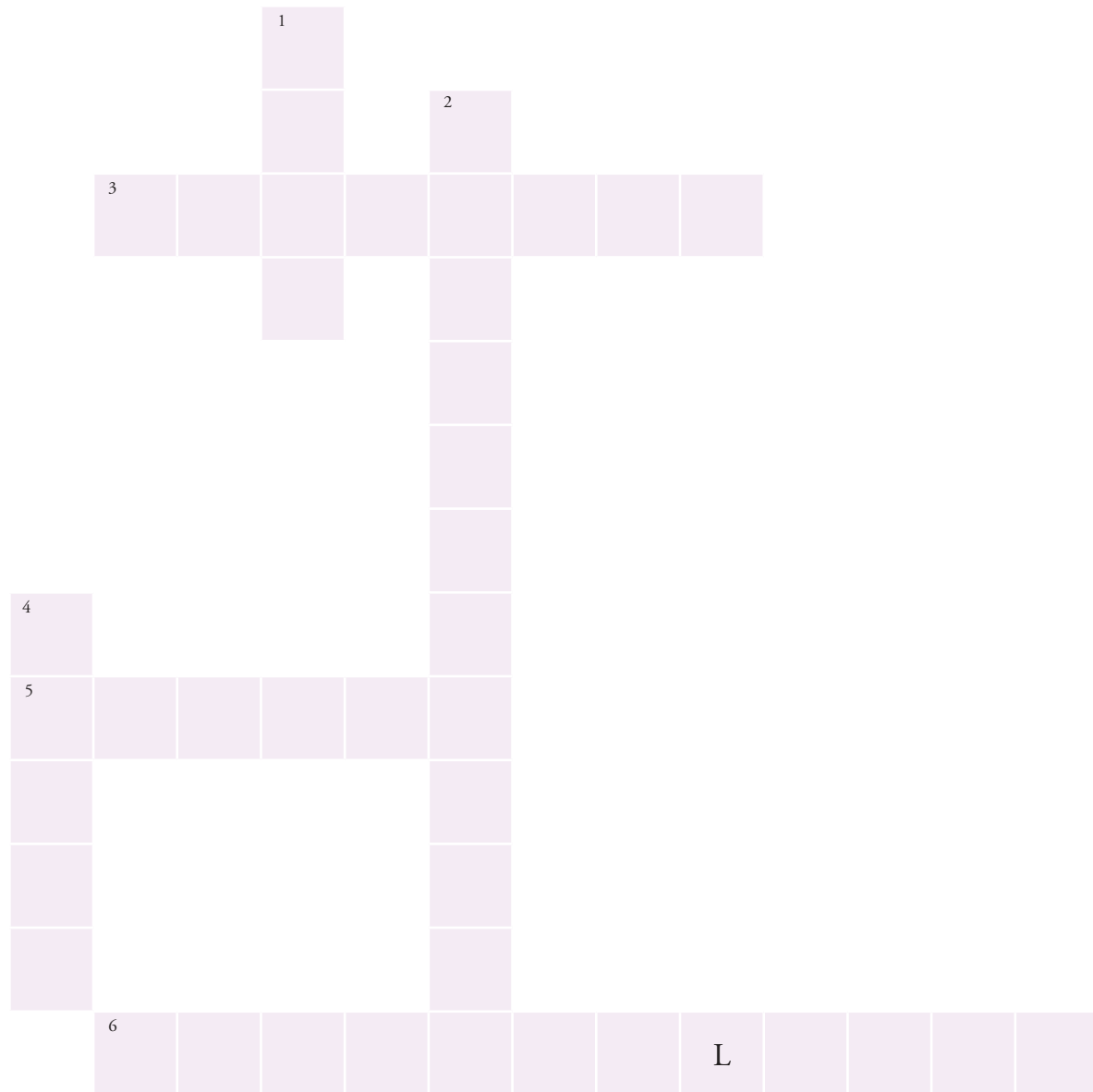
Across

3. an important Palaeolithic site from U.P. in India (8)

- 5. means stone in Greek (6)
- 6. the site of Bhimbetka is famous for this (4, 8)

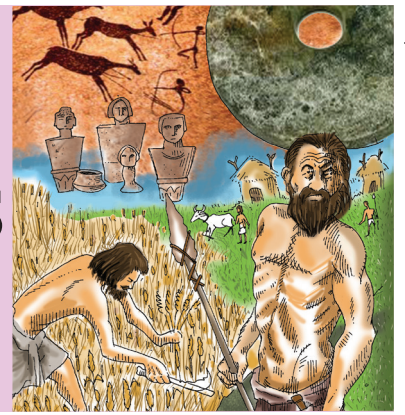
Down

- 1. a major discovery during the Palaeolithic Age (4)
- 2. places from where stone tools have been found (7, 5)
- 4. a type of stone widely used to make tools and weapons (5)



3

Neolithic Farmers and Herders



Let's get started

The life of the early humans changed a lot with the discovery of fire, domestication of plants and animals and living a more settled life. Think and answer.

- ❖ In what ways would surplus production have helped them?
- ❖ Do you think there would be a change in their rock paintings now? What would that be?
- ❖ Lots of clay pots and jars have been found belonging to this period. What does it mean?

The Mesolithic Age was followed by the Neolithic Age or New Stone Age. It started in about 10,000 BCE. This period marked complete transformation of the early humans from hunters and food gatherers to farmers and food producers. Practices of farming and domestication of animals were the major factors that accounted for this transformation.

Farming

It was during the Neolithic Age that farming began on an extensive scale. Wheat and barley were the first cereals grown in the Neolithic Age. Stone sickles found at several Neolithic sites suggest that these might have been used for harvesting the crops.

Having learnt the practice of farming, people began to lead a settled life. The early humans lived very close to nature. As the climatic conditions became favourable for the growth of plants and trees, they were able to watch them grow. They were thus able to produce their own food. Regular and extensive practice of farming made it necessary for the Neolithic people to lead a sedentary or settled life. It was only after settling down at a certain place and staying there for a long period that they could plough the soil, sow seeds, grow crops and harvest them.

The places, where people settled down, were mostly located close to rivers, lakes etc. At these places, water was available regularly and in large quantity, for irrigation and other purposes.

Domestication of Animals

The Neolithic humans began to domesticate animals on a large scale. Among the domesticated animals, dog, goat, cattle, pig, sheep, horse and donkey were the most important. Goats and cattle provided milk and sheep provided wool. The horse and the donkey were tamed for carrying burden. The rearing of animals ensured continuous supply of meat, milk and hides.



Fig 3.1 A Neolithic farmland and settlement lying close to the farm

Archaeological evidences found at sites such as Mehrgarh suggest that dogs, cattle, sheep and goats were domesticated for different purposes. At some Neolithic sites such as Tekkalkota (Karnataka), bones of sheep and goats have been found indicating that they were tamed in large numbers.

Domesticated animals were protected and nurtured by the Neolithic people as they were aware of their significance. Though people had started leading settled life, they would often travel from one place to another in search of pastures where they could feed their cattle. This search for pastures made them herders.

Tools

During the Neolithic Age, people began to produce polished and fine cutting tools. These tools were much sharper than those used in the Mesolithic period. The tools of the Neolithic Age were designed to suit the need to grow and reap crops. Hence, people used tools such as axes, ploughs, sickles and hoes to clear forests and harvest the crops.



Fig 3.2 Neolithic tools

To grind grain, they used a kind of rounded stone that resembled the mortar and pestle used today. Besides, they also made spindles and home needles.

Some of the Palaeolithic and Mesolithic tools continued to be used during the Neolithic Age. Microliths about which we have read in the previous chapter were used in spears and arrows. These were made of basalt and flint tied to a piece of wood or bone for a firm grip.

At sites such as Burzahom and Gufkral in Jammu and Kashmir, stone axes have been found in large

number. Besides, stone blades, stone celts, chisels, etc., have also been found in the Deccan, North-East and Chota Nagpur plateau.

Pottery

As farming increasingly became a popular practice and therefore expanded, the Neolithic people felt the need to store food grains they produced. They started making pots and vessels for storing food grains.



Fig 3.3 A Neolithic clay pot was usually rounded and plain without any design.

These were also used for eating, drinking, cooking etc. As a result, the craft of making pots, that is, pottery came into existence. Initially, the Neolithic people wove baskets out of wild grass, applied wet clay around the baskets and dried them in the Sun. They used the baskets to store surplus grains. Gradually, they learned to make clay vessels and bake it on fire. They also started glazing and decorating the pots. These pots could be used for storing milk or water.

I.Q.

Which materials do you think our Neolithic predecessors might have used for glazing and decorating pots?

Invention of the Wheel and Cart

The wheel and cart were remarkable inventions of the Neolithic humans. It is possible that a log or a stone rolling downwards sparked off the idea of the wheel. In the beginning, the Neolithic people might have placed logs of woods beneath heavy objects in order to make them move easily. Subsequently, they might have started the practice of loading anything heavy on a sledge, as it would be convenient to drag. This must have been followed by a stage in which humans might have started loading the sledge over a log of wood and realised that heavy items could move faster. They might also have noticed that the edges of the sledge caused an indentation of the log surface. The Neolithic people might have observed that the

indented surface made it possible for the sledge to move along smoothly and travel longer distance. So, they might have cut the wood between the two marks of such indentation on logs of woods. Subsequently, they might have invented the cart by improving upon this technique.

The wheel and cart made life easier. People could now travel from one place to another much faster than before. He could also easily transport heavy object or objects. The potter's wheel also came to be used that improved the process of making pots. Perhaps, the wheel was also used in spinning thread, which led to weaving.



Fig 3.4 Invention of the wheel was among the most revolutionary breakthroughs of the Neolithic Age.

Hands-on Trail

You must have seen wheels being used for different purposes. For example, means of transport such as trains, buses, cars, etc., use wheels to move on the tracks and roads. Which other purposes can wheels be used for? Think about this and find out what role do the wheels of different types play in our life.

Community Life

With the advent of agriculture, man settled down permanently and began to live in villages. A Neolithic village consisted of a few closely built houses surrounded by a common fence of a prickly bush or mud wall. During the Neolithic Age, the concept of family became popular for the first time. The families living in the same Neolithic settlement were closely related. They

shared the same customs, beliefs and methods of worship. A group of families came to be called a **tribe**.

Megaliths—Disposal of the Dead

The Neolithic people performed the practice of burying their dead. Huge rectangular blocks of stone marked the burial places in the Neolithic period. These are called **Megaliths** ('mega' means large).

The dead were buried along with many objects that they used during their lifetime. This shows that the Neolithic man believed in life after death. Cremation was also practised.



Fig 3.5 Megaliths

Chalcolithic Age

In the Chalcolithic Age, people began to use both stone and copper tools. Chalcolithic Age is also known as the Copper-Stone Age. This period was short but extremely important, as it was a transition period for man from Stone Age to the age of metals.

Copper was the first metal to be discovered. Copper tools were better than tools made from stone. In course of time, copper began to be mixed with other metals to form stronger metals.

Social Life

Early humans lived in groups. They also moved around in groups to protect themselves from wild animals. Each group consisted of men, women, children and domesticated animals. The concept

of private property was not popular. Everything belonged to the group. Simple **division of labour** existed within the group. Each group had a leader.

Gradually, the idea of private property emerged. Besides, hunting and food-gathering people had many other duties to perform. Hence the division of labour became more organised. Each and every member in the group was given a specific task. Some cultivated the fields, some had to look after the animals and some were given the task of making different tools.

Life became more comfortable for the early man. He started living at one place. He began to produce more food and exchange his things with other groups. Later, he constructed mud huts. Ornaments of shell and bone appeared. Generally, the ornaments were made by women. The clothes

also underwent a change. Man began to use clothes made from cotton.

Religious Life

The early man was afraid of natural calamities. As he was ignorant of the causes of lightning and thunder, earthquakes and weather changes—he worshipped the sky, Sun, rain and other objects of nature.

By the end of the Chalcolithic period, people began to lead a secure, comfortable and organised life. He had become a food-producer. But writing was still unknown to him. So, they communicated with one another and passed on important messages orally. The skill of writing was developed much later when the **script** came into existence for the first time.



Be a researcher

Make a list of ornaments and dresses worn by your family members. Try to gather information on when people started using them. Do you find any Neolithic connection?

I.Q.

You have already read that painting was one way of communicating messages to one another. Which other forms of communication do you think people could have used to communicate with one another? What according to you would have prompted them to develop a script for the first time?

CASE STUDY: SOME MAJOR NEOLITHIC SITES

Mehrgarh (North-West): Mehrgarh is located in a fertile plain, near the Bolan Pass, which is one of the most important routes linking India and Iran. Mehrgarh was one of the places where women and men learnt to grow crops such as barley, wheat and cotton; and to rear cattle, sheep, goats and buffaloes.

The houses at Mehrgarh were square and rectangular in shape. They were made of mud and mud bricks. Each house had several rooms, some of which may have been used for storage.

At Mehrgarh, microliths and bone tools have been found. Stones and slabs have also been found here. These were probably used for grinding. People of Mehrgarh learnt to make pottery on the potters' wheel. They also designed their pots.

People usually buried their dead in pits, sometimes with domestic animals. Several burial sites have been found at Mehrgarh. In one instance, the dead person was buried with goats, which were probably meant to serve as food in the next world.

Burzahom (Jammu and Kashmir): Burzahom in the present state of Jammu and Kashmir was the first Neolithic site to be discovered in the Indian subcontinent. The Neolithic people of Burzahom grew crops like wheat, barley and different types of lentils. However, hunting-gathering was more important than



Fig 3.6 Findings from Mehrgarh

farming and herding. People probably domesticated animals such as dogs and goats. At Burzahom, people lived in deep pits. This mode of habitation is termed as *pit dwelling*. They plastered the sides of the pits with mud. The pits were narrow at the top and wide at the base. Some of the deeper pits had a few steps leading down. Thatched roofs supported by posts probably covered the pits. People perhaps lived in such pits to avoid winters. Ovens, husk and charcoal have been found inside as well as outside the pits. This suggests that people living there might have cooked both indoors and outdoors.

Pit homes disappeared during the later phase of the settlement. People started living in mud huts at ground level. The style of pottery also changed. The potters of Burzahom started to make shiny black pottery. Though the potter's wheel was known, most of the pottery was still made by hand.

The dead were buried in pits, sometimes with domestic animals.

Daojali Hading (North-East): This is a site on the hills near Brahmaputra Valley, close to routes leading into China and Myanmar. Stone tools including mortars and pestles have been found at this site. These indicate that people were probably growing grains and preparing food from it. At Daojali Hading, land was cleared by burning forests and cereals and yams were grown. People of Daojali Hading used mud, stones and slabs for preparing food from grains and vegetables.

At Daojali Hading, pots were shaped with tools wrapped in cords. These pots bear cord marks.



Be a researcher

- Find out nutritional information about yams. Why did people eat yams?
- The Neolithic people burned forests for growing food. Do you think that started the trend of deforestation?

CHAPTER IN A NUTSHELL

- The Neolithic or New Stone Age began around 10,000 BCE.
- During this age, some major changes came about in the life of people that transformed them from nomadic hunter-gatherers into settled farmers and herders.
- Beginning of agriculture on a large scale and domestication of animals for different purposes were the most important development of this age.
- Discovery of the wheel was another important development that made their life much easier.
- The Neolithic people also mastered the craft of making pots which they used for storing different things for longer periods.
- In this age, people began to lead an organised community life due to which the institutions of society and family took shape for the first time.
- The Neolithic Age was followed by the Chalcolithic or Copper-Stone Age.
- During this age, copper was discovered and people began to use it to make tools, ornaments etc. Due to this, tool making techniques became more advanced.
- Mehrgarh in Pakistan, Burzahom in Jammu and Kashmir, and Daojali Hading in the North-East are the three important Neolithic sites in the Indian subcontinent.

Glossary

Division of labour Division of work into different categories or classes of people | **Script** Form of writing | **Transition** Change from one state to another | **Tribe** A group of families whose members share same beliefs, practices, etc.

EXERCISES

A. Fill in the blanks.

1. The _____ Age marked the complete transformation of the early humans from _____ and _____ to _____ and _____
2. Stone _____ found at several Neolithic sites suggest that humans cultivated and harvested their crops.
3. Animals like dogs, goats, cattle, pigs, horses and donkeys were _____ during the Neolithic Age.
4. _____ is a Neolithic site in Karnataka from where bones of animals have been found in large numbers.
5. At sites such as _____ and _____ in Jammu and Kashmir, stone axes have been found in large numbers.
6. The invention of the _____ improved movement of goods and making of pottery.
7. Huge rectangular blocks of stones called _____ marked the burial places in the Neolithic period.
8. The Chalcolithic Age is also known as _____ Age.

B. Match the columns.

- | Column A | Column B |
|------------------------------------|--------------------------------------|
| 1. group of families | a. worshipping nature |
| 2. forest cleared by burning | b. square and rectangle houses |
| 3. Mehrgarh | c. cleaned forests and harvest crops |
| 4. sickles, axes, ploughs and hose | d. Daojali Harding |
| 5. sky, sun, rain | e. tribe |

C. Write True or False.

1. The metal that was discovered by the early humans was iron. _____
2. During the Chalcolithic Period, early humans began to live in separate households. _____
3. Daojali Harding is a Neolithic site on the hills near Brahmaputra Valley, close to routes leading to China and Myanmar. _____
4. The Neolithic people of Burzahom lived in deep pits because the place was very windy and dry. _____

5. With the expansion in agricultural activities, the Neolithic people began to make vessels and pots for storing grains.

D. Answer the following questions in brief.

1. Which was the first crop grown by the early humans?
2. How did the domestication of plants and animals help the early humans?
3. Why is the invention of wheel and cart seen as a major invention during the Neolithic period?
4. Why did the early humans make pit dwellings in Burzahom?

E. Answer the following questions in detail.

1. For the early humans, the change that occurred during the Neolithic Age was quite revolutionary. Justify the statement.
2. Why was it better to use tools made out of copper than those made of stone?
3. What is the relationship between surplus food production and beginning of a family life in the context of the Neolithic period?
4. Write a brief note on pot-making in the three different sites of Mehrgarh, Burzahom and Daojali Haing.

HOTS

Revolution means a complete overhauling of the existing social, political or economic order. Historian and author V. Gordon Childe has used the term 'Neolithic Revolution' in the context of changes that came about in the period. What reasons might he have had to call it so?

EXPERIENTIAL LEARNING

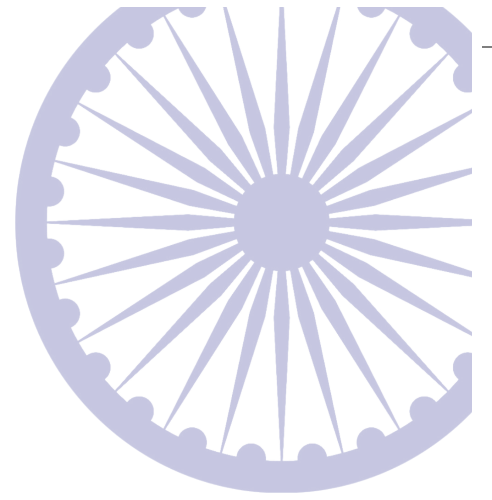
PROJECT

Visit a pottery shop and purchase some earthen pottery, diyas or vases from the shop. Now, use different colours to make patterns on them. You may also use only black and red colours or grey colour to make them look like the pottery used by the early humans. Decorate your home or gift these to your friends.

ACTIVITY

There are eight hidden words in the puzzle given below. Find them and circle them.

A	E	I	O	O	U	U	M	S	S
Z	X	M	S	S	C	B	N	P	I
W	H	E	E	L	F	G	M	I	C
A	S	H	S	S	W	R	E	N	K
F	F	R	F	F	G	J	G	D	L
X	Z	G	U	F	K	R	A	L	E
V	N	A	C	K	O	P	L	E	S
Q	N	R	F	G	J	U	I	K	Y
W	X	H	G	K	P	I	T	S	J
S	C	V	M	L	O	I	H	M	L
C	O	P	P	E	R	U	S	T	R
P	N	A	D	B	C	E	P	P	O



Part III

Social and Political Life



Learning Outcomes

Diversity

At the end of the lesson, the student will understand:

- the diversity that exists in India in terms of geography, language, regions and religions.
- that India is a land of many diversities with underlying unity.
- and recognize the ways in which we can be responsible citizens of our country.

Prejudice and Discrimination

At the end of the lesson, the student will understand:

- the different kinds of discriminations that exist in the society.
- and differentiate between prejudice and stereotypes with the help of examples.
- about the different basis on which prejudice is carried out like gender, religion, race, region and caste.
- the ill effects of discrimination on society.
- the provisions given in the country's Constitution on equality.

Our Government

At the end of the lesson, the student will understand:

- and define the term government as well as recall the various functions performed by the government.
- the different sources of income for the government as well as the different levels of government.
- the importance of laws in a country.
- the different types of governments that exist in the world like dictatorship, monarchy and democracy.
- the importance of Universal Adult Franchise in the successful running of a democracy.

A Democracy

At the end of the lesson, the student will understand:

- the story of South Africa and the inhuman practice of Apartheid that was based on division and discrimination of the society.
- the key features of democracy in terms of people's participation and conflict resolution.
- that equality and justice go hand in hand and are crucial in eradicating the discriminatory practice of untouchability, promoting secular harmony and bringing about gender equality.

Panchayati Raj

At the end of the lesson, the student will understand:

- the structure of the Panchayati Raj system in India, its different levels and their functions.
- the composition of the Gram Sabha, Gram Panchayat and the Nyaya Panchayats in India.

- the organization as well as the functioning of Block Samiti as well as the Zila Parishad.
- the participation of women in the Panchayati Raj system as well as their historical overview.

Rural Administration

At the end of the lesson, the student will understand:

- the role of the police, revenue collector and judicial administrators in matters of rural administration.
- understand the various tasks performed by the police as well as the 'patwari' in the context of rural matters.
- the various civic amenities that are provided by the different departments under officer in-charges who work for the betterment of people in rural set-ups.

Urban Administration

At the end of the lesson, the student will understand:

- the different urban bodies that look after the local administration of the cities and towns.
- the structure of the Municipal Corporation as well as the functions performed by the Mayor and the Municipal Commissioner at the urban level.
- and recognize the different sources of income for the Municipal Corporation.
- the role of Nagar Panchayats as well as the Municipal Councils in smaller towns.
- and appreciate the role of community protest and the waste disposal methods at the urban levels.

Rural Livelihoods

At the end of the lesson, the student will understand:

- the different kinds of livelihoods pursued by the people in the rural areas.
- the three different kinds of livelihoods of the people in the villages – primary livelihoods, secondary livelihoods and tertiary livelihoods.
- the difficulties faced by the rural people because of being landless, being in debt or because of the vagaries of nature.

Urban Livelihoods

At the end of the lesson, the student will understand:

- the different means of livelihood found in urban centres.
- the difficulties faced by the migrant population in urban centres.
- the difference in conditions of life for a self employed, a daily wage earner and those working in offices and factories.
- the difference between organized labour and un-organized labour in the context of different occupations found in urban centres.

1

Diversity



Mansi has just come back from Mumbai where she went to attend her cousin sister Nisha's wedding. While Nisha is Punjabi, she got married to a Christian boy from Kerala. Mansi's *mami* (maternal uncle's wife), who is Nisha's mother, is Bengali and Mansi's aunt, who is Nisha's paternal aunt, is married to a Gujarati. So, the marriage was full of diverse customs and traditions of different regions. There was a church wedding in the morning and a Punjabi-Bengali mixed wedding in the evening, where people danced to bhangra tunes and loud music, and later, traditional shehnai was played when the actual rituals took place. The food platter was a diverse affair as well, as delicacies from different regions were served. Mansi is too excited. She wants to share all these with her friends.

The state of being different from one another is called **diversity**. Diversity can be in all fields of life. In your class, you will find children who speak different languages, celebrate different festivals, like to play different games and study different subjects. When you go to a shop to buy a pen, you will find different varieties of it. You can choose the one that suits your requirement. Diversity is present in every field of life. It adds variety and makes our life more interesting.

Diversity in India

India is a country of diversities. Diversity has been one of our most remarkable features. People belonging to different religions and speaking different languages live in India. However, in spite of this diversity, a basic unity binds us together. This lends us our identity as Indians. People of India are Indians first, all other identities come later. Underlying the spirit of unity in diversity determines our identity as Indians. It is also an integral part of our **heritage**.

The history of diversity

In the past, India was a very rich country. People from different parts of the world came to India to control its wealth. Gradually, they settled down

◀ Talking point ▶

If there was no diversity, all of us would look the same, wear the same kind of clothes, eat the same types of food and talk in the same language. Would that be fun? Discuss.

and mingled with people living here. You will read more on this in your history lessons. People who came from outside adopted certain elements of our culture while retaining some elements of their own cultures. This intermingling of cultures led to the emergence of new languages, dance forms, schools of music and painting, new cuisines and religion. Different cultures, thus, influenced one another and brought about diversity.

I.Q.

Can you name some of the places from where people came to India and settled down?

Kinds of diversity

India is a land of enormous physical diversity. There are the lofty Himalayas, fertile plains, the Deccan plateau, vast coastal areas, the arid Thar desert and many other landforms. The existence of India as a nation depends on the interrelation of different regions and their dependence on



Fig 1.1 Cultural diversity in India

one another. Rice and wheat, the staple food of the country, is grown in the fertile plains. The mountains are a source of many rivers. Coastal areas provide fish. The Deccan plateau grows cotton and is also a storehouse of essential minerals. A person living in Delhi will get coconut grown in the coastal areas while a person living in the coastal areas will eat rice grown in the northern plains only because the different regions of the country are connected to each other.

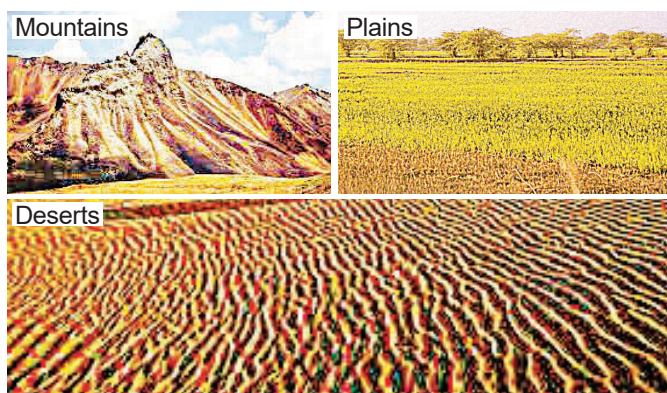


Fig 1.2 Diverse physical features

The diversity in physical features adds a lot of variety to our culture as well. While women living in the cold climate of Kashmir wear woollen *phirans*, a woman living in the hot and humid Bengal prefers wearing a cotton saree. Bhangra and gidda are popular dance forms of the vibrant and energetic people of Punjab. The Assamese like matching their steps to the subtle and artistic dance form, Bihu.

I.Q.

Can you think of other diversities brought about by the different physical features?

Religious diversity

India is a **secular** country. This means that people of India have the right to follow any religion of their choice and celebrate their religious festivals. Religious communities such as Hindus, Muslims, Sikhs, Christians, Jains, Parsis, Jews and Buddhists consider India their home and live in peace and harmony. The government of the country treats people of all religions alike without any kind of discrimination.

Value



Different religions might have different names and different gods, but all of them essentially preach peace, brotherhood and harmony. So we should never think that one religion is superior to another. This may create resentment among people of different religions.

Linguistic and regional diversity

People of India speak different languages and **dialects** and use different scripts. The eighth schedule of the Indian Constitution recognises 22 languages. Hindi is the primary official language while English is the secondary official language. The government encourages every state to develop its language and culture.

I.Q.

Can you name some of the languages spoken in India?

Fact box



You may have seen the banjara women from Rajasthan wearing bangles covering almost their entire hand. Do you know why? It is because the bangles protect their hands from getting tanned due to the harsh sunlight.



Unity in Diversity

In spite of all the differences, people living in India are Indians first. This unity has been a part of our history. People from all regions, religions and languages had come together to participate in our struggle for freedom. Some of our famous leaders such as Mahatma Gandhi, Subhas Chandra Bose, Lala Lajpat Rai and Bal Gangadhar Tilak



Fig 1.3 Some leaders of Indian freedom struggle

came from diverse backgrounds. The freedom fighters were inspired by a single vision—that of a new and united India. When India became independent, the leaders ensured that the unity in diversity stays preserved.

Today, this unity in diversity is intertwined with the very identity of India. The Indian Army, the Indian civil service, the national cricket, football, and other sports teams, the popular movie industry—the diversity is apparent everywhere.

The religious as well as regional identities do not play any important role. A Muslim movie star has a huge fan following among the Hindu population while a Hindu cricketer is considered the ultimate hero by children belonging to all religions and regions.

I.Q.

Name your favourite sports and movie stars. Do you know which religions/regions they belong to?

Be a responsible Indian

As future citizens of our country, it is important that we not only understand and appreciate, but also help in upholding the unique spirit of unity in diversity of our country. We should be proud of our diversity and resist those selfish interests that want to create a divide among Indians on religious, regional or any other ground. No religion or region is better than the other; all of them are unique, and equally important for our rich heritage. When each of us will realise that our identity as Indians comes before all our other identities, we can become the true citizens of our country.

CASE STUDY

Rajasthan

Rajasthan is situated in western India, bordering Pakistan. The state has two remarkable physical features, the Thar desert and the Aravalli range—one of the oldest mountain ranges of the world. Rajasthan is a land of valour and courage of the fearless Rajput kings. The state is dotted with numerous architectural marvels, in the form of grandiose forts and palaces as well as *havelis*. Due to its rich heritage and unique physical features, Rajasthan is a favourite tourist destination for people around the world. Nestled in the Aravalli hills is the scenic hill station, Mount Abu. Besides, royal forts and palaces in Jodhpur, Bikaner, Jaipur and many other towns, landmarks such as the Bharatpur Bird Sanctuary, the famous lake in Pushkar and the dargah of Khwaja Muin-ud-din Chishti in Ajmer lend a unique diversity to Rajasthan.



People of Rajasthan wear vibrant and colourful clothes and eat mainly vegetarian food. *Dal bati churma* is a famous dish of the state. Rajasthani tradition is rich with folk dances such as *Ghoomar* and *kachhi ghodi*, or the dummy horse dance. The fascinating puppet dance is also very popular.

Camel is a common mode of transport in the desert. Desert life is very interesting and unique. It attracts a number of tourists every year who come to enjoy the adventurous camel safari and go camping in the desert.

Kerala

Kerala is situated in the south-western coast, along the Arabian Sea. It is essentially a narrow strip of land, but it has diverse physical features such as the famous backwaters, beaches as well as mountains and forests. Kerala is also a popular tourist destination today. People from all over the world come to visit the famous beaches such as Kovalam and Varkala, the backwaters in Alleppey and Kumarakom, the Periyar National Park and the scenic hill station of Munnar.

Kerala is known for its spice cultivation, tea gardens, abundant coconut and sea fish from the coastal areas. Kochi is one of the biggest business centres in India. The state also has famous temples such as the Guruvayur temple and Padmanabhaswamy temple.

Kathakali is a classical dance form of the state. People are educated and cultured, and the state has one of the highest literary rates in the country.



CHAPTER IN A NUTSHELL

- Diversity makes India a colourful and vibrant nation.
- People in India have diverse languages, food, religions and customs.
- In spite of this diversity, there is a basic unity, which binds all Indians together.
- All of us should strive to uphold the spirit of unity in diversity of our country.

Glossary

Diversity The state of being different | **Heritage** Traditions, values, historic buildings, precious items that have been passed down from one generation to the other | **Linguistic** Related to language | **Secular** The state of being separate from religion; in the Indian context, it means no special treatment for any particular religion

EXERCISES

A. Fill in the blanks.

1. In the past, people came from different parts of the world to India in order to control its _____.
2. Rice and wheat, the two staple foods of the country are grown in the _____.
3. The _____ plateau grows cotton and is a storehouse of _____.
4. Women in the cold climate of Kashmir wear _____.
5. The Assamese like matching their steps to the subtle artistic dance form called _____.

B. Write True or False.

1. People visit Kovalam and Varkala which are famous hill stations in Kerala. _____
2. Rajasthan is situated in Western India bordering Pakistan. _____
3. The 'dargah' of Khwaja Muin-ud-din Chisti is in Ajmer in Gujarat. _____
4. The Aravalli Hills in Rajasthan are one of the oldest mountain ranges in the world. _____
5. Mahatma Gandhi, Subhas Chandra Bose Bal Gangadhar Tilak and Lala Lajpat Rai are famous Indian freedom fighters. _____

C. Match the columns.

- | Column A | Column B |
|-----------------------------|------------------------------|
| 1. Punjab | a. folk dance of Rajasthan |
| 2. Ghoomar and Kacchi Ghodi | b. hill station |
| 3. Kathakali | c. coastal area |
| 4. Munnar | d. bhangra and gidda |
| 5. fish | e. classical dance of Kerala |

D. Answer the following questions in brief.

1. Name the mountain range located in north India.
2. What is the meaning of 'secular'?
3. What is the primary and the secondary official language of India?
4. Despite immense diversity, we find remarkable examples of unity in diversity. Give examples to prove this statement.

E. Answer the following questions in detail.

1. Diversity in India is reflected in its physical features. Explain.
2. Why is India called a secular country?
3. What is the role of the government in ensuring linguistic harmony?
4. How can we as citizens of India display responsibility?

HOTS

The geography of a place decides what people wear. Justify with examples.

EXPERIENTIAL LEARNING

ACTIVITY

Find the eight hidden words.

Q	W	E	R	T	A	Y	M	Q	W
K	O	C	H	I	R	T	U	R	E
A	S	S	T	V	A	B	N	N	M
S	I	K	H	S	V	Z	N	E	N
H	I	M	A	L	A	Y	A	S	E
M	E	V	R	R	L	T	R	W	R
I	R	N	T	U	L	G	Q	T	Y
R	F	M	H	Y	I	L	F	G	H
D	C	U	G	O	Y	O	J	K	L
C	V	A	R	K	A	L	A	N	M

PROJECT

Make a display board, displaying traditional costumes of at least ten states. Paste pictures as well as the name of the costume and pin it up on your class display board.

LIFE SKILLS

SOCIAL SKILL

Form groups of 4–5 students in class. Each group has to find out about each group member barring himself/herself. In the notebook, make four columns and under each column write the following.

Column 1: name

Column 2: native village/town/state

Column 3: traditional attire of the native place

Column 4: traditional festival/s celebrated

Have a group discussion at the end of this activity and observe the diversity that exists in your own class.

2

Prejudice and Discrimination



Mansi's parents and grandparents are very unhappy. Her uncle, who lives in USA, has just informed that he will be marrying a girl from Africa who is his colleague. They have known each other for the past four years. African aunty! Mansi was too excited. But she was surprised when her grandmother cried out, 'Why an African girl? Anil could have married an Indian girl who stays in America. I am sure this girl is too cunning and selfish.' How can her new aunty be bad and selfish just because she belongs to some other country? Mansi wondered. Grandma has not even met her. Why is she being so unfair?

Prejudice

Like Mansi, have you also faced similar situations when people have expressed negative opinion about other people, places or things based on certain preconceived notions? Any unfavourable opinion that is formed without knowing the actual facts is called a **prejudice**. Prejudice affects our behaviour towards a person. Based on a prejudice, we may become unnecessarily unfair and rude to somebody. This unfair treatment of people on the basis of prejudice is called **discrimination**.

Look at the following statements.

- People in the cities lead a very comfortable life. They are lazy and do not want to work hard.
- People in the villages are superstitious and backward. They are against any kind of development.
- All uneducated people are rude.
- We should not mix with people who are very different from us.

I.Q.

Do you agree with these statements? Why/Why not?

The above statements are examples of prejudice. Sometimes, our prejudices stem from one particular incident or person and we develop unfounded negative views about people. Prejudice

is a very unhealthy attitude. We should get rid of all kinds of prejudices and try to judge people only after interacting with them personally and positively.

Kinds of Prejudice

Gender

Women face a lot of prejudice at home, and sometimes, even at the workplace. On the basis of such prejudice, they are subjected to discrimination. Even today, in many parts of the world, women are not treated at par with men.



Fig 2.1 Some people still believe that women should only do all the housework

In many places, they are still considered solely as homemakers and are denied right to education. In some places, there are rigid rules on what women can or cannot do, severe restrictions on the activities that women can do even today. They are not allowed to go out of the house or mix with people freely. Very often employed women get paid much less than their male counterparts for the same amount of work done.

Religious

Sometimes, people belonging to a particular religion consider others to be inferior. They try to impose their thoughts and views on them. This is called religious prejudice. This often leads to violence and extreme hatred.

Race/region/caste

Prejudices based on region, race and caste, etc. are deep-rooted. People of the so-called superior castes consider people belonging to the other classes 'inferior' to them. Such an attitude leads to a lot of discrimination. The 'unprivileged' class is not allowed to mix up with the so-called superior class. An extreme form of discrimination is untouchability.

Similarly, some people consider their own region 'superior' to the rest of the country. There are still others who think that they are racially superior than the rest of the population and try to dominate others. All such notions often lead to violent conflicts and acrimony among people belonging to different communities.

Stereotypes

Sometimes we assign some qualities to a group of people, thereby, forming a particular image of them. This image or belief about a person or a group of people, based on the idea that everyone in that particular group will look or act in the same way, is called **stereotype**. Let us look at some examples of stereotyping.

- Little Rohan fell down and started crying. His mother picked him up and consoled him by saying that boys don't cry.

- Rishi wants to learn Bharatnatyam along with his sister. But his father disagrees.

No Beta, don't cry. Are you a girl? Boys do not cry.



When we stereotype people, we categorise them into certain

Classical dance is not meant for boys. How about taking karate lessons?



groups. A common example of stereotype in the society is associating dolls, clothes, cooking, crying and shopping with girls and associating cars, outdoor games and bikes with boys. If a girl happens to love cars and

bikes, we say that the girl has boy-like qualities. Similarly, if a boy cries, we tell him not to cry like a girl.

Stereotypes are unfair because they prevent us from treating people as unique individuals with different qualities, abilities, likes and dislikes.

Prejudice, stereotype and discrimination often lead to inequalities in society.

Time to Think

Can you think of some stereotypes that are common in the society?

Children who are special

Some children are special, because they are differently-abled. They might move around in a wheelchair or with the help of crutches, or they might need hearing aid to hear properly. Some children are not able to see while some others cannot read or write fluently like their friends.

Special children need our special care and attention. They need love, respect and acceptance by others. We should neither take pity on them, nor make fun of them. It is important that differently-abled children do not face



Fig 2.2 Differently-abled children need acceptance, not pity discrimination. Till recently, regular schools did not admit children with special needs. So they had to attend ‘special schools’ meant for them. But now, there are many **inclusive schools**, where children with special needs get the opportunity to study together with other children, so that they may not feel that they belong to any separate category.

Discrimination and inequality

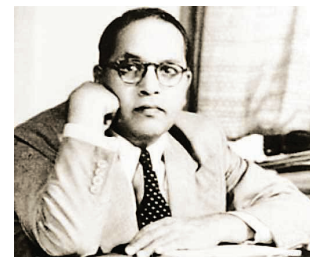
We have studied that discrimination and prejudice often lead to different kinds of inequality in the society.

One of the most prominent examples of inequality is the caste system, in which people from the so-called upper classes consider everyone else in the society inferior and deny them most of their rights. Traditionally, Indian society has been divided into different castes on the basis of occupation. Brahmins (priests), Kshatriyas (rulers and warriors) and Vaishyas (traders) were considered to be superior castes, and therefore, respectable, while Shudras or the lower castes were oppressed and discriminated against. An extreme form of discrimination was untouchability. According to this practice, the assumed lower-caste people were considered impure and untouchable and were forced to live outside the boundaries of the society. They were not allowed to interact with people belonging to the higher castes and were denied opportunities of education and even religious worship.

Due to the efforts of social reformers such as Ishwarchandra Vidyasagar, Shri Narayana Guru, Mahatma Gandhi and Dr B R Ambedkar, the caste system as well as the practice of untouchability have been almost eradicated from the society. Today, all men and women are treated as equals and the practice of untouchability has been banned by the Indian Constitution.

Equality in the Constitution

The framers of the Indian Constitution, led by the chairman of the Drafting Committee Dr B R Ambedkar, envisioned that all Indians should get equal rights and



Dr B R Ambedkar

opportunities and be considered equal. The Constitution gives equal rights to men and women and does not allow any discrimination on the basis of religion, race, caste, sex or place of birth. Only for some sections of the society which have been traditionally denied rights to education, the Constitution has made some special provisions, called reservation, so that they can work at par with the rest of the people in the society. Women and people belonging to the so-called lower classes have certain number of seats reserved for them in government educational institutions and offices.

Moreover, to ensure equality and justice, the Constitution has granted every citizen of India certain basic rights, irrespective of their differences in terms of caste, creed, sex, race and religion. These are called the Fundamental Rights.

The Preamble to the Constitution of India truly reflects Dr B R Ambedkar’s vision of a secular India free from caste and communal biases.

◀ Talking point ▶

When society was dominated by the caste system, which class do you think did the monarchy belong to? What were the role of the Brahmins?

CHAPTER IN A NUTSHELL

- Preconceived notion about any person, place or event is called a prejudice.
- Our behaviour towards others is conditioned by our prejudices.
- The image or belief about a person or a group of people, based on the idea that everyone in that particular group will look or act in the same way, is called stereotype.
- Prejudice, stereotype and discrimination lead to inequalities in the society.
- Children with special needs often face discrimination and isolation.
- Caste system and untouchability are glaring examples of different forms of social inequality.
- The Indian Constitution gives equal rights to both men and women and does not allow any discrimination on the basis of caste, creed, sex, race and religion.

Glossary

Discrimination Differential treatment meted out to different categories of people on the basis of caste, creed, religion and gender | **Inclusive schools** Schools where children with special needs study together with other children of the same age | **Prejudice** Preconceived, negative notions | **Stereotype** A fixed image or idea about a particular thing, person or group of people

EXERCISES

A. Fill in the blank.

1. Indian society has been divided into different castes on the basis of _____.
2. An extreme form of exploitation based on caste is _____.
3. Women and people belonging to the so-called lower castes have certain number of seats _____ for them in government educational institutions and offices.
4. _____ are unfair because they prevent us from treating people as unique individuals with different qualities, likes and dislikes.
5. _____ Rights are granted by the Constitution to every citizen of India.

B. Match the columns.

- | Column A | Column B |
|-----------------------|---|
| 1. Dr. B. R. Ambedkar | a. educational institutions and offices |
| 2. Shri Narayan Guru | b. Chairperson of Drafting Committee |
| 3. Vaishyas | c. banned by law |
| 4. reservation | d. traders |
| 5. untouchability | e. social reformer |

C. Write True or False.

1. The government has made special provisions in the Constitution for the weaker sections of the society. _____
2. Fundamental Rights are only granted to the rich men of the society. _____

3. Nowadays, there are 'inclusive schools' where children with special needs study with the other children. _____
4. Prejudices based on religion, race, caste, region and gender are deep rooted. _____
5. Women do not face any prejudice at home but sometimes they do at the workplace. _____

D. Answer the following questions in brief.

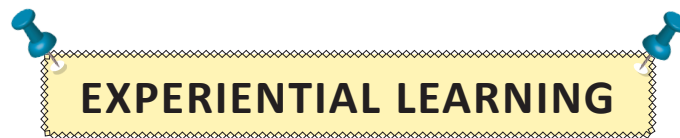
1. What is untouchability?
2. Why is stereotyping someone unfair?
3. What do you think is the basis of prejudice?
4. List the names of some of the social reformers who have worked to eradicate caste system from the society.

E. Answer the following questions in detail.

1. Why is untouchability treated as a crime and as a punishable offence by the Constitution of India?
2. On the basis of prejudice, women face a lot of discrimination. How?
3. Give examples to prove that prejudice has led to discrimination in society.
4. How has the caste system divided the people and the society?
5. Why is it beneficial to put the children with special needs in the same school with the others?

HOTS

Imagine that city XYZ is a perfect example of harmonious co-existence. What does it mean? What all are you expected to see/not see in this hypothetical city XYZ?



LIFE SKILLS

THINKING SKILL

Have a group discussion on common stereotypes and prejudices each one of you as students in school or as children at home face. Discuss how to tackle such issues and the need to raise your voice against such practices. Remember that it is very difficult to alter the opinion of adults but one must try and avoid stereotyping or prejudging others.

VALUES

Collect newspaper cuttings from the matrimonial column/page and bring at least two such cuttings to class. Each one takes a turn to read these cuttings and identify the blatant manner in which stereotyping and prejudice is carried out even today.

ACTIVITY

Find out the eight hidden words.

I	W	S	U	P	E	R	I	O	R
N	S	H	H	R	R	Q	E	Z	E
F	T	U	L	E	R	W	R	X	S
E	T	D	K	J	Y	E	T	C	E
R	R	R	M	U	T	R	Y	V	R
I	D	A	J	D	U	T	U	B	V
O	T	S	H	I	I	Y	I	M	A
R	T	R	X	C	A	S	T	E	T
W	H	Y	Z	E	T	Q	O	B	I
X	N	T	Q		U	W	P	M	O
B	R	A	H	M	I	N	S	N	N
V	A	I	S	H	Y	A	S	J	Q

3

Our Government



A prominently-flashed headline in the newspaper caught Mansi's attention as she was getting ready for school. It had been raining continuously for the past few days and Mansi had heard that floods have devastated lives of many people in different parts of the country. 'The Government seeks military help to rescue people in the flood-hit areas'—the headline said. As Mansi scanned through the newspaper, she could see the term government mentioned in various contexts—'Government to ban the import of toxic toys'; 'Government to sanction 2 crores for establishment of a football coaching academy'; 'Government to repair all the damaged roads in the city before the next rainy season'; 'Government to provide scholarships to students passing the International Geography contest', etc. The Government indeed has many things to do, Mansi thought.

In this chapter, we will learn more about the meaning and functions of a government as well as about the different types of government.

What is a Government?

A **government** is a political authority comprising one individual or a group of people who have the power to make and enforce laws for a country or area. A government is necessary for the smooth functioning of any country or community. It makes laws, implements them, and also ensures that the laws are followed, so that the society may function in a disciplined manner.

The word 'government' comes from the Greek word 'kubernismos', which means 'to pilot a ship'. If a ship represents a state, the government tries to guide its people towards better lives while avoiding problems such as war, crime and economic troubles.

Talking point

Imagine what would happen to society if there were no government. Do you think there would be chaos and lawlessness?

Functions of the Government

The main functions of the government are:

- To make laws and ensure that the people living in a country follow them
- To improve the infrastructure of the country and raise the standard of living of the people, by providing facilities such as roads, electricity, clean drinking water and healthcare
- To prevent crime and maintain law and order
- To protect the country from foreign invasions
- To build bridges, dams, canals and highways
- To provide transport facilities in the form of buses, railways and airways
- To ensure economic development of the country
- To build schools, colleges and other educational institutions

Sources of income

The government needs money to perform all the functions. The money is obtained from the people in the form of **taxes**. The government levies taxes, and the people of the country have to pay them. Income tax and sales tax are the two important types of taxes levied by the government.



Fig 3.1 Various roles of the government

The first level is the union or central government. This is the government at the centre and it takes major decisions of governance for the entire country.

For governance, the country is divided into small territories called states. Each state has its own government. This is the second level of government. The state government looks after the welfare of a particular state.

People living in villages, towns and cities form their own government, to look after their local needs. This is the government at the third level, and is also called the local self-government.

Levels of government

In a huge country like India, it is not possible for a single government to efficiently govern the entire country. So, the government performs at various levels. Each level has its own set of responsibilities.

We will learn about the working of all the levels of government in detail in subsequent chapters. For the sake of governance, the country is divided into states and union territories.

Laws and the Government

One of the main functions of the government is to make laws. All the people living in a country have to abide by the law.

Why are laws important?

Laws are important because they ensure that people live in a peaceful and regulated manner. Let us take an example. On the road, people have to follow some rules: obeying the traffic signals,

having a control over speed, crossing the road via the zebra crossing, etc. What happens when people do not abide by these rules or, when the traffic lights do not work at a busy intersection? There is much chaos and lawlessness.

It is important that we follow rules in all spheres of life to avoid chaos and unpleasantness. Also, when all the citizens follow the same rules, they are liable to similar punishments if they break the rule. Everybody is equal in the eyes of law and there is lesser chance of discrimination.

◀ Talking point ▶

What are the various laws we have to follow at home and school? Discuss.

Types of Government

Government can be of different types. **Monarchy**, **dictatorship** and **democracy** are the three main types of government. Let us know more about them.



Map 3.1 Political map of India showing states and union territories

Monarchy

Do you recognise this person? He is Akbar the Great, one of the greatest monarchs in history. Monarchy is a form of government which is headed by a king or a queen. It is mainly a hereditary form of government, so power passes down from one generation to another in the same family. A monarch heads the government of a country, and he is assisted by a council of ministers.



Akbar

I.Q.

Can you name some other famous monarchs?

Dictatorship

Adolf Hitler was one of the most infamous dictators in world history.

Dictatorship is a form of government in which all the power rests with one individual—the

dictator. The dictator does not adhere to any rules or laws nor does he care about the welfare of the people. He rules according to his own whims and fancies. Hence, dictatorship is mostly oppressive.



Adolf Hitler

I.Q.

Find out about some other dictators in the history of the world.

Democracy

The most popular form of government today is democracy. It is a form of government where people participate in the governance of the country. Democracy can be of two types: **direct** and **indirect**. In a **direct democracy**, the people in a country directly participate in the governance. However, direct democracy is possible only in countries with a small population.

A more popular form of democracy is **indirect** or **representative democracy**. In this form of democracy, people choose their representatives through elections, who then form the government.

Thus, in a representative democracy, elections play an important role. All adult citizens of the country have the right to cast votes, irrespective of their caste, creed, gender etc. Right to vote is called **franchise**. When all the citizens of a country have the right to vote, it is referred to as **universal adult franchise**.

Universal Adult Franchise

A democracy is successful only when the citizens have the right to vote. All citizens of India above 18 years of age have the right to vote. Universal adult franchise is thus a significant feature of the Indian democracy. It was adopted as soon as the Indian Constitution came into being. The first general elections held in the country in 1952 were based on universal adult franchise.

It was an important step, because people across the world have fought for their right to vote. Earlier, only the rich and educated men had this right. It was believed that neither the poor nor women were capable of making the right choices or taking important decisions. So the right to

vote was not necessary for them. It was only after long struggles, led by social activists and great campaigners for women's rights such as Emmeline Pankhurst that women got their right to vote. Today, women in almost every country have voting rights.

CASE STUDY: SUFFRAGETTE MOVEMENT

Women all over the world had to fight hard to gain their voting rights. In the middle of the 19th century, a group of women in Britain started the Suffragette movement, to demand voting rights. The movement was led by Emmeline Pankhurst, who founded the Women's Social and Political Union. The party members often resorted to violent means, such as smashing windows and assaulting police officers. They also sat on hunger strikes and chained themselves to railings on the streets to gain public attention. Many of them were imprisoned.

It was only after years of struggle that their demands were met. In 1918, Britain allowed women to vote only if they were over 30 years and owned property. The USA and France granted the voting right to women in 1928 and 1945, respectively.



Emmeline Pankhurst

CHAPTER IN A NUTSHELL

- A government looks after the welfare of the people living in a society. It also frames laws and maintains law and order.
- A government functions at various levels— central, state and local.
- Monarchy, dictatorship and democracy are the three major forms of government.
- A democratic government is formed through the process of elections.
- Universal adult franchise is an important feature of democracy.
- In many countries, women had to fight long battles to gain the right to vote.

Glossary

Democracy A type of government formed by representatives elected by the people of the country | **Dictatorship** A type of government headed by one person, who is often oppressive and unjust | **Government** A political authority ruling over a particular country, having the power to make and enforce laws | **Monarchy** A type of government, headed by a king or queen | **Universal adult franchise** The right to vote for all the adult citizens of the country

EXERCISES

A. Fill in the blanks.

1. The word government comes from the _____ word _____ which means to 'pilot a ship'.
2. One of the most important functions of the government is to make _____ for the

people of the country.

3. The money obtained from the people to run the government machinery is called _____.
4. There are three main types of government namely _____, _____ and _____.
5. Earlier it was believed that neither _____ nor _____ were capable of making right decisions and hence they were denied the right to _____.

B. Match the columns.

Column A

1. Suffragette Movement
2. Akbar the Great
3. Indirect Democracy
4. Adolf Hitler
5. Universal Adult Franchise

Column B

- a. right to vote for all
- b. representative democracy
- c. dictatorship
- d. monarchy
- e. Emmeline Pankhurst

C. Write True or False.

1. Between Monarchy, Dictatorship and Democracy, Dictatorship is the most popular form of government. _____
2. Akbar the Great was the greatest monarchs of all times. _____
3. Women were not given voting rights as they were not educated. _____
4. Because India is a big country, the government functions at various levels. _____
5. The first general elections in India were held in 1952. _____

D. Answer the following questions in brief.

1. Who was Emmeline Pankhurst?
2. Why does the government in India function at different levels, namely central, state and local?
3. Why is it important to follow rules?
4. What is the meaning of the word 'government'?

E. Answer the following questions in detail.

1. The government performs various functions in a democracy. What are they?
2. The right to vote was not always universal. In the light of this statement, write briefly about the history of voting rights.

3. What are the different forms of governments that a country can have? Which among them is the most popular and why?
4. Why can we not have direct democracy in today's world?

HOTS

Most of the countries in the world are moving towards democracy. Why?



EXPERIENTIAL LEARNING

ACTIVITY

Think of an imaginary friend who lives in a country ruled by a monarch. Write a letter to him/her praising the virtues of democracy as well as the life ordinary people lead under a democratic leader.

PROJECT

Keep track of your newspapers for a week. Find out articles from the newspaper where the intervention of the government or its role is highly anticipated. Bring 2–3 such articles to school and paste all the newspaper clippings on a sheet of chart paper. As a class, pin it up on the display board and read them to understand the various tasks before the government.