



Class

7

UTKARSH

Ek Kadam Safalta Ki Aor

Social Science





सबको शिक्षा, अच्छी शिक्षा

UTKARSH

Ek Kadam Safalta Ki Aur

Social Science Activity Book
for Class 7

State Council of Educational Research and Training

Varun Marg, Defence Colony, New Delhi-110024

ISBN : 978-93-93667-45-8

©State Council of Educational Research and Training, Delhi

December 2021

No. of Copies : 16,000

Published by : State Council of Educational Research and Training, Delhi

Printed at : M/s Star Forms, 8710, Rahat Ganj, Roshnara Road, Delhi-110007

MANISH SISODIA

मनीष सिसोदिया



सत्यमेव जयते

**DEPUTY CHIEF MINISTER
GOVT. OF NCT OF DELHI**

उप मुख्यमंत्री, दिल्ली सरकार
DELHI SECTT, I.P. ESTATE,
दिल्ली सचिवालय, आई.पी.एस्टेट,
NEW DELHI-110002

नई दिल्ली-110002

Email : msisodia.delhi@gov.in

D.O. No. DyCM/2021/290

Date : 21.12.2021

MESSAGE

The Government of Delhi has been putting up various efforts to provide universal access to quality education to the children studying in the schools of the Directorate of Education, Delhi. We have implemented many programs to ensure equitable and inclusive education in our schools.

The corona virus pandemic has affected the school education immensely in the last two years. Due to the closure of the schools, the students were confined to their homes. We introduced and managed online learning successfully. The teachers were constantly connected with the students through online classes and kept assessing their progress. But during this time, children who had continuously been in difficult circumstances could not join online classes, lagged behind and a great need was felt to connect them to the mainstream school education.

Taking these aspects into account, to encourage children for learning and to ensure their active participation in learning, 'Utkarsh' book series has been created with the joint effort of State Council of Educational Research and Training, New Delhi and Samagra Shiksha to bridge the gap in education.

This series contains activities based on practical learning which will enable the students to read, write, and perform basic numerical operations and to develop basic competencies in school subjects. The books in this series will also act as an effective medium for their physical, cognitive, social, emotional, moral and cultural development.

The books are based on the concept of play-based, multi-dimensional and discovery-based learning for Hindi, English, Social Science, Science, Urdu, Punjabi, and Mathematics books of activities have been designed for Classes 6 to 8 (Middle Level). Social Science, Science and Mathematics books have been created in both Hindi and English language for achievement of better learning outcomes. Students will learn about human sensitivities, group work, mutual cooperation, courtesy through play and activities and will be able to imbibe these qualities in them to become ideal citizens. It is hoped that a new educational revolution will be ushered in through these books. Students will develop conceptual understanding and the tendencies of creative and logical thinking. Based on empirical pedagogy, these books incorporate diversity of local contexts, multilingualism and respect for the local environment.

I am sure that these books will provide a strong foundation to the students for equitable and inclusive education, and will prove to be a milestone in the world of education.


(MANISH SISODIA)

**H. RAJESH PRASAD
IAS**



प्रधान सचिव (शिक्षा/प्रशिक्षण व तकनीकी शिक्षा/ उच्च शिक्षा)

राष्ट्रीय राजधानी क्षेत्र

दिल्ली सरकार

पुराना सचिवालय, दिल्ली-110054

दूरभाष: 23890187 टेलीफैक्स : 23890119

Pr. Secretary (Education/TTE/ HE)
Government of National Capital Territory of Delhi

Old Secretariat, Delhi-110054

Phone : 23890187, Telefax : 23890119

E-mail : secyedu@nic.in

MESSAGE

Recent times have been extremely challenging for people all over the world. Now, after two formidable years of corona times, we are again moving towards normal life.

In the field of education in Delhi, though various successful efforts were made to keep students engaged in learning through online teaching, worksheets and online assessment for the last two years, but due to the lack of face-to-face mode of teaching- learning process or a direct contact and communication with students or due to some family and financial reasons there was a gap in the process of learning.

Keeping this new scenario in mind, 'Utkarsh' book series has been prepared under the Learning Enrichment Program to rise up from the challenge of this learning gap. There are many activity sheets in these books which have been developed on the basis of context specific learning outcomes. Activities have been designed around the social context of learning, taking into account the culture, multilingualism, and environment of the students. These activities are designed according to the emotional and intellectual level of the students so as to ensure active participation of the students in the learning process.

We aim to initiate the all-round development of the students through our efforts.

We hope that the students will become active participants in the process of knowledge creation through these activities.

With best wishes,

(H. Rajesh Prasad)

HIMANSHU GUPTA, IAS
Director, Education & Sports



Directorate of Education
Govt. of NCT of Delhi
Room No. 12, Civil Lines
Near Vidhan Sabha,
Delhi-110054
Ph.: 011-23890172
E-mail : diredu@nic.in

MESSAGE

"It is said that when the going gets tough, the tough get going."

COVID Pandemic was one such trying time. Although as country, India, tried to deal with this time in a multipronged manner, we are still trying to rise above its negative effects in various aspects of life.

Education sector also saw its negative impact especially in school education. So it has become extremely important to bridge the gap of expected learning outcomes and the current status of learning outcomes. To achieve the goal of providing high quality education to all students we have developed 'Utkarsh' series. These books have been created for students of classes 6 to 8 and have interesting activities which will develop curiosity, zeal to search, experience and create various opportunities for dialogue, which in turn will provide them a strong foundation for all aspects of life.

In the changing situations it is really important for students to master 21st century skills along with ethics, rationality, empathy and sensitivity so that in future they move towards an enriched life ahead. The 'Utkarsh' series books written on subjects of Mathematics, Science, Hindi, English, Social Science, Urdu and Punjabi will develop the creative abilities of the students and they will be able to connect to their environment and establish coordination.

These books have been designed keeping in view the goal of multidisciplinary and holistic education, in which ample opportunities for learning have been provided. Self-instructional activities like colourful pictures, songs, poems, puzzles, stories, cartoons, posters, games, puppets will attract the attention of the students and motivate them for self-assessment and will further pave the way for effective learning.

I firmly believe that learning difficulties of the students will be catered to and desired learning outcomes will be achieved through the 'Utkarsh' series. These books will prove to be an effective medium in the attainment of desired goals and will contribute directly to build an inclusive, egalitarian and just society.

With best wishes.

(HIMANSHU GUPTA)

Rajanish Singh
Director



**State Council of Educational
Research and Training**
(An autonomous Organisation of GNCT of Delhi)
Varun Marg, Defence Colony, New Delhi-110024
Tel. : +91-11-24331356, Fax: +91-11-24332426
E-mail: dir12scert@gmail.com

Date : 20/12/2021

D.O. No. : (B(4)/M/SC/ECR/DPB/2021-22/212

MESSAGE

Dear students,

The last two years have been challenging due to the COVID pandemic for all of us. This pandemic impacted nearly every dimension of life, be it health, employment, economy or livelihood of human life. Even the education sector has not been left untouched by it because of the closure of schools. It not only affected the teaching-learning process, it also had a formidable impact on the possibilities of learning for students, limiting the opportunities of peer learning and directs guidance of teachers. Although online classes helped to maintain the continuity of the teaching-learning process but there were numerous challenges related to the accessibility of online education for students studying in the government schools of Delhi.

This context led to the development of the 'Utkarsh' series to cater to the new learning needs of the students. This series is a compendium of the worksheets which aim to provide opportunities to the students for self-learning. These worksheets are child-centered and activity-based and they reflect regional, social and cultural domains of the students. These worksheets help the students to explore their environment as a learning resource, as they have many activities that require them to interact with and learn from family members, neighbours, community members, locality and nature.

I am hopeful that this initiative of State Council of Educational Research and Training would play a significant role in inspiring the students of classes 6 to 8 to take ownership of their learning process and to provide the opportunity of accessing quality education.

With best wishes.

(Rajanish Singh)



Dr. Nahar Singh
Joint Director

State Council of Educational Research and Training

(An autonomous organisation of GNCT of Delhi)

Tel. : +91-11-24336818, 24331355, Fax 91-11-24332426

Tel. : +91-11- 24331355, Fax 91-11-24332426

Email : jdsccertdelhi@gmail.com

Date: 20/12/2021

D. O. No. : 1162/308/SCERT/2021-22/205

Message

It is said that the trying times test out mettle the best. The corona period brought many challenges for us, but these challenges also changed our perspective and inspired us to adopt patience, indomitable courage and self-reliance. During the lockdown for some time, school education could not be done smoothly, due to which the learning process of the children was hampered. In this context, it is important to ask whether children studying online at home are able to acquire knowledge, skills and competencies according to their prescribed class and development level? In the present context, it is relevant that meaningful efforts should be made in the direction of reducing this gap of learning.

To bridge this gap in the level of learning, special course material, in the form of **Utkarsh** series, has been created for students with the combined effort of State Council of Educational Research and Training, New Delhi and Samagra Shiksha. This text material is interesting, responsive, informative and engaging for students. I am hopeful that it will be effective for self-development and will provide students the required competencies. These activities are designed to engage students in observation, critical thinking, creative thinking, questioning, problem- solving, effective communication, decision making, empathy and contemporary problems using play- based, story-based, art integrated and child- centered learning methods.

With best wishes for the bright future of our students.


(Dr. Nahar Singh)

Book Development Committee

Patron

Mr. H. Rajesh Prasad, Pr. Secretary (Education), Delhi

Advisor

Mr. Rajanish Singh, Director, SCERT, Delhi

Academic Advisor

Dr. Nahar Singh, Joint Director, SCERT, Delhi

Authors

Mr. Sanjay Kumar Pathak (20171795)	Lecturer History, Rajkiya Pratibha Vikas Vidyalaya Gandhi Nagar, Delhi
Ms. Madhumita (20132675)	TGT Social Science, GGSSS Shahbaad Dairy, Delhi
Mr. Deep Chand (20131486)	TGT Social Science, G.S.V (DAKSHIN PURI EXT) AMBEDKAR NAGAR-V, Delhi
Mr. Amardeep Dabas (20171388)	TGT Social Science, Govt. Coed. Sarvodaya vidyalaya sector 21 Rohini, Delhi
Ms. Gurvinder Kaur (20162887)	TGT Social Science . Govt Girls Middle School, Chauhan Bangar, Jafraabad Delhi
Mr. Janmejay Sharma (20040857)	Lecturer, History, GSBV No2, B Block, Yamuna Vihar, Delhi
Ms. Sunita	Assistant Professor, DIET Motibagh, SCERT, Delhi
Dr. Neelam	Assistant Professor, DIET Motibagh, SCERT, Delhi
Mr. Sanjeet Kumar	Assistant Professor, DIET Motibagh, SCERT, Delhi
Mr. Joginder Kumar (20101552)	Assistant Professor, DIET Motibagh, SCERT, Delhi

Subject Experts for Vetting

Ms. Vani Malik	Vice-Principal, Dayanand Public School, Model Town, Delhi
Dr. Dharmendra Dagar	Assistant Professor, DIET Gummanhera, Delhi
Mr. Dheeraj Roy	Assistant Professor, DIET Darya Ganj, Delhi

Other Contributors

Ms. Eeti	EVGC, Free Lancer
Ms. Prachi (2013319594)	TGT English, SKV Pooth Kalan, Delhi
Mr. Sandeep (20191299)	Lecturer English, School of Excellence, Sec-23, Rohini, Delhi

Nodal Incharges of the Project

Dr. Sonu Lal Gupta, Assistant Professor, SCERT, Delhi
Dr. Gaurav Sharma, Assistant Professor, SCERT, Delhi

Subject Coordinator

Mr. Joginder Kumar(20101552), Assistant Professor, SCERT, Delhi

Publication Officer

Dr. Mukesh Yadav, SCERT, Delhi

Publication Team

Mr. Navin Kumar, SCERT, Delhi	Ms. Neha Rizwana, BRP, SCERT, Delhi
Ms. Radha, SCERT, Delhi	Ms. Fouzia, BRP, SCERT, Delhi

Message for Teachers

Respected teacher fellows,

Every book that is meant to provide learning experiences has some unique features which determine its urge. This book has been developed as a Beaming enrichment outcomes. The theme under which the book interacts with leaders is activity-based learning followed by 'assessment for learning'. This means that each chapter has some activity sheets which begin with some activity and then some questions follow, through which leaders enrich their learning in science. Each question has cues/clue in the form of pictures, examples and hints so that learners are tempted to find answer through the available resources. This learners may take help from their teacher, NCERT textbook, intimate or family members to quench the quest. The answers of the questions have not been provided in the book deliberately, to maximize the opportunity to think critically.

Another important feature of the book integration of leaders with utmost care has been taken that the context of the book relates with the real-life experiences of learners so that application of conceptual understanding becomes easier. For this purpose the commonly available material has been used /suggested for doing science activities. Also the examples and generally considered subject specific like, graphs, stories etc have been used to make the content interesting as well as integrated.

Each activity sheet entertains one to two learning outcomes only to easily monitor their fulfilment. Efforts have been made for the gamification of the process of assessment. It is hoped that these unique characteristics of the book would make the learning process joyful and interesting even for the low achieving group of students applications.

The language that has been used in the contextual and in common usage. This makes the content easy to grasp and comprehend. Besides making the learning process interesting, this book will also help in fulfilling the goals envisaged in 'Mission Buniyad'.

Message for Students

Message for Students

Dear student

This content has been developed to enrich your learning after getting learning after getting learning experiences from regular classroom interactions. Efforts have been made to align the chapters with list of Class-wise learning outcome (developed by SCERT, Delhi) as well as the chapters of SCERT textbook. You are expected to perform the activities suggested in these activity sheets and then try to answer the questions. This process has been designed in such a way that it would prompt you to lead actively and find answers. The illustrations, exemplar answers and clues would help you understand the concept and think critically. At certain times, you may need help in doing some activity, to respond to a particular statement or in obtaining an answer. In such situation you must approach your teachers, your teacher, family members of NCERT textbook as guides and instead of asking for the answers, you must ask them guide you so that you may find the answer yourself.

It is hoped that this content will help you all to incubate a habit of self-learning.

Contents

Subject	Pg.No.
History	3-90
Mughal Empire	3-5
Sultan of Delhi	6-12
Rulers and Buildings	13-15
Mughal Empire	16-20
Rulers and Buildings	21-22
The Delhi Sultanate	23-24
The Mughal Empire	25-28
Towns, Traders and Craftspersons	29-51
Tribes Nomads and Settled Communities	52-60
Devotional paths to the divine	61-71
Making Of Regional Cultures	72-78
Eighteenth Century Political Formation	79-90
Social and Political Life	93-136
Equality	93-99
Levels of Government	100-101
Representation	102-104
State legislative assembly	105-106
Gender Equality	107-109
Women Empowerment	110-117
Understanding the Media	118-123
Understanding Advertisements	124-128
Markets Around Us	129-133
A Shirt in the Market	134-136
Geography	139-196
Environment	139-144
Inside our Earth	145-147
Our changing Earth	148-156
Air	157-162
Water	163-168
Natural Vegetation and Wildlife	169-174
Human Environment – Settlement, Transport and Communication	175-184
Environment Interactions The Tropical and the subtropical Region	185-190
Life in Desert	191-196



HISTORY

SOCIAL SCIENCE



HISTORY

Worksheet Number :-01

Date:-

MUGHAL EMPIRE

Learning outcomes

1. Student will understand the religious policy of Akbar.
2. Student will know the religious diversity of our country.

SUB TOPIC :- SULH- I- KUL POLICY OF AKBAR



Akbar



Akbar religious discussion in Ibadat Khana

Akbar was the most majestic and religiously tolerant ruler of Mughal dynasty .

Akbar built a Prayer Hall or Ibadat Khana at Fatehpur Sikri to restore religious tolerance in his Empire.

Akbar started discussion with Ulema , Brahmins , Jesuit Priest (who were Roman Catholics) and Zoroastrians followers in a prayer Hall (Ibadat Khana) on matters of religions and customs.

This discussion made Akbar realize that religious scholar who emphasized rituals and dogma were often Bigots. Their teachings created division and disharmony amongst his subjects.



Sulh-I-Kul means "Universal Peace" does not discriminate the followers of different religions".

The policy of Sulh-I-Kul emphasized only truth, honesty, justice and peace and it could be applied everywhere.

The court historian Abul fazl helped Akbar in adopting the policy or ideology of the Sulh-I-Kul.

MAJOR VOCABULARY

Majestic :	Showing impressive beauty
Tolerant :	Ability to accept something
Ulema :	Islamic scholar
Dogma :	set of principles laid down by an authority and accepted as true
Bigots :	a person with very strong unreasonable beliefs or opinions

VERY SHORT QUESTIONS-

1. With whom did Akbar start religious discussion?

2. Who was Akbar's court historian?





3. Explain the meaning of Sulh-I-Kul.

4. Do people of different religions live together in our country in today's time?

Give reasons in favour of your answer.



HISTORY

Worksheet Number :-02

Date:-

SULTAN OF DELHI

INFORMATION ABOUT THE SULTAN OF DELHI

Learning outcomes

1. Students will be able to know the sources of getting information about the Sultans of Delhi.
2. Students will get to know the process of writing history used by the Sultans of Delhi

SOURCES FOR GETTING INFORMATION ABOUT THE SULTANS OF DELHI



Muhammad bin Tughlaq and the coins of his time



Inscriptions, coins, and architectural (building arts) are a major source of information about the Sultan of Delhi.

Apart from this, information about the administrative, political, economic and military activities that took place during the reign of Sultan of Delhi is obtained from history (Tawarikh).

History (Tarikh/ Tawarikh) was written in Persian language that was administrative language or official language of the reign of Sultan of Delhi.

History (Tarikh/Tawarikh) was written by secretaries and administrators, poets and courtiers. All the person were well educated who narrated the events and advised the sultans in running the administration.

History was prepared in manuscript form.

MANUSCRIPT PREPARATION STEPS



1. Preparation of paper



2. Writing works



3. To draw attention to important words and paragraphs gold is melted and used



4. Binding up together





MAJOR VOCABULARY

Tawarikh :	Plural of Tarikh
Sultan :	King
Inscriptions :	engraved words on hard surface such as stone or metal
Architecture :	building arts
Manuscript :	hand written documents

VERY SHORT QUESTIONS-

1. Write the sources of getting information about the Sultans of Delhi.

2. What was the administrative language of the Sultan of Delhi ?



3. List the people, involved in the writing of history or Tawarikh.

4. Explain the steps to prepare a manuscript.

5. If you were the king, which language would you make the administrative language?



HISTORY

Worksheet Number :-03

Date:-

SULTAN OF DELHI CONDITION OF SLAVES DURING DELHI SULTANATE PERIOD

Learning Outcomes

1. Students get to know the role of slaves in the administration during the Delhi Sultanate period.
2. Student will be able to understand the work done by the slaves during the Delhi Sultanate period.

CONDITION OF SLAVES DURING THE DELHI SULTANATE PERIOD



Picture

During the Delhi sultanate period, a people were bought by the sultan for military services. These people were called slaves.

Slaves were called Bandagan in Persian language.

The Sultan of Delhi Sultanate used to train and appoint these slaves or Bandagan to work at important political positions.

The Sultan of Delhi considered slaves better than their sons and also believed in them. Slaves were also loyal to their masters and patrons.

Political instability was also created due to high posts like Commanders and Subedars given to the slaves by the Sultans of Delhi Sultanate.



MAJOR VOCABULARY

Training:	Regular Practical education
Appoint:	To join
Subedar :	Head of a state
Instability:	The state of being unstable

VERY SHORT QUESTIONS-

1. The people who were bought by the Sultan for military service were called.

2. What were slaves called in Persian language?

3. List the post given to slaves by the Sultans of Delhi Sultanate.



4. Do slaves still exist today? Write two points in, favour or against' your answer.

5. Write the name of king who was a slave during Delhi Sultanate period.



HISTORY

Worksheet Number :-04

Date:-

RULERS AND BUILDINGS

CONSTRUCTION OF TEMPLES, MOSQUES AND PONDS

Learning outcomes

1. Students will be able to understand the reason behind the construction of Temples, Mosques and Ponds by the different rulers.
2. Students know the Importance of water.

CONSTRUCTION OF TEMPLES, MOSQUES AND PONDS

Temples and Mosques were constructed very beautifully. They were not only places of worship but also to display the power, wealth, splendor and devotion of kings and rulers who built and patronized Temples and Mosques.

Raja Raj Deva built the Rajarajeshwar Temple in Thanjavur .We see that the names of God (Rajarajeshwar) and Raja Raj Deva are very similar . One reason for this was that a name resembling God was considered auspicious and second, was that the king wanted to show himself as a God in order to be popular among masses.



Picture : Rajarajeshwar Temple



Muslim rulers also tried to present themselves as the shadow of Allah.

A good ruler or king was believed to be the one who is near to justice, whose Kingdom is prosperous and provides Irrigation of crops and rain water reservoir.

That is why Sultan Iltutmish built a huge pond (reservoir) just outside Dehli - I- Kuhna which was called Hauz-i-Sultani or Rajas's or King's Reservoir.



Picture: - king's pond / Reservoir in Delhi

MAJOR VOCABULARY

Mosque :	Place of worship for Muslims
Splender :	Very impressive beauty
Auspicious :	Good luck



The background of the page is a collage of various Indian historical and architectural elements. At the top left, there's a depiction of a fortified city or palace. To the right, a stone relief shows a figure in a chariot. The middle section features faint, large-scale illustrations of a tree and a person. At the bottom, there's a row of images including a temple gopuram, a fort gate, a temple with a tall spire, and the Qutub Minar.

VERY SHORT QUESTIONS-

1. Who built the Rajarejeshwar Temple?

2. How did the Muslim rulers try to present themselves?

3. By what name was the pond, built by Sultan Iltutmish, known?

4. What is the importance of water for us?

5. If you were a king or Sultan, how would you manage water for public uses?

HISTORY

Worksheet Number :-05

Date:-

MUGHAL EMPIRE

MUGHAL AND THEIR TRADITIONS OF SUCCESSION

Learning outcomes

1. Students will be able to know the Mughals .
2. Students will be able to know the traditions of succession in Mughal rule.

MUGHAL AND THEIR TRADITIONS OF SUCCESSION



Timur , their ancestors and Mughal Emperors



Babur, first Mughal emperor

Teacher's and student's conversation

- Teacher:** Dear students , have you visited or heard about Red fort and Taj Mahal ?
- Student:** Yes.
- Teacher:** Where are the Red fort and the Taj Mahal situated ?
- Student:** Delhi and Agra.



Teacher: Who built the Red fort and the Taj Mahal ?

Student: Shahjahan

Teacher: Good, Who was Shahjahan ?

Student: A king

Let's know about Mughals.

Mughals were descendant of two great lineages of rulers. From maternal side , they were the successor of Mangol ruler of China and Central Asia, Genghis Khan.

On other hand, from paternal side, Mughals were the descendant of Timur who was the ruler of Iran , Iraq and modern day Turki. Timur conquered Delhi in 1398 AD . Therefore the Mughal rulers would feel proud to be the descendant of the Timur.

The eldest son did not inherit Kingdom of his father during Mughal period .

The Mughal rulers followed the Timur dynasty traditions of succession which was called coparcenary.

According to coparcenary tradition, the Kingdom was of his father was divided amongst all his sons.

MAJOR VOCABULARY

Succession:	The right to have an important position after somebody else
Descendant:	a person who belongs to the same family
Lineage:	the ancestor from whom a person is descended
Conquered:	to take control of a country
Proud:	feeling that you are better than others
Tradition:	the way of doing something
Kingdom:	a country that is ruled by king or queen





VERY SHORT QUESTIONS-

1. If you were to inherit The Kingdom as an ancestral property , which tradition of succession would you follow and why ?

2. Who were the Mughals ?

3. What do you understand by Coparcenary tradition of succession during the Mughal period ?

4. Timur was ruled over,..... and,.....
5. Timur conquered Delhi in AD.
6. Prepare a list of the famous Mughal rulers.

7. Prepare a list of movies made on the famous Mughal rulers life.

HISTORY

Worksheet Number :-06

Date:-

THE MUGHAL EMPIRE

AKBAR'S ADMINISTRATIVE POLICY

Learning outcomes

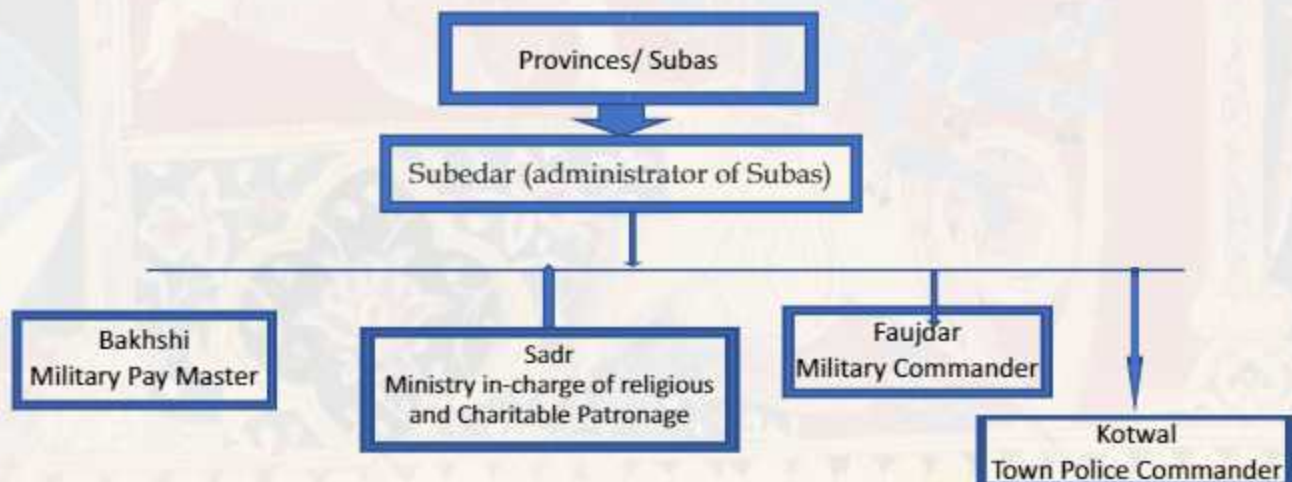
1. Students will be able to know the political system of provinces/ Subas of Akbar.
2. Students can know about the ministers and bureaucrats working in different positions

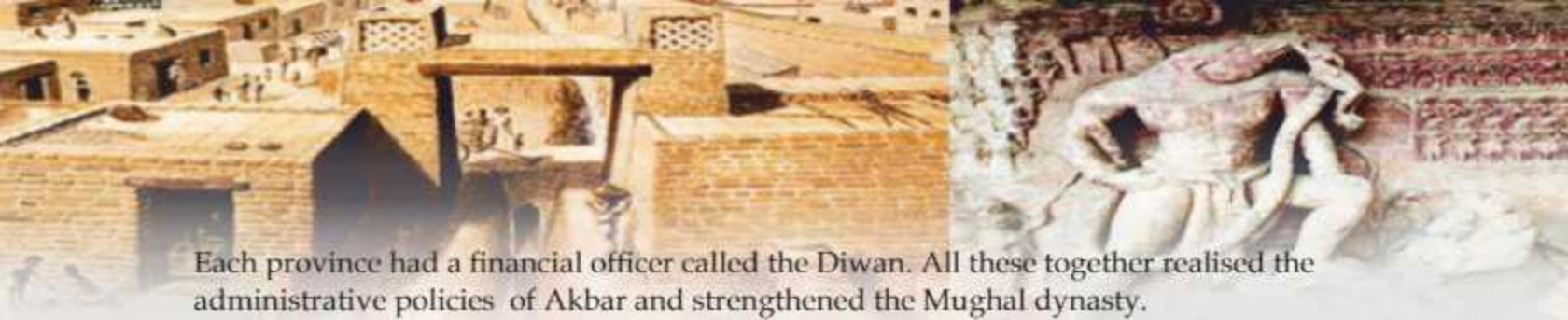
Mughal Provinces and Administration

Akbar Nama gives information about not only Akbar but also the administrative political, military, economic and family life of Mughals. Akbar Nama was composed by Akbar's own court historian Abul Fazl.

Ain-I-Akbari is a part of Akbar Nama in which we get to know about Akbar's political and military activities and other works.

During the Mughal period, the provinces were called Subas and administrator of the Subas were called Subedar. Some other ministers assisted in their tasks.





Each province had a financial officer called the Diwan. All these together realised the administrative policies of Akbar and strengthened the Mughal dynasty.

MAJOR VOCABULARY

Patronage:- support to a person by a patron

Historian:- the person who studies history.

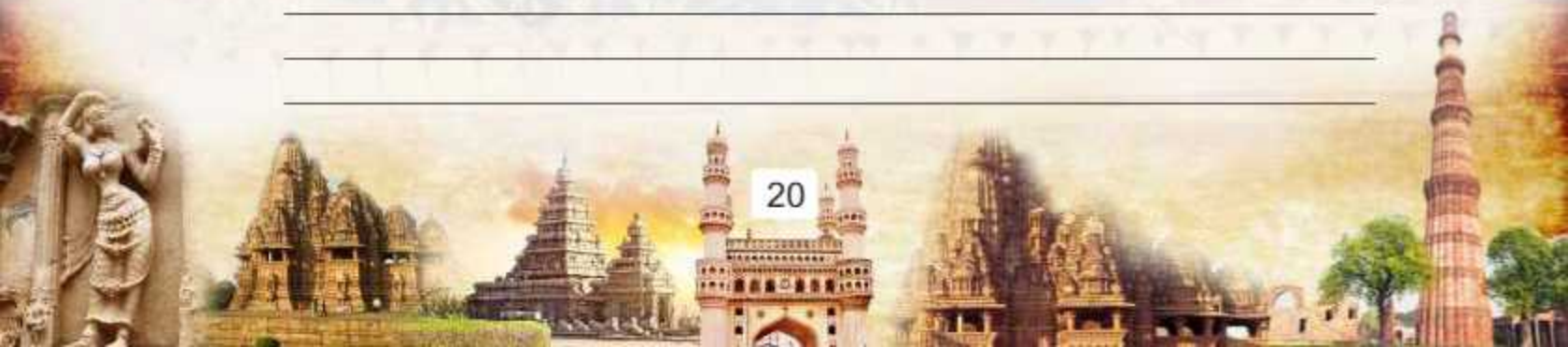
VERY SHORT QUESTIONS-

1. Write your family history by talking to your parents and siblings.

2. Who wrote Akbar Nama ?

3. Who was Abul Fazl ?

4. The financial officer of provinces was called



HISTORY

Worksheet Number :-07

Date:-

RULERS AND BUILDINGS

CHAHAR BAGH PLAN

Learning outcomes

1. Students will be able to know Chahar Bagh style.
2. Students will be able to understand the architecture of mughal period.

Chahar Bagh Plan

Any types of architecture not only tells the story of its construction but also reflects the thinking of various rulers.

From Babur, the founder of mughal dynasty to his successor, Humayun, Akbar, Jahangir, ShahJahan, all took a personal interest in architecture.



Figure :- A 1590 painting of Babur supervising workers laying out a chaharbagh in Kabul



The formal gardens planned by Babur were often attached/ enclosed to the wall and were of rectangular shape divided in four parts/ quarters by artificial channels.

Due to their symmetrical division into four quarters, they are called ChaharBagh.

The tradition of making chaharBagh started from the time of Akbar.

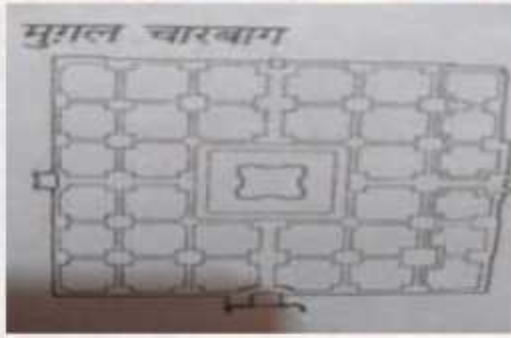


Figure :- the ChaharBagh in Humayun's tomb Delhi 1562 - 1571

Humayun's Tomb in Delhi, built during the time of Akbar, was started in the middle of a large ceremonial ChaharBagh.

Jahangir and ShahJahan also built ChaharBagh in Delhi, Kashmir, and Agra.

Major vocabulary

Successor :-	the right to have an important position after somebody else
Symmetrical :-	exactly same in size and shape
Ceremonial :-	connected with a ceremony

VERY SHORT QUESTIONS-

1. In whose time the tradition of making Chahar Bagh started in India?

2. Collect pictures of some garden/ tombs built after the Chahar Bagh plan?

3. If you are entrusted with the construction of park/ garden, how will you build it?



HISTORY

Worksheet Number :-08

Date:-

THE DELHI SULTANATE

GARRISON TOWNS

Learning outcomes

Student will be able to understand the meaning and need of Garrison Town

Children, even in today's time we see that different countries restore soldiers for their security. If we remove the soldiers from the border of our country then any other country will take possession of the land of our country. Therefore, the army is very important for the security of country.

It is very important to have powerful soldiers for the security of any state. Even in the Delhi Sultanate period, attackers attacked them through Afghanistan. To protect them selves, the Sultan of Delhi organised a large standing army to suppress these attacks and internal rebellions.



Figure :- Garrison towns built by Alauddin Khilji :Sirifort



It is very important to have powerful soldiers for the security of any state. Even in Delhi Saltanate there were attacks through Afghanistan. To protect against this, the Sultan of Delhi organised a large standing army to suppress these attackers and internal rebellions.

The Sultan of Delhi built cities/ towns for the units of their guard soldiers which was called Garrison Towns.

The Garrison towns were fortified.

MAJOR VOCABULARY

Suppress:- to stop something by using force.

VERY SHORT QUESTIONS-

1. What is the meaning of Garrison towns ?

2. Through which route did the attackers come during Sultanate period ?

3. What should we do for the security of our country ?

4. What is the meaning of fortified Towns ?



HISTORY

Worksheet Number :-09

Date:-

THE MUGHAL EMPIRE

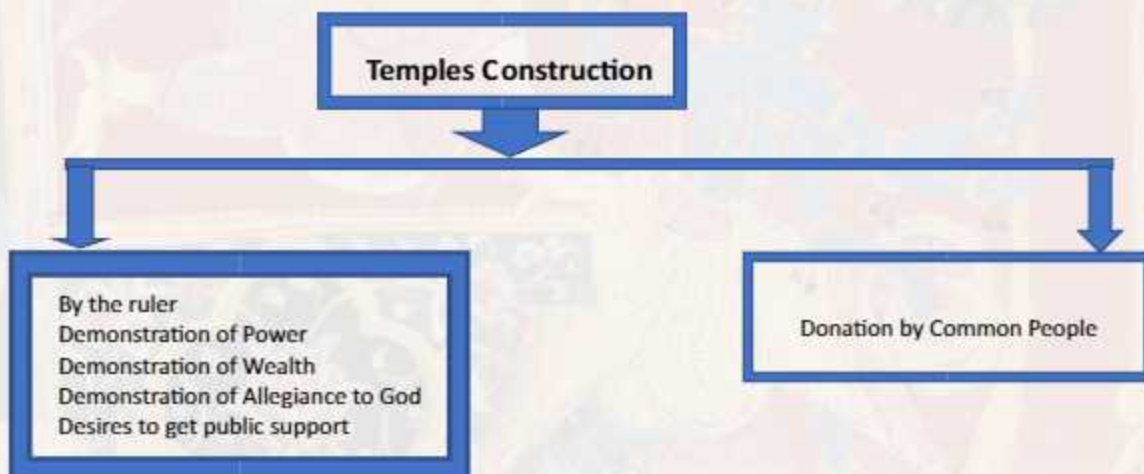
TEMPLES BEING DESTROYED AND LOOTED

Learning outcomes

- 1 Students will be able to understand the reason for the destruction of Temple during invasion by various rulers.
- 2 Students will understand the reasons for looting Temples.

In fact, a lot of money is spent in the construction of big and grand temples. That's why it is not easy for everyone to get the big and grand temples built.

Then you must be thinking who have got the temples built and why.





Why were the temples destroyed and looted?

In this episode, there is a name of famous Sultan, Mahmud Gaznavi who was not a very important ruler but he completely destroyed the temple of Somnath in Gujarat and looted the wealth.

By doing this, he wanted to show himself as an Islamic warrior/ hero and to demonstrate his political and military powers.

MAJOR VOCABULARY

- Invasion :-** the act of entering another country with an army in order to take control of it
- Allegiance:-** support for belief

VERY SHORT QUESTIONS-

1. Who used to build the temples ?

2. Why did the ruler get the temple built ?

3. Who looted and destroyed Somnath temple ?

4. Somnath temple is situated in state.



HISTORY

Worksheet Number :-10

Date:-

THE MUGHAL EMPIRE

MUGHAL RELATION WITH OTHER RULERS

Learning outcomes

1. Students understand the relation of Mughals with other rulers.
2. Students understand Mughal diplomacy.

Mughal's relations with other Rulers

Initially , when the Mughals were not powerful, other rulers refused to accept their power but as soon as they became powerful, many rulers accepted the powers of Mughals. Some, Rajput rulers got high position in the Mughal court by marrying their daughter.



Figure :- Akbar and his Rajput Wife

Some Rajput rulers(sisodiya Rajput) refused to accept the authority of the Mughals but when they were defeated, the Mughal carefully returned the jagir and not even humiliated them. But it was difficult to keep this balance always .When Shivaji came to accept Mughal power, Aurangzeb insulted him due to which Shivaji was against the Mughals.



Figure :- Veer Shivaji

MAJOR VOCABULARY

Jagir:- property piano party

VERY SHORT QUESTIONS-

1. What was the way for the Mughals to develop relationships with other rulers?

2. How did the Mughals treat the defeated rulers?

3. Whom did Aurangzeb insult?

4. Write the name of major Mughal Kings?

HISTORY

Worksheet Number :-11

Date:-

TOWNS, TRADERS AND CRAFTSPERSONS

TOWNS IN MEDIEVAL INDIA

Learning outcomes

- Students relate key historical developments during medieval period occurring in one place with another
- Students analyse factors that impact development of specific regions.

New Words

1. Saliya – weavers of Thanjavur.
2. Sthapatis – sculptors.
3. Mandapas – pavilions.
4. Perennial river-river that flows throughout the year



Dear students, look at the map and identify the cities/towns and the states they belong to. These were the important towns of medieval India. We had, Thanjavur, Kanchipuram, Madurai, Tiruvannamalai, Madras (Tamil Nadu), Tirupati (Andhra Pradesh) Somnath (Gujarat), Vrindavan (Uttar Pradesh), Ajmer (Rajasthan) Hampi (Karnataka), Masulipatnam (Andhra Pradesh), Calcutta, Murshidabad (West Bengal), besides we had smaller towns like Uraiyur, Swamimalai (Tamil Nadu). These towns were – either administrative centres or temple towns and pilgrimage centres or commercial and craft centres or port towns or a combination of all the above.



Administrative Centres

Let us learn about an administrative centre with the example of a famous city of the medieval period named 'Thanjavur'.

- It was the capital city and the administrative centre of the Chola dynasty.
- It was on the banks of the perennial river Kaveri.
- Thanjavur was also a temple town. It had Rajarajeshvara temple built by King Rajaraja Chola.
- The architect of the town was Kunjaramallan Rajaraja Perunthachchan.
- There were palaces with mandapas or pavilions. Kings held court in these mandapas.
- There were also barracks for the army.
- The town had market for selling grain, spices, cloth and jewellery.
- The Saliya weavers of Thanjavur and the nearby town of Uraiyr produced cloths for flags (for temple festivals), king and masses.
- At Swamimalai, the sthapatis or sculptors made exquisite bronze idols and tall, ornamental bell metal lamps.



Rajarajeshvara temple, Thanjavur

VERY SHORT QUESTIONS-

Q1. Match the following-





City/Town	State/Place
1. Thanjavur	A. Uttar Pradesh
2. Somnath	B. Tamil Nadu
3. Ajmer	C. Thanjavur
4. Vrindavan	D. Gujrat
5. Saliya	E. Rajasthan

Q 2. Why were administrative cities generally situated on the banks of a river? Name an administrative city of modern India situated alongside a river.

Q 3. Which Perrenial river was Thanjavur situated alongside?

Q 4. Can Delhi be called an administrative centre? Why?

Q 5. Name five important towns of medieval India.

HISTORY

Worksheet Number :-12

Date:-

TOWNS, TRADERS AND CRAFTSPERSONS

TEMPLE TOWNS AND PILGRIMAGE CENTRES

Learning outcomes

- Students relate key historical developments during medieval period occurring in one place with another
- Students analyse that impact development of specific regions.
- Students provide examples of sources used to study various periods in history

New Words

1. Temple Town- a town with many temples of single or multiple deities.
2. Pilgrimage centre – place related to a single deity.
3. Madurai- an important temple town in Tamil Nadu.
4. Tirupati - a temple town of Andhra Pradesh.
5. Ajmer – a pilgrimage centre in Rajasthan.



Figure Somnath, Gujarat.
A Temple Town of India

Temple Town

- Somnath, Gujarat. A Temple Town of India.
 - A Temple Town is a place with many temples related to a single to multiple deities. Such towns were developed around the temples.
 - These temple towns were important parts of urbanisation and central to the society of these towns.
 - Many priests, workers, artisans, traders, etc. were settled near the temples to serve the pilgrims.
 - These temples were built by kings or rich merchants.
- The king gave grant of land and money to the temples.
 - Temple authorities used their wealth to finance trade and banking.
 - Example of important temple towns are -Thanjavur, Bhillasvamin (Bhilsa or Vidisha in Madhya Pradesh), Somnath (Gujarat), Kanchipuram and Madurai (Tamil Nadu), Tirupati (Andhra Pradesh).



Pilgrimage Centre



**Figure Dargah in Ajmer,
A Pilgrimage Centre**

- A pilgrimage centre is a place which is associated with a single deity and where people visit for their spiritual healing.
 - Examples- Vrindavan (Uttar Pradesh) and Tiruvannamalai (Tamil Nadu), Ajmer (Rajasthan)
 - Ajmer was also an administrative centre under Chauhan kings in the twelfth century and later became the Suba headquarters under the Mughals.
 - It has dargah of Khwaja Muinuddin Chishti and was an excellent example of religious co-existence).
- Pushkar (Near Ajmer) has a lake, which has been attracted pilgrims from ancient times.

VERY SHORT QUESTIONS-

Q1. Name of some temple towns of India.

Q2. Plan to visit a temple town and notice the life of the town.

Q3. What is the difference between a temple town and a pilgrimage centre?

Q4. Name some pilgrimage centres of India.

Q5. Is Somnath in Gujarat a temple town or a pilgrimage centre?



HISTORY

Worksheet Number :-13

Date:-

TRADERS AND CRAFTSPERSONS

SMALL TOWNS, TRADERS BIG AND SMALL

Learning outcomes

- Students relate key historical developments during medieval period occurring in one place with another
- Students analyse factors that impact development of specific regions.
- Students provide examples of sources used to study various periods in history.

New Words

1. Toddy maker- the person who prepares alcoholic beverages from palm.
2. Samanta- Zamindar.
3. Banjaras- nomadic traders.
4. Chettiar- a trading community.
5. Muslim Bohras- a trading community of Muslim religion.

Small Towns

Big towns are not formed overnight. Large towns used to be small towns, small towns used to be large villages and large villages used to be small villages. In small villages, you must have visited haat bazar selling different items like shown in picture. When these haats grew bigger in terms of availability of variety of things, they make foundation for building of small towns.



1. So, small towns were essentially marketplaces.
2. In medieval India, these markets were called mandis or mandapika and haats or hatta.
3. There were streets for different kinds of artisans such as there would be one street in the market only for potters, one street only for oil pressers etc.
4. Small towns were formed at those centres where artisans and others would come and sell their products.
5. Potters, oil pressers, sugar makers, toddy makers, smiths, stonemasons are some of the artisans.



6. Samanta built a fortified palace in or near these towns and they levied taxes on artisans and traders and also "donated" the "right" to collect these taxes to local temples.
7. These "rights" were recorded in inscriptions that have survived to this day.
8. Traders came from far and near to these towns to buy local articles sell products of distant places like horses, salt, camphor, saffron, betel nut, and spices like pepper.

Traders Big and Small

Trading is possible when there are traders.

Traders included the Banjaras and several others.

- Banjaras were nomadic or travelling traders who travelled with their families in large groups for safety.
- Horse Traders -Formed associations with headmen who negotiated on their behalf with warriors who bought horses.
- Guilds in south India were formed from the eight century onwards:
- Manigramam and Nandesi traded not only in south India but also in Southeast Asia and China.
- Some famous non-Banjara trading communities were Chettiars, Marwari Oswal who went on to become the principal trading groups of the country.
- Hindu Baniyas and Muslim Bohra from Gujarat were also famous. These trading groups sold textile and spices from western ports in exchange for gold and ivory from Africa
- From China and South East Asia, these traders brought spices, tin, Chinese blue pottery and silver to India.
- Traders in India were on the upper edge in trading as India being a tropical country and spices (pepper, cinnamon, nutmeg, dried ginger, etc.) became an important part of European cooking and cotton was also very famous.



BANJARAS



Cinnamon



Nutmeg



Pepper

This attracted European Traders to come to India.





VERY SHORT QUESTIONS-

- Q1. Who were the Banjaras of the medieval India? Do you find Banjaras communities even today?

- Q2. What did India trade with the other countries during the medieval period?

- Q3. Name some famous non-Banjara trading communities discussed in the work sheet.

- Q4. What two important things India traded with different countries?

- Q5. Have you visited any 'haat'? What items are available there?



HISTORY

Worksheet Number :-14

Date:-

TOWNS, TRADERS AND CRAFTSPERSONS

CRAFTS IN TOWNS

Learning outcomes

- Students relate historical developments during medieval period occurring in one place with another
- Students analyse factors that impact development of specific regions.
- Students provide examples of sources used to study various periods in history

New Words

1. Bidri- a metal work originating from Bidar.
2. Panchalas or Vishwakarma –Community of craftpersons.
3. Kokkola – weaving community.
4. Devadasis- temple dancers.
5. Hampi- administration city of Vijayanagar.

Bidar

- Bidar was famous for its Bidri.
- Bidri is an ornamental metal-work of India, in which silver designs are inlaid on black gun metal pots.
- Gun metal is an alloy of zinc and copper and is black in colour.
- The Panchalas or Vishwakarma communities were goldsmiths, bronzesmiths, blacksmiths, masons, and carpenters.
- They worked in the construction of temples, palaces, big buildings, tanks, and reservoirs.
- Kokkolas were weaving communities of Bidar.



Figure Bidri Craft

Hampi

- Hampi was an administrative town of the Vijayanagar empire.
- It was also a commercial town as well as hub of cultural activity.
- Had famous many-pillared Virupaksha Temple where Devadasis performed



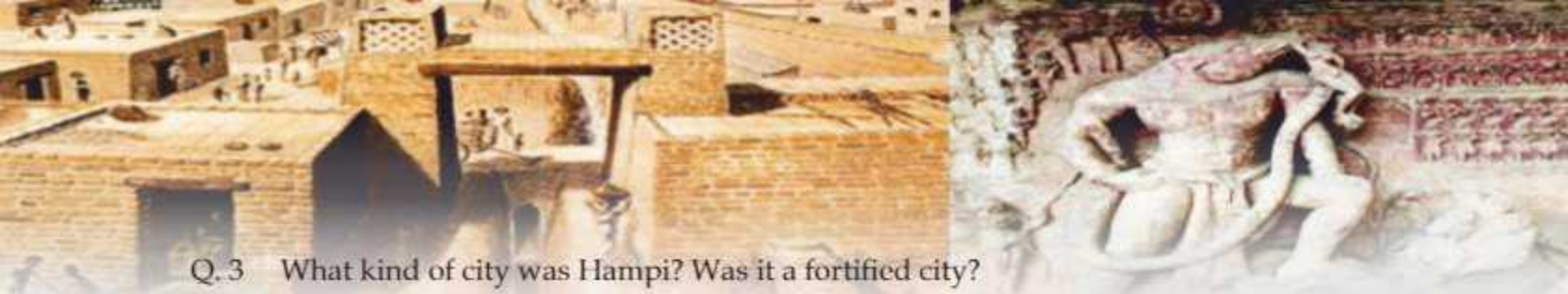
- Hampi was also known for its Mahanavami (Navratra) festival celebrated by the king.
- During the Mahanavami festival the king received guests and accepted tribute, watched dance- music performance and wrestling bouts from the Mahanavami platform.
- Lying in the Krishna-Tungabhadra basin, the city architecture of the place was impressive.
- The place was fortified with huge walls of interlocked stones and did not use any cementing material.
- The buildings in the royal complex had splendid arches, domes, and pillared halls.
- European traders such as those from Portugal came to the markets of Hampi.
- Portugal is a country of Europe.
- Hampi was ruined after the defeat of Vijayanagara in 1565 by the Deccani Sultans – the rulers of Golconda, Bijapur, Ahmednagar, Berar and Bidar.

VERY SHORT QUESTIONS-

Q.1 What is Bidri?

Q. 2 Who were Kokkolas?





Q.3 What kind of city was Hampi? Was it a fortified city?

Q.4 What caused the ruin of Hampi?

Q.5 Collect some pictures about Bidri craft and try to note its important features.

(Source: 'Our Past II, Textbook in History Class VII', NCERT)



HISTORY

Worksheet Number :-15

Date:-

TOWNS, TRADERS AND CRAFTSPERSONS

SURAT

Learning outcomes

- Students relate historical developments during medieval period occurring in one place with another
- Students analyse factors that impact development of specific regions.
- Students provide examples of sources used to study various periods in history

New Words

1. Zari – textile with gold lace borders
2. Kathiawad seths or mahajans –money changers and lending community
3. Hundis –a kind of cheques
4. Gate to Mecca-Surat of medieval India.
5. West Asia-Bahrain, Iraq, Jordan, Kuwait, Lebanon, Oman etc.

Read left to right



Surat is famous town in Gujarat, India



It is famous for diamond cutting and polishing now



Surat was one of the major ports and emporium of western trade in Mughal period.



Emporium was the place where goods from different production centres were bought and sold.



Emporia were also available at Cambay(now known as Kambhat)and Ahmedabad.



From Surat, trade was done with West Asia via Gulf of Ormuz.



Surat is called the gate to Mecca as along with trade many pilgrim ships sailed from Surat to Mecca.



People from different caste and religion lived in Surat.



Portuguese,Dutch and English set up their factories and warehouses in Surat in the 17th century.



Ovington, an English chronicler wrote an account of Surat port in 1689.



An average of hundred ships of different countries anchored at this port.



This town had many retail and wholesale shops selling cotton textiles.



Surat was also famous for gold lace or Zari borders. It was sold in West Asia, Africa, and Europe.



The state had build rest-houses for taking care of people who came from all over the world to this city.



Big buildings and pleasure parks were also built in Surat.





In Surat the Kathiawad seths had huge banking houses.

A deposit slip called Hundies were given by these Mahajans to the person who deposited money with them.

In the markets of Cairo in Egypt, Basra in Iraq and Antwerp in Belgium these Surat Hundis were accepted as mode of payment.



Markets and Productivity of Surat started to decline by the end of the 17th century.



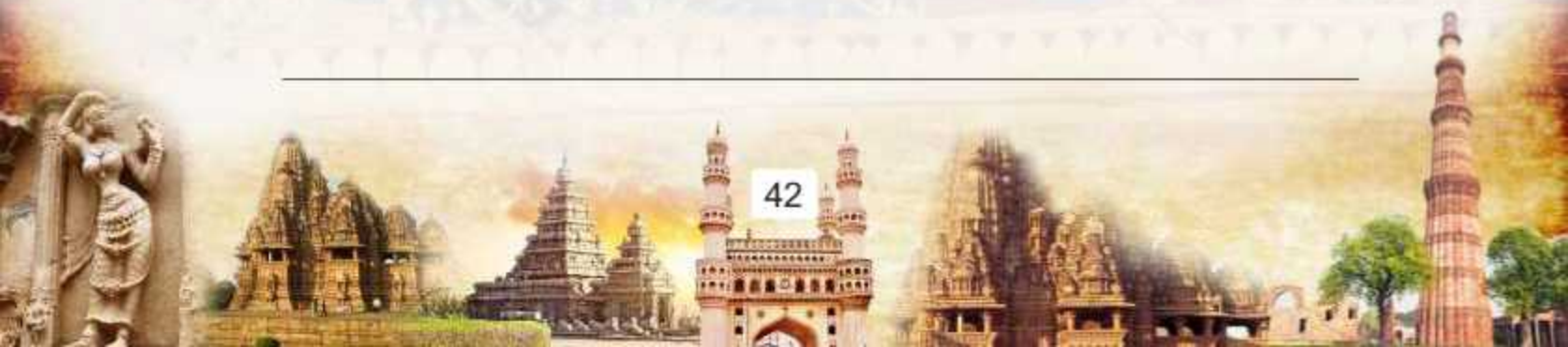
The decline of Mughal empire in India was the reason of this fall in Surat. Now the Portuguese had controlled the sea route.



Surat also started facing tough competition from Bombay which was the headquarters of East India Company.

VERY SHORT QUESTIONS-

Q1. Where is the city of Surat? What kind of a city is it?





Q2. What is hundi?

Q3. Who were Mahajans or Kathiawad Seth of Surat?

Q4. What is 'Zari' work?

Q5. Plan a visit to the city of Surat with your family to observe the businesses there.

(Source: 'Our Past II, Textbook in History Class VII', NCERT)



HISTORY

Worksheet Number :-16

Date:-

TOWNS, TRADERS AND CRAFTSPERSONS

MASULIPATNAM

Learning outcomes

- Students relate key historical developments during medieval period occurring in one place with another
- Students analyse factors that impact development of specific regions.
- Students provide examples of sources used to study various periods in history

New Words

1. Telugu Komati Chettis – trading community of Masulipatnam
2. Qutub Shahi -rulers of Golconda
3. Golconda – place near Hyderabad
4. Royal monopoly- only the king can do the business
5. Aurangzeb - Mughal Emperor, annexed Golconda



- Masulipatnam or Machilipatnam lay on the delta of the Krishna River.
- The name Masulipatnam stands for fish city.
- In the seventeenth century it was a hub of commercial city.
- It was a commercial city as well as a port city.
- It emerged as the most important port of Andhra Pradesh.
- That is why both the Dutch and English East India Companies attempted to control it.
- It had a fort built by the Dutch.
- The city generated a lot of riches from trade.



- Masulipatnam was under the Qutub Shahi rulers of Golconda.
- Golconda is near Hyderabad and is a part of Telangana now a days.
- To check the benefits of trade passing exclusively into the hands of the foreigners the rulers imposed royal monopolies on the sale of textiles, spices, and other items.
- Royal monopoly means only the king can do the business.
- High competition among various trading groups – the Golconda nobles, Persian merchants, Telugu Komati Chettis, and European traders – made the city populous and prosperous.
- Trade was very competitive because it was very profitable.
- In 1686-1687, Mughal Emperor Aurangzeb annexed Golconda.
- This caused the European Companies to look for alternatives as Aurangzeb controlled the trade now.
- As the Company traders moved to Bombay, Calcutta (present-day Kolkata) and Madras (present-day Chennai), Masulipatnam lost both its merchants and prosperity and declined in the eighteenth century.



QUTUB SHAHI

Today it is nothing more than a dilapidated little town.





VERY SHORT QUESTIONS-

Q1. What is the meaning of Masulipatnam?

Q2. What kind of city Masulipatnam was?

Q3. Why was the trade in Masulipatnam so competitive?

Q4. Why were European traders compelled to look for an alternative to Masulipatnam?

Q5. Collect some pictures related to the history of Masulipatnam? Use online sources,

(Source: 'Our Pasts II, Textbook in History Class VII', NCERT)

(Map courtesy: Maps of India.com)

Photo courtesy: google



HISTORY

Worksheet Number :-17

Date:-

TOWNS, TRADERS AND CRAFTSPERSONS

NEW TOWNS AND TRADERS

Learning outcomes

- Students relate key historical developments during medieval period occurring in one place with another
- Students analyse factors that impact development of specific regions.
- Students provide examples of sources used to study various periods in history



There was a huge demand of spices in Europe during the 16th and 17th centuries.



In Europe and West Asia Indian spices and textiles were very popular.



So, the East India Company was formed by the English, Dutch, and French to expand their trade in east.



Indian traders like Mulla Abdul Ghafur and Virji Vora gave tough competition to East India Company as they had large ships.



To gain control of the sea route the European companies used their naval power.



Once they gained control, they made Indian traders work as their agents.



In the Indian Subcontinent, the English emerged as the most successful commercial and political power.



In Europe the demand for Indian textiles increased.





Thus it led to the expansion of spinning, weaving, bleaching, dyeing, etc. in India.

But the independence of craftsmen declined due to this increase in demand. They had to weave clothes as promised to European agents as they were working on advance payment made to them by agents.



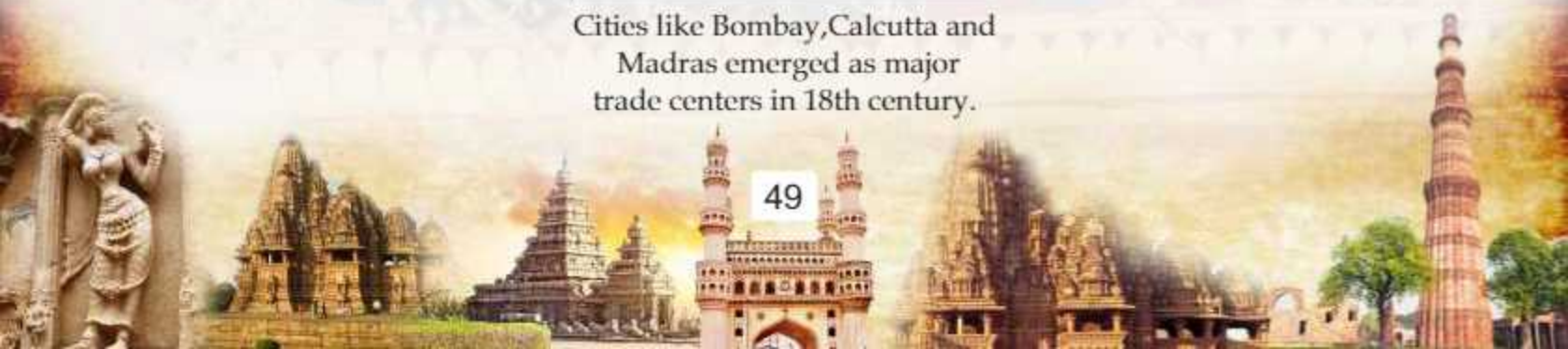
The weavers were not allowed to weave their own pattern and sell their own clothes.



With the increase in trade there was development of new towns and traders.



Cities like Bombay, Calcutta and Madras emerged as major trade centers in 18th century.





Artisans and merchants were moved to Black towns established by European companies.



These Black towns were inhabited by the black or native traders and craftspersons of India.



On the other hand white rulers lived in superior residence of fort St.George in Madras and fort St. William in Calcutta.





VERY SHORT QUESTIONS-

Q1. Why were European companies attracted to Indian trade?

Q2. Name two famous Indian traders.

Q3. How were European traders able to beat Indian traders in business?

Q4. Why did Europeans establish black towns?

Q5. Visit the National Museum of India located in Delhi and collect some knowledge about medieval India trade.

(Source: 'Our Pasts II, Textbook in History Class VII', NCERT)

(Photo and content courtesy: Google)



HISTORY

Worksheet Number :-18

Date:-

TRIBES NOMADS AND SETTLED COMMUNITIES

Learning outcomes

- Students explain the relationship between livelihood patterns and the geographical condition of the area inhabited example tribes, nomadic, pastoralists and banjaras.
- Students analyse sociopolitical and economic changes during medieval period.

New Words

1. Kinship-the relationship between the members of the same family
2. Nomadic-those who moved from place to place.

In Indian Subcontinent there were communities which did not follow the social rules and rituals suggested by brahmanas. Neither they were divided into unequal castes. Often these societies were called TRIBES. Lets focus today on specific feature of the tribal society :-

- 1) They were not divided into unequal classes.
- 2) Members were united under kinship bonds.
- 3) They were nomadic and controlled land and pastures jointly.
- 4) They lived in forests, hills, deserts, and places difficult to reach. Tribes retained their freedom and preserved separate culture.
- 5) They did not keep written records and preserved rich customs and traditions orally.
- 6) Powerful tribes controlled large areas. For example, in Punjab (13th and 14th century) KHOKHAR tribes and later GAKKHAR tribes (Their chief Kamal Khan Gakkhar was made noble by emperor Akbar).



Figure Important tribal regions of India

Here is a list of other tribes along with their area of occupancy:

NAME OF Tribe	AREA
Langahs, Arghuns, Balochis	Northwest regions of Indian subcontinent
Gaddi	Western Himalayas
Nagas, Ahoms	Northeast regions of Indian subcontinent
Cheros	Bihar, Jharkhand
Mundas and Santhals	Orissa and Bengal
Kolis	Maharashtra, Karnataka, Gujarat
Koragas, vetar, maravas	South India
Bhils	Western and central India
Gonds	Chhattisgarh, Madhya Pradesh, Maharashtra, Andhra Pradesh



VERY SHORT QUESTIONS-

- Q1. State whether following questions are right or wrong.
- a) Tribes followed class system prescribed by Brahmanas.
 - b) Tribes didn't keep any written records.
 - c) Tribes controlled land and pastures individually.
- Q2. Gonds inhabited in, Madhya Pradesh,.....,Andhra Pradesh.
- Q3. In which state did people belonging to khokhar tribe live?

- Q4. Name the occupations tribes used to practice.

- Q5. Why do we know so little about the tribal societies of the medieval period?

(Source: 'Our Pasts II, Textbook in History Class VII', NCERT)



HISTORY

Worksheet Number :-19

Date:-

TRIBES NOMADS AND SETTLED COMMUNITIES NOMADIC PASTORALISTS, BANJARAS, ITINERANT GROUPS, NEW CASTES.

Learning outcomes

- Explain the relationship between livelihood patterns and the geographical condition of the area inhabited example tribes, nomadic, pastoralists and banjaras
- Analysis sociopolitical and economic changes during medieval period

New Words

1. Pastoralists- sheep/ cattle rearer
2. Itinerant-travelling from place to place
3. Lineage -the series of families that come from the original
4. Mendicant-homeless.



Dear students, you must have seen some groups of people in traditional attire travelling with their herd of cows or group of people making and selling iron utensils during a particular time period of the year. Have you ever wondered why they are not seen throughout the year in the same place? Why do they wear traditional attire and from where do they come and go? The content which we are going to read today is from our medieval past but quite related to our present question also

which we raised in previous lines.

Nomadic Pastoralists

Most of the tribal people were nomads. They moved long distances with animals. They exchanged milk, honey, wool, ghee etc. with settled agriculturists for grain, cloth, utensils.

Banjaras

With the help of trader nomads' caravans known as Tanda, they brought grains from where it was cheaper and sold where it was dearer. Alauddin Khiliji used Banjaras to transport grain to the city markets and transported food grains to army during military campaigns.



Itinerant Groups

Craftpersons, Peddlers and entertainers travel from place-to-place practicing different occupations.

Both Nomads and Itinerants visited same place every year.

Mendicant acted as wandering merchants.

By now you must have got the answer for the question we raised in introductory part that these nomadic pastoralists, Banjaras, Itinerant groups have kept their existence still in the present time. But during medieval time some new castes also emerged.

New Castes

- Smaller caste & jatis emerged within varnas.
- New castes appeared amongst Brahmins.
- Smiths, Carpenters, Masons were also recognized as separate jatis by Brahmanas.
- In kshatriyas, Rajputs emerged. They belonged to different lineages such as Hunas, Chandelas, Chalukyas. It gave way for tribal population to be considered as Kshatriyas.
- Important examples of social changes found in tribal people is the Gonds and the Ahoms.

VERY SHORT QUESTIONS-

Q1. What is the main occupation of nomadic pastoralists?

Q2. Name the king who used Banjaras as transporter of grains to markets and to army.





Q3. In present day also, we can see some Mendicant merchant. Can you identify any product they sell at present?

Q4. How did the tribal societies change their nature with time?

Q5. At present in Indian Army, there is a regiment named after Rajputs. Can you name it?

(Source: 'Our Past II, Textbook in History Class VII', NCERT)
Photo Courtesy: Google



HISTORY

Worksheet Number :-20

Date:-

TRIBES NOMADS AND SETTLED COMMUNITIES NOMADIC PASTORALISTS, BANJARAS, ITINERANT GROUPS, NEW CASTES.

Learning outcomes

1. Explain the relationship between livelihood patterns and the geographical condition of the area inhabited example tribes, nomadic, pastoralists and banjaras.
2. Analysis of sociopolitical and economic changes during medieval period.

New Words

1. Gond – a tribal community of central India
2. Ahom – a tribal community of Assam.

GOND



1. Most powerful tribal communities in central India.
2. The name 'Gond' probably comes from the Telegu word 'Konda', which means a hill.
3. From an early time, they had been living in upper Narmada valley and the neighboring forest areas, which had many hills. The region is also called 'Gondwana'.
4. According to Akbarnama, Garh Katanga was one of the most powerful kingdoms of its times. It had 70000 villages.
5. Rani Durgavati was the most powerful personalities of the Gonds. She refused to acknowledge Akbar's overlordship. So in 1565, the Mughals attacked Garh Katanga. Rani Durgavati put up a stiff resistance and died fighting for the cause of her kingdom.
6. Garha Katanga was a rich state that earned by trapping and exporting wild elephants to other kingdoms.
7. It had centralized administration with kingdom divided into Garh. Garh was divided into 84 villages known as 'Chaurasi'. Chaurasi further divided into group of 12 villages as 'Barhots'.
8. Brahmanas got land grant from Gond rajas and influential Gond chiefs wished to be recognized as Rajputs.



AHOM

1. Ahom is a tribal community that established a kingdom in the region of present-day Assam.
2. The name 'Assam' is probably derived from the word 'Ahom'.



1. Ahoms came from Burma (now Myanmar) in the 13th century to Assam, which was earlier known as Kamarupa. They annexed kingdoms of Chhutiyas, Koch-Hajo in 16th century.
2. Ahoms were so powerful that they expanded their territories by defeating the local rulers. They fought against Mughals. Aurangzeb managed to conquer Garhgaon, the Ahom capital, but was unable to keep under his control for long.
3. Rudra Singh was the most powerful Ahom ruler. He ruled from 1696 to 1714. He and later rulers compiled the 'buranjis' or Ahom historical works written in Ahom language and then in Assemese.
4. Ahom state depended on forced labour and those forced to work were called 'Paiks'. Each village had to send 'Paiks' on rotation.
5. Administration was centralized with all adult males in army during war, at other times in building dams and public works. Society divided into clans or 'khels'. Khel controlled several villages.
6. Ahoms initially worshipped tribal Gods but influence of Brahmanas increased and during Sib Singh, Hinduism became common. Works of Sanskrit were translated to local language.

Conclusion

Gradually varna based society and tribal people interacted. Many merged with caste-based society with time. Other rejected caste system and Hinduism. Some became politically powerful. In central Asia and the forested areas of further north a pastoral and hunter gatherer tribe inhabited the grasslands[steppes]. They were called MONGOLS. By 1206 Genghis Khan had united Mongol and Turkish tribes into a powerful military force. After his death in 1227, his successors ruled over Russia, Eastern Europe, China, and west Asia.





VERY SHORT QUESTIONS-

- Q1. 'Chaurasis' were a group of
a. 84 villages b. 24 villages c. 85 villages d. 804 villages
- Q2. The capital of the Ahoms was
a. Bhopal b. Ranchi c. Garhgaon d. Shillong
- Q3. Who were Ahoms? Where was their original homeland?

- .Q4. What similarities do you find between Rani Durgavati and Rani Laxmi Bai of Jhansi?

- Q5. Name the countries where Mongols ruled.

(Source: 'Our Pasts II, Textbook in History Class VII', NCERT)

Photo Courtesy: Google



HISTORY

Worksheet Number :-21

Date:-

DEVOTIONAL PATHS TO THE DIVINE

Learning outcomes

Analyse factors which led to the emergence of new religious ideas and movements (bhakti and Sufi)

Draw inferences from poetry of bhakti and Sufi saints about existing social order.

Engage with factors contributing to the emergence of new religious ideas and movements through the use of poems of saints/bhajans, kirtans or qawwalis/visits to nearby dargah/gurudwara/temple associated with bhakti or Sufi saints and discuss the basic tenets of different religions.

New words

Advaita: oneness of individual soul and the supreme God.

Vishishtavaita: uniqueness of soul even when united with the supreme God.

Sangam literature: earliest example of Tamil literature composed in the earlier centuries of common era

*Virashaiv movement was initiated by Basavanna and his companions like Allama Prabhu and Akkamahadevi.

*This movement began in Karnataka in the mid-12th century.

*They were against all forms of ritual and idol worship.



Ramanuja, born in Tamil Nadu in the 11th century, was deeply influenced by the Alvars. *According to him the best means of attaining salvation was through intense devotion to Vishnu.

*He propounded the doctrine of Vishishtavaita or even united with supreme God soul still remains distinct.

Philosopher, Shankara was born in Kerala in the 8th century. He was an advocate of Advaita or the doctrine of oneness of individual soul and the supreme God. He considered world as an illusion or maya and preached that to attain salvation one must adopt the path of knowledge.



The movements and philosophers mentioned in the map were the result of the beginning of a new kind of bhakti in south India in 7th to 9th century.

Nayanars

Alvars

- They were saints devoted to Shiva

1. They were saints devoted to Vishnu

These saints came from all castes including those considered "untouchable" like pulaiyar and the panars.

They strongly criticised Buddhists and Jainas.

They preached ardent love of Shiva or Vishnu as the path to salvation as the ideals of the sangam literature.

They valued bhakti and went place to place composing exquisite poems in praise of the deities enshrined in the villages they visited and set them to music.

VERY SHORT QUESTIONS-

Q.1. Match the following

- | | |
|-------------------------|---------------|
| a. Virashaiv movement | 1. Tamil Nadu |
| b. Philosopher Shankara | 2. Karnataka |
| c. Ramanuja | 3. Kerala |

Q.2 Nayanars were the saints devoted to -----.

Q.3 Alvars were the saints devoted to -----

Q.4 Talk to some saints near your home accompanied with your parents (never go alone) and write about their way of living.

- Which God they worship?
- What do they eat?
- How do they pray?
- How long they sleep?

(Source: 'Our Pasts II, Textbook in History Class VII', NCERT)

Map courtesy; Research Gate(google)



HISTORY

Worksheet Number :-22

Date:-

DEVOTIONAL PATHS TO THE DIVINE

Learning outcomes

Analyse factors which led to the emergence of new religious ideas and movements (bhakti and Sufi)

Draws inferences from poetry of bhakti and Sufi saints about existing social order.

Engage with factors contributing to the emergence of new religious ideas and movements through the use of poems of saints/bhajans, kirtans or qawwalis/ visits to nearby dargah/gurudwara/temple associated with bhakti or Sufi saints and discuss the basic tenets of different religions

Dear students you must have heard favourite song of Gandhiji. This song is written by Narsi Mehta. The song goes like this:

Vaishnav Jan To Tene Kahiye Je, Peed Parae Jane Re, Par Dukhe Upkar Kare Toye, Man Abhiman Na Aane Re.

Sakal Lok Maa Sahune Vande, Ninda Naa Kare Keni Re, Vach Kachh Mann Nishchal Rakhe, Dhan-Dhan Janani Teni Re.

Sam Drishti Ne Trishna Tyagi, ParStri Jene Maat Re, Jivha Thaki Asatya Na Bole, ParDhan Nav Jhali Hath Re.

MohMaya Vyape Nahi Jene, Dridh Vairagya Jena Mann Maan Re, Ram Naam Shoon Tali Lagi, Sakal Tirth Tena Tan Mann Re.

Van Lobhi Ne Kapat Rahit Chhe, Kaam Krodh Nivarya Re, Bhane Narsaiyo Tenu Darshan Karta, Kul Ekoter Tarya Re..

(Try to learn the whole song through youtube)

This song is in Gujarati language laying emphasis on humanist idea. This humanist idea originated from SAINTS OF MAHARASHTRA.

From 13th to 17th century Maharashtra saw a great number of saint poets, like Gyaneshwar, Namdev, Eknath, Tukaram and Women like Sakhubai.

They believed in regional tradition of bhakti focused on the Vitthala (a form of Vishnu) temple in Pandharpur as well as on the notion of personal God residing in the hearts of all people.



They rejected all forms of rituals, outward display of piety and social differences based on birth.

They even rejected the idea of renunciation and preferred to live with their families while humbly serving fellow human beings in need.

NATHPANTHIS, SIDDHIS AND YOGIS

They advocated renunciation of the world.

To them the path to salvation lay in meditation on the formless and the realisation of oneness with it is the only way to salvation.

To achieve this, they advocated intense training of mind and body through practices like yogasanas, breathing exercises and meditation.

VERY SHORT QUESTIONS-

Q1. Write something about the saints of Maharashtra.

Q2. According to you the place of God should be in the heart of people or in a temple?

Q3. Is it more important to help others or to indulge in rituals?

Q4. Did bhakti saints of Maharashtra endorse birth-based division among people?

(Source: 'Our Pasts II, Textbook in History Class VII', NCERT)



HISTORY

Worksheet Number :-23

Date:-

DEVOTIONAL PATHS TO THE DIVINE

Learning outcomes

Analyse factors which led to the emergence of new religious ideas and movements (bhakti and sufi).

Draw inferences from poetry of bhakti and sufi saints about existing social order.

Engage with factors contributing to the emergence of new religious ideas and movements through the use of poems of saints/bhajans, kirtans or qawwalis/visits to nearby dargah/gurudwara/temple associated with bhakti or Sufi saints and discuss the basic tenets of different religions

NEW WORDS

Indulgences-donation given to church to get forgiveness from God.

Monotheism-believing in one God.

Mystics-having some secret.

Parables-short story that teaches a lesson.

Salim, Shivam, Sukhvinder kauri and Sophie are four good friends. Today they have gone to attend Christmas party at Sophie's house. Santa Claus gave them many goodies. All children are enjoying and having fun. Let's see what they are talking.

Sophie-I pray to God that we all remain friends always. My mother says that children are innocent and very dear to God. God always forgives children. But you know in earlier days, to take forgiveness from God people had to give donation to church to get forgiveness from God. But it was Martin Luther (1483-1546) who opposed this "indulgences". He also encouraged to use local language for preaching 'Bible', holy book of Christians.

Salim-Oh! Really? I belong to Muslim religion, and we also believe in 'Monotheism'. In the 8th and 9th centuries religious scholars developed holy law (Shariat). Our holy book is 'Quran'. Gradually Islam became more complex. **SUFIS** provided an additional dimension that favoured a more personal devotion to God.

Simran Kaur-very interesting tell us something more about Sufism.

Salim-yes sure, Sufis were Muslim mystics. They emphasised love and devotion to God, compassion towards all fellow beings. Among the great Sufis of central Asia were Ghazzali,



Rumi and Sadi. They developed elaborate methods of training using Zikr (chanting of a name or sacred formula), contemplation, Sama (singing), Raqs (dancing), discussion of parables, breath control etc.

Shivam-I remember once my parents had gone to Ajmere Sharif to take blessings as I often used to fall sick in childhood. People think that Sufis have magical power to cure ailments and troubles of people. That is why people of all faiths throng the dargah of Sufi saints.

Salim-The Chishti Silsilah was among the most influential orders. For e.g. Khwaja Muinuddin Chisti of Ajmer, Qutubuddin Bakhtiyar Kaki of Delhi, and Banda Nawaz Ghalib of Gulbarga.

Sophie-It's so nice that we got to know so many new things today. Let us go for the Christmas special dinner. Mom is waiting for all of us.

VERY SHORT QUESTIONS-

Q1. Muslim scholars developed a holy law called -----.

Q2. What were the main methods of training in Sufism?

Q3. Name the leader who brought significant changes in Christian religion?

Q4. Have you heard the famous song "Khwaja Mere Khwaja" a Sufi song from movie "Jodha Akbar." Try to listen to the whole song from YouTube and tell how did you feel?

(Source: 'Our Past II, Textbook in History Class VII', NCERT)



HISTORY

Worksheet Number :-24

Date:-

DEVOTIONAL PATHS TO THE DIVINE

Learning outcomes

Analyse factors which led to the emergence of new religious ideas and movements (bhakti and Sufi)

Draw inferences from poetry of bhakti and Sufi saints about existing social order.

Engage with factors contributing to the emergence of new religious ideas and movements through the use of poems of saints/bhajans, kirtans or qawwalis/visits to nearby dargah/gurudwara/temple associated with bhakti or Sufi saints and discuss the basic tenets of different religions

ACTIVITY

“उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः।

न हि सुप्तस्य सिंहस्य प्रविशन्ति मुखे मृगाः।”

Try to read the following shloka in Sanskrit

Meaning in English

Any work is accomplished by hard work and not just by thinking. In the same way, as the deer doesn't enter the mouth of the sleeping lion.

Q.1 In which language Sanskrit/English did you understand the above shloka easily?

Ans. _____

To make the religion accessible to all Tulsidas, Shankar deva, Dadu Dayal, Ravidas and Mirabai used the local languages to express their devotion to God.



Mirabai

A Krishna devotee. She was born in Rajput royal family in Rajasthan. She Composed innumerable Bhajans, expressing her intense devotion. Her songs openly challenged the norms of the upper caste.



Dadu Dayal

He was from Rajasthan like Mirabai. He belonged to the tradition of showing devotion through songs and bhajans in local language



Kabir

He probably lived in the 15th-16th centuries. He was brought up in a family of Muslim weavers settled near the city of Banaras (Varanasi). His verses called 'Sakhis' and 'Pads' have been collected and preserved in the Guru Granth Sahib, Panch Vani and Bijak. He believed in formless supreme God. Both Hindus and Muslims were his followers.



Surdas

An ardent devotee of Krishna. His compositions were Sursagar, Surasaravali, Suhilya Lahari.



Tulsidas

Composed 'Ramcharitmanas' written in Awadhi. He conceived of God in the form of Ram.



Shankardev

Emphasised devotion to Vishnu, set up NAMGHARS or houses of recitation and prayer. He played an important role in making up of cultural and religious history of Assam.





VERY SHORT QUESTIONS-

Q1. In your home you enjoy speaking in your mother tongue or in any non-native language?

Q2. Write a few lines of any prayer in your mother tongue.

Q3. Write names of the books composed by Surdas.

Q4. Mirabai became disciple of Kabir. What positive social message did Mirabai give to the society through this act?

Photo courtesy: Google



HISTORY

Worksheet Number :-25

Date:-

DEVOTIONAL PATHS TO THE DIVINE

Learning outcomes

- Analyse factors which led to the emergence of new religious ideas and movements (bhakti and sufi)
- Draw inferences from poetry of bhakti and sufi saints about existing social order.
- Engage with factors contributing to the emergence of new religious ideas and movements through the use of poems of saints/ bhajans, kirtans or qawwalis/ visits to nearby dargah/ gurudwara/ temple associated with bhakti or Sufi saints and discuss the basic tenets of different religions

Today, Sukhvinder Kaur is busy with her family packing luggage bags as they are going to visit golden temple (Harmandir Sahib) in Amritsar (Punjab). Amritsar was earlier known as Ramdasapur town. From Delhi to Amritsar, they are going by train. From Delhi to Amritsar, they are going by train, which is 451.9 km away. Sukhvinder is going there for the first time. She is excited about going there. She wants to know more about its significance in reference to her religion. Her Parents gave many details about Sikhism and Gurunanak Dev. Here are some important points which his father explained.

*Baba Guru Nanak (1469-1539) was born at Talwandi (Nankana Sahib in Pakistan).

*He established a Centre at Kartarpur (Dera Baba Nanak on the river Ravi).

*Irrespective of caste, creed or gender his followers ate together in the common kitchen (Langer).

*Baba Guru Nanak created 'dharmsal' for worship and religious activities. It is known as Gurudwara.

*Before his death in 1539, Baba Guru Nanak appointed "Lehna" known as Guru Angad as his successor.

*Guru Angad compiled the composition of Baba Guru Nanak to which he added his own in a new script known as Gurumukhi.

*The three successors of Guru Angad also wrote under the name of "Nanak" and all their composition were compiled by Guru Arjan in 1604.

*To this compilation, writings of other figures like Shaikh Farid, Sant Kabir, Bhagat Namdev, and Guru Tegh Bahadur were also added.



*In 1706 this compilation was authenticated by Guru Tegh Bahadur's son and successor, Guru Gobind Singh.

*It is known as GURU GRANTH SAHIB the holy scripture of the Sikhs.

*"Golden Temple" is the place where this holy scripture is kept and worshipped that's why it's an important pilgrimage place for Sikhs.

*Guru Nanak Dev used the term Nam, Dan, and Insan for the essence of his teachings which actually means right worship, welfare to others and purity of conduct.

VERY SHORT QUESTIONS-

Q1. In which state is golden temple -----.

Q2. Sikh place of worship is known as -----.

Q3. What items do you enjoy eating in any 'Langer'?

Q4. Have you ever done any 'Dan'? Share your experience.

(Source: 'Our Past II', Textbook in History Class VII, NCERT)



HISTORY

Worksheet Number :-26

Date:-

MAKING OF REGIONAL CULTURES

Learning outcomes

Reflect on the changes in society during medieval period and compare it with present day time

Today there is lot of hustle and bustle in school premises. All students and teachers are busy decorating the school and preparing stage for a grand show. Some eminent classical dancers are coming to showcase different classical dance forms. They are wearing different traditional dresses, jewellery and make up. Students are mesmerized to see the magnificence of their costumes and performance. On seeing the vibrant colours of the KATHAKALI dance performers students recalled what they had learned about it in their social science class

- 1) 'Kathakali' dance form is from Kerala.
- 2) 'Chera' kingdom was formed here in Mahodaypuram in the 9th century.
- 3) Malayalam language is spoken here.
- 4) Kings used Malayalam languages in their writings.
- 5) The first literary works in Malayalam dated to about 12th century were directly indebted to Sanskrit.
- 6) The temple theatre of Kerala is based on the epics in Sanskrit.
- 7) A 14th century text, the "LILATILAKAM", dealing with grammar and poetics was composed in Manipravalam -meaning," diamonds and corals" referring to the two languages, Sanskrit and regional languages.





Aakarshika is a student at this school and is a disciple of ODISSI dance form. She told her friends that:

- 1) ODISSI dance is from Odisha (earlier known as Orissa).
- 2) It is performed in praise of Lord Jagannatha (meaning lord of the world, a name for Vishnu) at Puri, Odisha.
- 3) The local tribal people make the wooden image of the deity which suggests that the deity was originally a local God, who was later identified with Vishnu.
- 4) In the 12th century, one of the most important rulers of the Ganga dynasty, Anant Varman, decided to erect a temple for Purushottam Jagannatha at Puri.



Raman was confused between the names "KATHAK" and "KATHAKALI". Then came the Kathak dancer who told everyone that:

- 1) Kathak is derived from 'Katha', a word used in Sanskrit and other languages for story.
- 2) The Kathaks were originally a caste of storytellers in temples of north India.
- 3) Kathak began evolving into a distinct mode of dance in the 15th and 16th centuries with the spread of bhakti movement.
- 4) The legends of Radha-Krishna were enacted in folk plays called 'Rasa Lila', which combined folk dance with the basic gestures of the Kathak storytellers.
- 5) Under the Mughal emperors Kathak was performed in the court.
- 6) Subsequently, it developed in two traditions or gharanas: in the courts of Rajasthan (Jaipur) and in Lucknow.
- 7) Under the patronage of Wajid Ali Shah, last nawab of Awadh, it grew into a major Art form.
- 8) In 1850-1875 this dance form spread in Punjab, Haryana, Jammu and Kashmir, Bihar and Madhya Pradesh.





VERY SHORT QUESTIONS-

1. Match the following:

- | | |
|--------------|------------------|
| a. Kathakali | 1. Uttar Pradesh |
| b. Odissi | 2. Kerala |
| c. Kathak | 3. Odisha |

2. What is the meaning of "Manipravalam"?

3. Do you think that a classical dance can help one to remain physically fit? why?

4. Interview any professional dancer in your area and ask the following questions:

- a. Name: b. Dance form: c. How long do you practice?

d. Why did you choose this dance form?



5. What do they eat to build their stamina?

6. Do they ever forget dance steps while performance? How do you feel when it happens?

7. What is more important to you money or success? Why?

(Source: 'Our Pasts II, Textbook in History Class VII', NCERT)

Photo Courtesy: Google



HISTORY

Worksheet Number :-27

Date:-

MAKING OF REGIONAL CULTURES

Learning outcomes

- Reflect on the changes in society during medieval period and compare it with present day time
- Describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples.

NEW WORDS

Mangalakavya-auspicious poems, dealing with local deities.

Daring colonisers-soldiers who achieved divinity.

Animistic-existence of spirit separate from bodies.

Try to Read the following lines

Nomoshkaar! aamar naam Sushmita

(Namaskar my name is Sushmita)

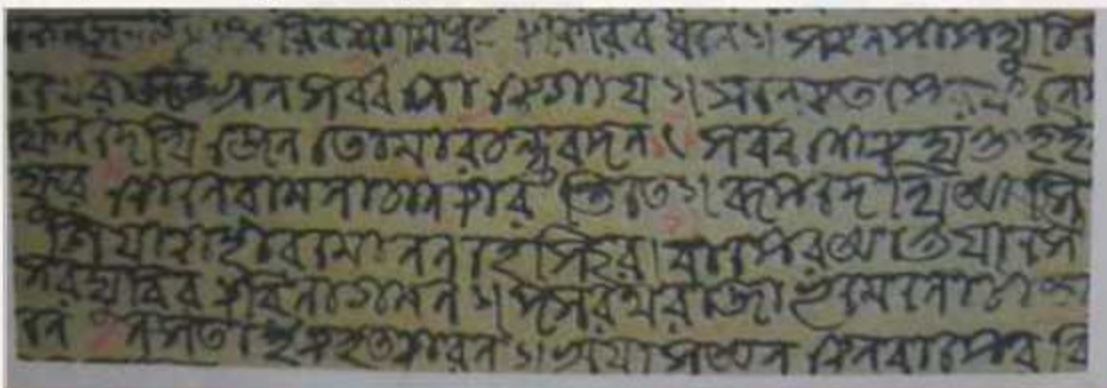
Aamar baadi Kolkataye aashe.

(My home is in Kolkata)

Can you guess which language I have written ?

ANS-----

I hope you guessed it right. It is Bengali. A language has a particular script. Below you can see a manuscript of first Bengali Ramayana.





Bengali is recognized as a language derived from Sanskrit. Early Bengali literature is divided into two categories (1) indebted to Sanskrit (2) independent of Sanskrit

The first includes translation of the Sanskrit epics, the "Mangalakavyas" and bhakti literature such as biographies of Chaitanayadeva, the leader of the Vaishnava bhakti movement.

The second includes Nath literature such as the songs of Maynamati and Gopichandra, stories concerning the worship of Dharma Thakur, and fairy tales and ballads.

Pirs and Temples

Pir is a Persian word which means spiritual guide. This term included saints or Sufis and other religious personalities, daring colonisers and deified soldiers, various hindu and Buddhist deities and even animistic spirits. The cult of Pirs became very popular and their shrines can be found everywhere in Bengal.

Building of temples in Bengal

Bengal also witnessed a temple building spree from the late 15th century, which culminated in the 19th century. Many of the modest brick and terracotta temples in Bengal were built with the support of several "low" social groups like Kolu(oil pressers) and the Kansari (bell metal workers)



The shape of these temples were like the double roofed(dochala) or four roofed(chauchala) structure of the thatched huts.

Temples were usually built in a square platform. The interior was relatively plain, but the outer wall of many temples were decorated with paintings, ornamental tiles, or terracotta tablets.

Vishnupur in the Bankura district of west Bengal is decorated with high degree of excellence.





VERY SHORT QUESTIONS-

1. Match the following

- | | |
|------------------|---------------------------|
| a. Chaitanyadeva | Double Roofed |
| b. Pir | Vaishnava bhakti movement |
| c. Dochala | Four Roofed |
| d. chauchala | A Persian word |

Q2. Pir is a wider term, who are included in this term?

Q3. Select any one state of North, South, East, West and central India. Make a list of main language spoken in these 5 states.

Q4. Visit a temple near your home and write about it describing its structure, decoration, deities worshipped and any other distinctive feature.

(Source: 'Our Pasts II, Textbook in History Class VII', NCERT)

HISTORY

Worksheet Number :-28

Date:-

EIGHTEENTH CENTURY POLITICAL FORMATION

Learning outcomes

1. Analyse factors that impact development of specific regions of Later Mughals after Aurangzeb.
2. Relate key historical developments during medieval period occurring in one place with another.

Later Mughals
after Aurangzeb

New Political Organizations

1. Awadh, Bengal
2. Rajput.
3. Maratha, Sikh and Jat.

You all must have played on a seesaw. When two people are sitting on either sides of it then you must have seen that heavier child goes down and holds the ground. The lighter child goes up and is not able to hold the ground. Similarly, after the demise of Aurangzeb in 1707 Mughal empire became lighter in its power thus had to lose their hold on various provinces. Other political organizations became heavier in power and got hold of the Mughal empire.



There are many reasons because of which Mughal empire lost power, some of them are as follows:

- 1) Emperor Aurangzeb had depleted the military and financial resources of his empire by fighting a long war in the Deccan.
- 2) Nobles appointed as governors(subadars) who often controlled the offices of revenue and military administration (diwani and faujdari) had become corrupt.
- 3) In the midst of this economic and political crisis, the ruler of Iran Nadir Shah attacked Delhi in 1739 and took away immense amount of wealth. This was followed by a series of plundering raids by the Afghan ruler Ahmed Shah Abdali, who invaded North India five times between 1748 and 1761.
- 4) The last and most important reason for the depletion of Mughal empire was the assassination of Farrukh Siyar (1713-1719) and Alamgir (1754-1759). Two others Ahmad shah (1748-1754) and Shah Alam II (1759-1816) were blinded by their nobles.



VERY SHORT QUESTIONS-

- 1) The last most important ruler of the Mughal empire was-----.
- 2) Is it good for any country to involve in any kind of warfare? Give reasons in support of your answer.

- 3) Match the following:

Revenue administration	Faujdari
Military administration	Diwani

- 4) What is the need of maintaining strong army for the wellbeing of a country?

- 5) If you become Prime Minister of India what steps will you take to make your country strong?

(Source: 'Our Past II, Textbook in History Class VII', NCERT)

HISTORY

Worksheet Number :-29

Date:-

EIGHTEENTH CENTURY POLITICAL FORMATION

Learning outcomes

1. Analyse factors that impact development of specific regions.
2. Relate key historical developments during medieval period occurring in one place with another.

NEW WORDS

Watanjagirs-Rajput kingdom were conquered by Mughals, but autonomy given to local kings to manage tax collection and was further paid to Mughals.

Mansabdars-military unit for maintaining the administrative system.

Jagirs-some mansabdars were paid through land.

Naibs-deputy governor.

We all know that Bengal is famous for 'roshogullas', Hyderabad is famous for pearls, Awadh is remembered in Hindu scriptures as the birthplace of Lord Rama. But these places have also witnessed many political commotions by the end of medieval period. There was new political formation replacing the Mughal empire.

Throughout the eighteenth century, the Mughal empire gradually fragmented into a number of independent regional states.

- 1) States that were old Mughal province like Awadh, Bengal, and Hyderabad.
- 2) States that had enjoyed considerable independence under the Mughals as 'watanjagirs'. These included several Rajput states.
- 3) The last group included states under the control of Marathas, Sikhs, and others like the Jats.



HYDERABAD



ASAFJAM

Nizam-ul-Mulk Asaf Jah, the founder of Hyderabad state (1724-1748), was one of the most powerful members at the court of the Mughal Emperor Farrukh Siyar. He was first given governorship of Awadh and later given charge of Deccan. During 1720-22 Asaf Jah took advantage of turmoil in Deccan and the competition amongst court nobility, he gathered power in his hands and became the actual ruler of the region. He appointed 'mansabdars' and granted them 'jagirs'.

AWADH



SA'ADAT KHAN

Burhan-ul-Mulk Sa'adat Khan was appointed Subadar of Awadh in 1722. Awadh was a prosperous region, controlling the rich alluvial Ganga plain and the main trade route between north India and Bengal.

He tried to decrease Mughal influence in the Awadh region by reducing the number of office holders (jagirdars) appointed by the Mughals. He seized a number of Rajput Zamindars and the agriculturally fertile lands of the Afghans in Rohilkhand.

BENGAL



MURSHID QULI KHAN

Murshid Quli Khan took away control of Bengal from the Mughal empire, he was appointed as the Naib, (deputy to the governor) of the province. In an effort to reduce Mughal influence in Bengal he ordered a major re assessment of revenues of Bengal. Revenue was collected with great strictness from all zamindars. As a result, many zamindars had to borrow money from bankers and moneylenders. Those unable to pay were forced to sell their lands to larger Zamindars.





In all three provinces Hyderabad, Awadh, and Bengal rather than relying upon the officers of the state, they contracted with revenue farmers for the collection of revenue. This practice of (Ijaradari) was thoroughly disapproved by the Mughals.

VERY SHORT QUESTIONS-

1. Match the following
 - a) Sa'adat Khan
 - b) Murshid Quli Khan
 - c) Asaf Jah
 1. Hyderabad
 2. Awadh
 3. Bengal
2. Awadh, Bengal, and Hyderabad mostly relied on _____ for tax collection
3. When we fall short of money, whom do we approach to borrow money?

4. In all the three provinces, occupancy of agricultural land is seen very important. Do you think in present day also agricultural land is important?

(Source: 'Our Pasts II, Textbook in History Class VII', NCERT)

Photo courtesy GOOGLE



HISTORY

Worksheet Number :-30

Date:-

EIGHTEENTH CENTURY POLITICAL FORMATION RAJPUTS

Learning outcomes

1. Analyse factors that impact development of specific regions
2. Relate key historical developments during medieval period occurring in one place with another.

Let's try to know about Rajput province in pictorial form given below. Hope you will enjoy reading it:

Read left to right

RAJPUT



Among Rajputs Watan jagirs were appointed to collect taxes from each village which was later submitted to mansabdars.



Mansabdars used to pay these collected taxes to the higher authorities.



Particularly from Amber and Jodhpur, many Rajput kings served as watan jagirs.



These watan jagirs tried to extend their control over nearby areas in the 18th century.



In Mughal court many Rajput kings extended their influence.



Ajit Singh the ruler of Jodhpur was also involved in this politics.



In the rich provinces of Gujarat and Malwa these Rajput families claimed for the subedari.



A large part of Nagaur was held by the house of Jodhpur and house of Amber captured a large part of Bundi.



The governorship of Gujarat was held by Raja Ajit Singh and of Malwa by Sawai Raja Jai Singh.



A new capital was founded by Sawai Raja Jai Singh in Jaipur.



Later on Subedari of Agra was given to Sawai Raja Jai Singh in 1722.



Marathas stopped Rajput's further expansion when they campaigned Rajasthan from 1740s.

VERY SHORT QUESTIONS-

- Match the following:

Ajit Singh	Amber
Sawai Raja Jai Singh	Jodhpur
- Sawai Raja Jai Singh found his new capital in-----which is now capital of -----state.
- In which direction of India is Rajasthan located? Why is it still considered an important place for the security reason of India?

- At present Rajasthan is a famous tourist destination. Can you tell some famous things of Rajasthan for which it is still famous ?

(Source: 'Our Pasts II, Textbook in History Class VII', NCERT)
 Photo courtesy GOOGLE



HISTORY

Worksheet Number :-31

Date:-

EIGHTEENTH CENTURY POLITICAL FORMATION

SIKHS, MARATHAS AND JATS

Learning outcomes

1. Analyse factors that impact development of specific regions
2. Relate key historical developments during medieval period occurring in one place with another.

THE SIKHS



Sikhs emerged as political community in seventeenth century. Guru Gobind Singh fought several battles against the Rajput and Mughal rulers, both before and after the institution of the Khalsa in 1699. After his death in 1708, the Khalsa rose in revolt against the Mughal authority. Under Banda Bahadur's leadership they declared their sovereign rule by striking coins in the name of Guru Nanak and Guru Gobind Singh. Banda Bahadur was captured in 1715 and executed in 1716.

In 18th century, Sikhs organized themselves into a number of bands called Jathas and later on 'Misls'. Their combined forces were known as the grand army (dal Khalsa).

"Dal Khalsa" used to meet at Amritsar at the time of Baisakhi and Diwali to take collective decisions known as "resolutions of the Guru (gurumatas)". A system called Rakhi was introduced offering protection to cultivators on the payment of a tax of 20 percent of the produce.

Khalsa put successful resistance against the Mughal governors and Ahmad Shah Abdali who had seized the rich province of the Punjab and the Sarkar of Sirhind from the Mughals. The Khalsa declared their sovereign rule by striking their own coin again in 1765.

Maharaja Ranjit Singh reunited different Sikh groups and established his capital in Lahore in 1799



MARATHAS



Shivaji (1627-1680) carved out a stable kingdom with the support of powerful warrior families (Deshmukh). Groups of highly mobile peasant-pastoralists (Kunbis) provided the backbone of the Maratha army.

After Shivaji's death Chitpavan Brahmanas served Shivaji's successors as Peshwa (or principal minister). Poona became the capital of Peshwa kingdom.

Under peshwas, the Marathas developed a very successful military organization.

New trade routes emerged within the areas controlled by the Marathas. The silk produced in the Chanderi region now found a new outlet in Poona. Burhanpur which had earlier participated in the trade between Agra and Surat now expanded to include Poona and Nagpur in the south and Lucknow, Allahabad in the east.



JATS

Under the leadership of Churaman, Jats acquired control over territories situated to the west of the city of Delhi. By the 1680s they had begun dominating the region between the Delhi and Agra. The Jats were prosperous agriculturists and important trading centres like Panipat and Ballabgarh were dominated by them.



Under **Surajmal** the kingdom of Bharatpur emerged as a strong state.

When Shah attacked Delhi in 1739, many of city's nobles took refuge in Bharatpur.





VERY SHORT QUESTIONS-

1. Name two famous Jat rulers.

2. What is the meaning of the system 'Rakhi' in Sikh kingdom?

3. Chanderi is a kind of silk, can you name some other varieties of silk famous in India.

4. In previous chapter we read about first Sikh guru Guru Nanak Dev who taught peaceful existence while remembering God. But in this chapter, we read about many Sikh Gurus who rose to political power. Can you guess the reason of this drastic change in ideology?

(Source: 'Our Past II, Textbook in History Class VII', NCERT)

Photo courtesy GOOGLE



Social Science

Social and Political Life





CONSTITUTION OF INDIA





Social and Political Life

Worksheet Number :-01

Name & Roll No.- _____

Equality

Learning outcomes

Significance of Equality in democracy.

What is One Person, one vote, one value?

What is the power of vote of a person?

Universal adult franchise is based on the idea of equality that empowers every adult in a country irrespective of their wealth and the communities they belong to, right to vote.

Can an old lady of 70 years of age be allowed to vote?

Recognising Dignity: Why are some people treated unequally?

The caste we are born into, the religion we practice, the class background we come from, whether we are male or female these are often the things that determine why some people are treated unequally.

When persons are treated unequally, their dignity is violated.

Think of any incident of hurting your dignity

Equality guaranteed in Indian constitution - Indian constitution recognises every individual including male and female from all castes, religions, tribes, educational and economic backgrounds as EQUAL.

a) Provisions in the Indian Constitution to promote equality.

- Every person is equal before the law.
- No person can be discriminated on the basis of their religion, race, caste, place of birth or whether they are female or male.
- Every person has access to all public places.
- Untouchability has been abolished.





b) Ways to implement equality by the Government of India.

- Enacting suitable laws to protect every person's right to be treated equally.
- Setting up government programmes or schemes to help -disadvantaged communities improve their life and ensure greater opportunities for the underprivileged.

What else do you think the Constitution should address in the present day?

c) The biggest challenge is the attitude change to believe that no one is inferior and every person deserves to be treated with dignity. Issue of equality affects various aspects of our daily life as well as society as a whole.

Q-1. Match the different ways of Inequalities observed by you in your society with their type of Inequality.

Occasion	Type
Long queues in Govt hospital.	Male/ female child preference Male/ female child preference
Living in Unhygienic Conditions	children as source of the income
children working in Factories	Poor can't afford expensive treatment
Girls students less in class.	Lack of hygiene education
Begging	Lack of opportunity in employment



Questions to revise

Q-2 Write an experience of any incident of Inequality faced by you.

Q-3 How the Midday meal programme at school has helped students in school?

Q-4 Suggest some arrangements required for specially abled friends?

Q-5 When Persons are treated_____, their dignity is violated.



Social and Political Life

Worksheet Number :-02

Name & Roll No.- _____

Equality

Learning outcomes

Distinguish between political, economical and social equality.

Equality means EQUAL in All ways and bases.

Different types of Equality:-

Political Equality (Based on selective representation)

- Equality before law.
- Equal citizenship.
- Right to vote.
- Freedom of expression, movement and association. -Freedom of belief
- Freedom of belief
- Equal participation in state affairs

Economical Equality (based on income levels)

- Difference in wealth, Property and Income between individuals or classes.
- Difference between the rich and the poor.
- Political and social equality is not cause.
- Below Poverty line people.
- Power and status are related to wealth.
- Personal development is preferred to social development.

Social Equality- (based on society stratification)

- Equality of opportunities
- access to social goods
- Fair and equal chance to compete.
- Guarantee of minimum conditions of life to all sections of society.
- Adequate health care





-Equal and sufficient education, nutrition and minimum wage.
Write a type of Equality in front of the Action

ACTION	TYPE OF EQUALITY: SOCIAL, ECONOMICAL AND POLITICAL
Provision of reservation	
Fundamental right to equality is supreme.	
Equal admission in Government institutions	
Untouchability is a punishable offence.	
Equal opportunities in public posts.	
Equal use of public places.	
Secular and unbiased form of government	
Equality of person's prestige and opportunity	
Equality of business and use.	
Right to elect representatives.	



Social and Political Life

Worksheet Number :-03

Name & Roll No.- _____

Equality

Learning outcomes

Interprets Social, Political and Economic issues in one's own region with reference to Right to Equality

There are many occasions in the daily life of a person in which Right to equality is being challenged in practical application.

Following are some Instances which determine the scope of improvement in actual attainment of the Right to Equality at all levels of society.

Match the type of issue with appropriate examples learnt from previous worksheets.

ISSUE	EXAMPLE
Poverty level	The rickshaw puller is always the leanest person.
Infant mortality rate	Clean water supply is locality wise decided.
Educational attainment	The ones who clean garbage of cities live in unhygienic slums.
Access to resources between regions and social groups.	Below poverty line ration card.
Social inclusion	Girls are not allowed to study higher grades and work in shifts.



income disparity	Complaining in a police station is a difficult task for the common man.
Public health care challenge	Government hospitals are stressed with overcrowding.
Access to public places like police stations, post offices and banks.	Private company staff are paid a performance bonus whereas not the casual labourers.
Income earning assets like land and employment	Every state has a list of its castes and tribes to support.
Women face discrimination	Chhattisgarh tribals require mainstream involvement.
Food security	Different types of resources are available in Delhi and Arunachal Pradesh.
Sanitation	Tribal people can not get even basic education.
Safe drinking water	Many children of poor families die just after birth.
Poor nutrition/malnutrition	Some persons don't have even food, clothes and shelter

2. Based on the above exercise, specify the most common form of inequality in your surroundings.





Social and Political Life

Worksheet Number :-04

Name & Roll No.- _____

Levels of Government

Learning outcomes

Differentiate between local and state government.

State government governs the whole state by an elected legislative assembly from different constituencies. People elect their members of legislative assemblies called MLAs. There are 70 MLAs in Delhi.

Local governments are small governing bodies controlling their rights and exercising powers over small areas. These may be Panchayats, Councils or municipalities. Blocks are headed by a Block head.

The governance structure in Indian democracy

Districtwise-

Urban

Zila Parishad or Municipal corporation.

Municipalities.

Town councils.

Rural-

Blocks headed by Panchayat samitis.

Village headed by gram Panchayat.

Village assembly called gram sabha.



Questions to revise

Q-1 Why do we need different governments at different levels?

Q-2 How many MLAs are there in Delhi?

Q-3 What is the name of your Assembly Constituency?

Q-4. Who is the head of the Block ?

Q-5. Gram Panchayat governs 'villages or blocks?'





Social and Political Life

Worksheet Number :-05

Name & Roll No.- _____

Representation

Learning outcomes

Describe the process of election to Legislative Assembly.

Let's go through the conversation of a boy named Devansh of class VII and his sister Ujjwal of class X.

Devansh: Didi, what is the loud noise and slogan playing nowadays in our streets?

Ujjwal: Don't you know Devansh? it is our state assembly election next month.

Devansh: Why are elections held, didi and how are they conducted?

Ujjwal: Haven't you read your social and political life chapter 3 about how the state government works?

Devansh: Not yet, but we have read about state and local government in Chapter 2.

Ujjwal: Good, so you know that the state government is formed by our elected representatives to run our state.

Devansh: But how this election takes place Didi?

Ujjwal: Ok, this is a simple process in which the whole state or union territory like Delhi is divided into 70 assembly constituencies. And one representative has to be elected by voters of that area who will be called the Member of legislative assembly (MLA). And the political party who gets the majority of its MLAs elected to the Legislative Assembly, forms the government.

Devansh: But why this much noise, sloganeering on the streets?

Ujjwal: Yes, Devansh this is the election campaign by which candidates attract voters to vote in their favour and win elections. Sometimes by making big promises in large public gatherings.

Devansh: And Didi, how do MLAs make a government?

Ujjwal: A political party whose MLAs have won more than half the number of total constituencies in a state can be said to be in majority and called the ruling party which can form the government. All other members are called opposition.





Devansh: Please tell how different responsibilities of the government are shared by the MLAs.

Ujjwal: After the elections, MLAs belonging to the ruling party will elect their leader who will become the Chief minister of the state. The Chief Minister will then select different ministers from other MLAs. It is the governor of the state who appoints the chief minister and other ministers.

Devansh: Didi please tell what are the responsibilities of MLAs and Ministers in a state?

Ujjwal: The chief minister and other ministers have the responsibility of running various government departments and Ministries from their separate offices. Legislative Assembly is a place where all MLAs of either ruling party or opposition meet to discuss opinions and ask questions related to the issue or give suggestions about what should be done by the government. Those who wish to respond and then the Minister concerned replies to the questions and tries to ensure that adequate steps are being taken for the benefit of the people. Some MLAs have the dual responsibility of being representative of a particular area as well as the Minister responsible for any charge.

Now, dear students based on the above conversation try to answer the following questions:-

Questions to revise

1. How is the state government formed, election or by selection?

2. What is the name of your legislative Assembly constituency?





3. Who is the MLA of your area?

4. What, according to you, can be changed during the election campaign?

5. What do you expect from the MLA to do for your area?



Social and Political Life

Worksheet Number :-06

Name & Roll No.- _____

State legislative assembly

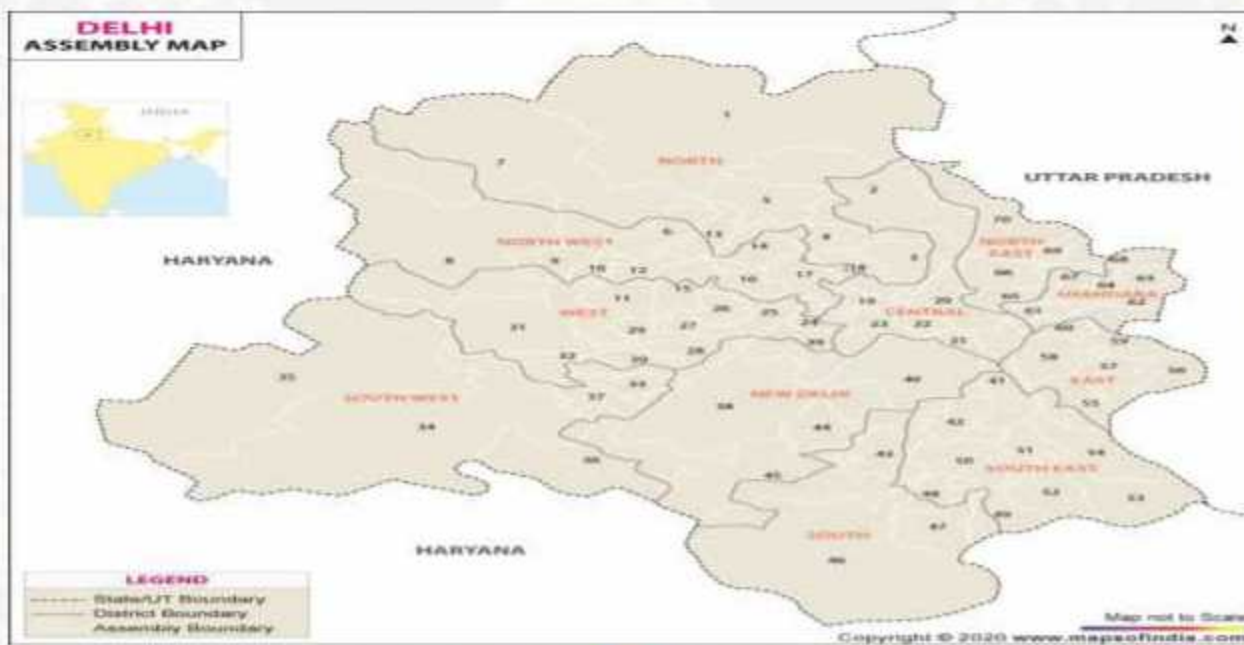
Learning outcomes

Locate one's own constituency on the assembly constituency map of state/ UTs and names of local MLA.

The Legislative Assembly of the National Capital Territory of Delhi (NCTD), also known as the Delhi Vidhan Sabha, is a lawmaking body of the NCTD, one of the 8 Union territories in India. It is situated in Delhi, NCT with 70 Members of the Legislative Assembly (MLA).

Legislative Assembly elections were held in Delhi on 8 February 2020 to elect 70 members of the Delhi Legislative Assembly. The Aam Aadmi Party, led by Arvind Kejriwal won 62 seats to claim an absolute majority in the elections.

Following are the pictures of the assembly constituency map of Delhi from CEO Delhi website. Students try to locate your constituency on this map and find out the name of your MLA.



Questions to revise**Source: Delhi EC**

1. How many total Districts are there in Delhi?

2. Write the name of your District in Delhi.

3. Write the number of your Assembly constituency.

4. Write the name of your Assembly constituency.

5. Write the name of your MLA.

6. Write the name of the party of your MLA.

7. Find out the address of the MLA.

8. Who is the chief Minister of your state?



Social and Political Life

Worksheet Number :-07

Name & Roll No.- _____

GENDER EQUALITY

Learning outcomes

Analyses the causes and consequences of disadvantages faced by women of different sections of the society.

Being a boy or a girl is an important part of one's identity. The society we grow up teaches us what kind of behaviour is acceptable for girls and boys. What boys and girls can or cannot do. We often grow up thinking that these things are exactly the same all over.

So students, we will try to look at boys and girls in different roles.

Why do most societies value men and women differently?

Why do the roles women play and the work they do are usually valued less than the men?

Let's first start to categorise the activities/ emotions which are mostly related to boys or girls in our surroundings.





ACTIVITIES/ EMOTIONS	BOYS	GIRLS
PLAYING OUT		
WRESTLING		
KINDNESS		
STRONG		
BIKING		
CLEANING		
HELPING		
SWIMMING		
COOKING		
EMOTIONAL		



Questions to revise

Can we derive biasness from the above classification? If yes, how?

So with the above table can we think of the reasons for such different emotions expected out of boys and girls separately?

1. Write your experience when you started feeling different from your brother or sister?

2. Who played the biggest role in your inculcating differentiation: Family, Relatives, Society, School or anything/ anyone else?

3. What changes had you experienced after facing all this as a boy or a girl?

4. Do you think that perception for boys and girls has somewhat changed in the last 5 years?



Social and Political Life

Worksheet Number :-08

Name & Roll No.- _____

WOMEN EMPOWERMENT

Learning outcomes

Identify women achievers from different fields from different regions of India and illustrates their contribution to various fields.

We can see in our society how doing household work and taking care of family members is a full time job and there are no specific hours at which it begins and ends. We also see how women's work in the home is not recognised as work at all. Women today, more than ever before, have gone against the grain of male-dominated societies and cultures.

"The woman who follows the crowd will usually go no further than the crowd. The woman who walks alone is likely to find herself in places no one has ever been before." - Albert Einstein.

By following examples we will try to understand how different types of efforts made by women's movement to challenge the discrimination in recent years have made way in which new opportunities were created for women. Recognise following women achievers who have achieved success in different fields from various regions of India.

1. **Savitribai Phule:** Hailing from Maharashtra, Savitribai Phule is regarded as the first female teacher of India. She and her husband founded one of the first Indian girls' schools in Pune as early as 1848. She was an ardent supporter of equality between people belonging to different castes and gender. Despite backlash from conservative members, she continued to challenge gender norms.

2. **Shakuntala Devi:** Whoever said that women are bad at math and science hasn't heard of math prodigy Shakuntala Devi! She was an Indian mathematician, popularly known as the 'Human-Computer' due to her





extraordinary ability to mentally calculate difficult equations. She was even featured in The Guinness Book of World Records for her unique abilities. Her outstanding intelligence made her a role model for Indian women. Her role was played by actress Vidya Balan in the Hindi movie released in July 2020.

3. The Fiscal Scholar - Gita Gopinath- She is a Harvard economist who became the first Indian woman to assume the position of Chief Economist at IMF - the International Monetary Fund. She is originally from Kerala and is the daughter of a farmer-entrepreneur.

4. Dhing Express - Hima Das- She is the first Indian athlete (sprint runner) to win gold at the IAAF World Under-20 Athletics Championship in 2018, held at Tampere, Finland. Later, she went on to win gold and silver medals at the Asian Games held in Jakarta. The daughter of a humble rice farmer near the town of Dhing in Assam, Hima Das became a national phenomenon at the young age of 18.

5. Kalpana Chawla: A national hero, Kalpana Chawla was the first woman of Indian origin to go to space. She embarked on her first space mission in Space on 19 November 1997 with six crew members. The astronaut died on February 1, 2003, when the Space Shuttle crew perished during entry into Earth. She was posthumously awarded the Congressional Space Medal of Honor and has a dedicated supercomputer at NASA. She remains a huge inspiration for young girls and women interested in exploring space.

6. Chungneijang Mary Kom Hmangte is an Indian Olympic boxer from Manipur. She is the only woman to achieve the coveted No. 1 position in the International Boxing Association (AIBA) after becoming the World Amateur Boxing champion for a six times record. Kom is also the only woman boxer to have won a medal in all seven world championships, making it a world record. Known as 'Magnificent Mary,' she has become India's favourite sportsperson, shining at several International platforms.

7. Biotech Pioneer - Kiran Mazumdar-Shaw- She started her own venture-Biocon in 1978. Today she is ranked 60th on the Forbes' list of most powerful women in the world and is the richest self-made woman billionaire of India. She is currently the Chairperson and Managing Director of Biocon Limited (one of the largest biotechnology/biopharmaceutical companies in India)





and the Chairperson of the Indian Institute of Management, Bangalore.

8. Kiran Bedi: She became the first woman to join the Indian Police Service (IPS). During her career, she fought crimes against women and achieved national and international recognition. Later, she turned into a writer and social activist.

9. Arunima Sinha: She is the world's first female amputee to scale Mount Everest and Mount Kilimanjaro among other peaks. Sinha had to be amputated below the knee on her left leg due to an altercation with robbers on a running train. Despite her injury, she managed to scale the highest peaks of the world and received the Padma Shri award, the fourth highest civilian award of India, for it.

10. Avani Chaturvedi-Flight Lieutenant Avani Chaturvedi became the first Indian woman fighter pilot to fly solo in a Mig-21 in 2018. The MiG-21 aircraft is known to have the highest take off and landing speed in the world at 340 kmph, making her achievement even more inspiring. Along with her cohorts, Bhawana Kanth and Mohana Singh Jitarwal, the trio became the first women combat pilots of the Indian Air Force. They were inducted in the IAF Fighter Squadron in June 2016.

11. Aruna Reddy- She became the first Indian gymnast to win a medal at the Gymnastics World Cup. She won the bronze in women's vault at the World Cup held in Melbourne.

12. Dhivya Suryadevara: She became the first female CFO of General Motors, when she was appointed to the post in 2018. Born and raised in Chennai, she is a chartered accountant and has degrees from Ethiraj College of Women and University of Madras. She also holds an MBA from Harvard Business School. She joined GM in 2004 and since then, has climbed the ranks to the top of the organisation.

13. PT Usha: She is a household name in India and to call her an icon would be an understatement. Usha made her debut at the Moscow Olympic Games in 1980 where she was the youngest Indian sprinter, at just 16 years. She was eliminated during the heats there but soon enough, the sprinter would go on to make the nation proud by bagging medals at the Pakistan Open National





meet (4 golds), world junior athletics championships (Seoul) etc. Her extraordinary accomplishments have earned Usha the Arjuna Award in 1983 and the Padma Shri in 1985.

14. Anandibai Gopalrao Joshi: She became the first Indian female physician in the year 1887. She was also the first Indian woman who was trained in Western medicine and the first woman to travel to the United States of America.

15. Mithali Raj-She was the first woman to score a double hundred in Test Cricket (214* against New Zealand at Wellington, 2004). She was the first to achieve this landmark in the world.

16. Mother Teresa-She became the first Indian woman to win the Nobel Peace Prize in 1979. Mother Teresa founded many Missionaries of Charity, a Roman Catholic religious congregation, giving her life to social work.

17. Indira Gandhi- She became the first woman Prime Minister of India and served from 1966 to 1977. Indira Gandhi was named as the "Woman of the Millennium" in a poll which was organised by BBC in 1999. In 1971, she became the first woman to receive the Bharat Ratna award.

Now write the Serial number of the women achiever on their respective photograph paying special attention to the picture.





FIND OUT THE NAMES OF THE FAMOUS PERSONALITIES.







Social and Political Life

Worksheet Number :-09

Name & Roll No.- _____

WOMEN EMPOWERMENT

Learning outcomes

Illustrates contribution of women to various fields with appropriate examples.

Write names of different women achievers in their respective fields with their contributions.

Sl.No.	FIELD	NAME	CONTRIBUTION
1.	SPORTS		
2.	POLITICS		
3.	BUSINESS		
4.	SOCIAL SERVICE		
5.	EDUCATION		
6.	SCIENCE & TECHNOLOGY		
7.	UNIFORM SERVICES		
8.	ADVENTURE		



Social and Political Life

Worksheet Number :-10

Name & Roll No.- _____

Understanding the Media (Part-I)

Learning outcomes

Students will be able to explain the working of different types of communication tools.

students, we often talk on the phone with our relatives, friends etc. Through these things, we transmit a lot of information to each other. Similarly, we keep getting information about the events happening in our society, country and abroad easily. In today's time there are many such mediums through which we transmit information from one place to another. We know them as the means of communication.

Do you know ? What are these mediums?

Activity 1— Let's find out:-



Write the names of the means of communication shown in the given figure in the space given below. Apart from these, other mediums you know can also write-

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |





Activity 2 - Some news/information are given below as an example. Put a tick (?) in the space provided in front of them, through which media we get these news:- Radio, TV, Newspaper, Internet, and other

1. It has been raining continuously for 24 hours in Mumbai.
2. Road jammed due to hill slopes in Uttarakhand.
3. People got stranded due to flood in many districts of Bihar.
4. Weather of Shimla is cool even in summers.
5. India got gold medal in Commonwealth Games.
6. People blocked the road due to non-availability of drinking water.
7. Election date fixed in Bengal.
8. People upset due to hike in petrol prices.

New words used for communication:-

Print media - information in print form

Mass media - information to a large number of people

Electronic media - information through electronic means

Social media - information based on the Internet





Questions to revise

Q.1 What are the means used in the exchange of information? Name it?

Q.2 What is the importance of media of communication in our life?

Q.3 How is a newspaper a medium of communication? Tell me

Q.4 According to you, how do mass media helps in the development of the country?



Social and Political Life

Worksheet Number :-11

Name & Roll No.- _____

Understanding the Media (Part-2)

Learning outcomes

Students will be able to explain the working of different types of communication tools.

Means of communication and money

The technology and media used in mass communication are very expensive to use. For example, an item manufacturer wants to attract the public by showing its goods or brand to the public through TV. So he has to pay money.

Just think - what are the expenses of TV channel people?

cost of light _____
 cost of cameras _____
 voice recording cost _____
 Satellite _____
 salary of employees etc. _____

Do you know how TV channels meet their expenses?

Activity 1: Let's find out

The goods manufacturer gives money to the TV channel people in exchange for showing their goods on TV. You have seen advertisements for chocolate, cold drinks, cars, mobiles, soaps, shampoo etc. These advertisements reach us not only on TV but also through many other mediums. Can you tell which of the advertisements you have seen or heard? Write their names:-





1. On TV -----
2. In the newspaper -----
3. In Phone -----
4. On the Radio -----
5. -----
6. -----

Means of communication in a democracy:-

In democratic countries, on the one hand, the government gives information about government schemes, work etc. to the public through the medium of communication. On the other hand, the public gets information about the work of the government and if it is not satisfied with the work of the government, then it can also express its point of view or its public opposition through the medium of communication. Thus the medium of communication between the government and the public- There are instruments of the mind. Who decides which news is appropriate to be shown on TV or not?

Activity 2:- Let's find out-

If the government wants, it can prevent any news or incident from being published in the newspaper and showing it on TV. We call this censorship. There should be any such news which can be harmful for the country, society, and citizens. It is necessary to stop them. Can you tell about some such news, information, things which are shown on TV, Internet but they should be banned-

1. -----
2. -----
3. -----
4. -----





Questions to revise

Q.1 How do TV channels arrange money?

Q.2 How does an advertising company promote its goods?

Q.3 What is the utility of the media of communication in a democratic country?

Q.4 What is censorship?





Social and Political Life

Understanding Advertisements (Part-1)

Learning outcomes

1. Students will be able to understand the advertisement.
2. Students themselves can also create advertisements.

Children must have seen advertisements of companies selling milk, clothes, watches, shoes, oils, shampoos, creams, pulses, vegetable spices, cold drinks etc. on their TV or internet. The company uses advertisements to promote its products so that more and more people can buy their goods.

Activity 1:- Let's see pictures of some advertisements-

Have you seen any other ads? Write their names:-

1-----

2-----

3-----

Activity 2: - Just think - we use many such things every day which are necessary for us. Below are the names of some items. Write the name of the company that manufactures these items in front of them.





1.	Milk	Amul Milk, Mother Dairy Milk,-----
2.	cold drink	
3.	Oil	
4.	shampoo	
5.	soap bath	
6.	soap laundry	
7.	garam masala	
8.	Cream	
9.	Flour	
10.	Phone	

Do you know that commodity manufacturers produce goods only keeping in mind the consumer's choice and demand? Advertisements play an important role in increasing the demand for goods.

Contribution of advertisements

1. Advertisements make something look good.
2. Advertisements show the need for the item.
3. Beautiful pictures and videos are used in advertisements.

Just think – Would you want to buy some certain item after seeing an advertisement?

If your answer is yes, then why? If no, then why not?



Questions to revise

Q.1 Through advertisements, how do the goods manufacturers make their goods a special identity among the people?

Q.2 What are the mediums used for advertisements at present?

Q.3 How do advertisements affect us?

Q.4 If you were a commodity maker, what kind of advertising would you like to make?





Social and Political Life

Worksheet Number :-13

Name & Roll No.- _____

Understanding Advertisements (Part-2)

Learning outcomes

1. Students will be able to understand the advertisement.
2. Students themselves can also create advertisements.

Advertising in democracy

Generally in a democracy, where on the one hand the rich commodity manufacturer is successful in reaching his brand to millions of people through advertisements. On the other hand, a small merchant, item manufacturer is seen selling his goods without the help of advertisements due to the high expenditure in advertising. Let's try an experiment:-

Activity 1 - Advertisement for the big merchant-

- 1 write a name of any soap-----
- 2 write a name of any pen-----
- 3 write a name of any chocolate-----
- 4 write a name of any phone-----

Just think:- How do we know the names of these objects or how do we remember them?

Activity:-Small traders without advertisement-

1. The pen you buy has the name of the shopkeeper on that pen or that of the company-----





2. The chocolate you buy has the name of the shopkeeper or company-----

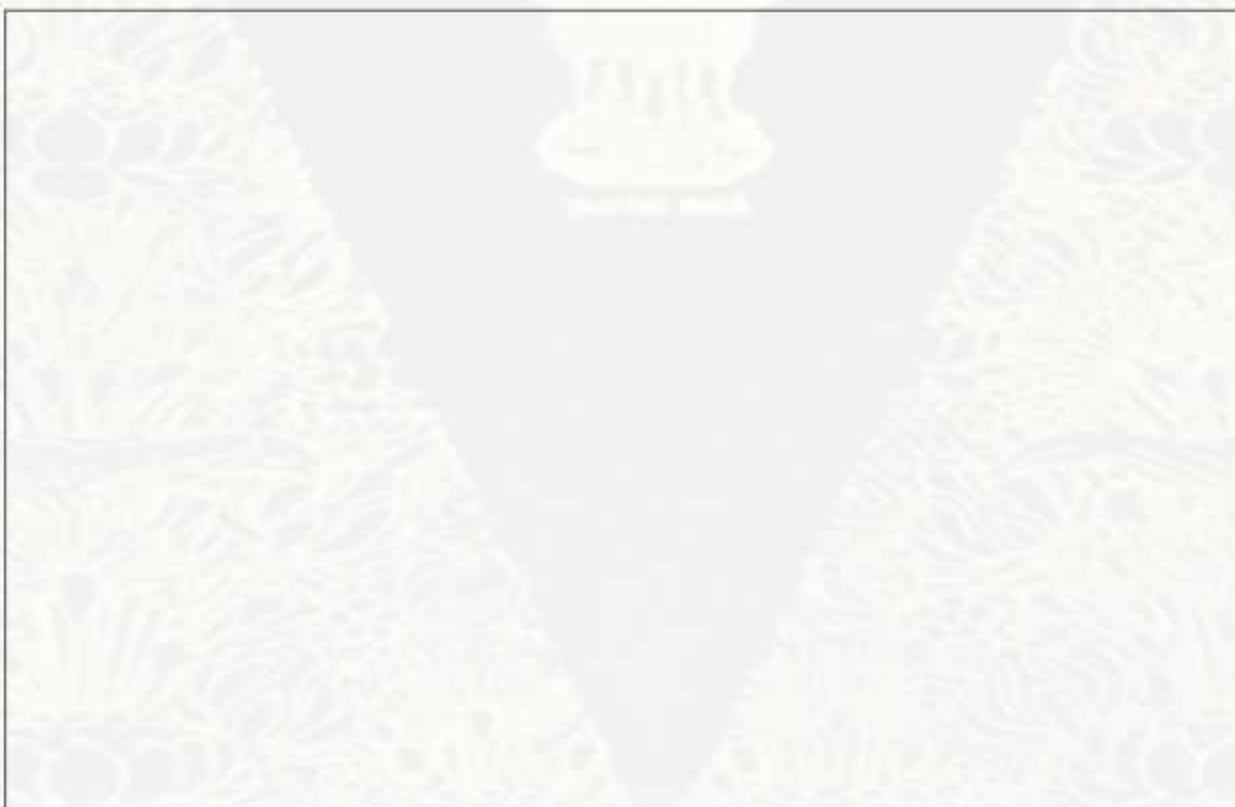
3. The soap you buy has the name of the shopkeeper or company-----

4. The phone that is bought by you or your home has the name of the shopkeeper or of company-----

Activity 3:-

Suppose you are an item manufacturer and you have to make an advertisement to sell your company's items. Keeping all these things in mind, make an advertisement that will attract people to your item.

Advertising space





Social and Political Life

Worksheet Number :-14

Name & Roll No.- _____

Markets Around Us (Part-I)

Learning outcomes

1. Students will be able to differentiate between different types of markets.
2. Students will be able to find out how to transport goods to different markets/places?

In daily life we use many things in our homes. For example, milk, flour, soap, rice, pulses, clothes, vegetables, ornaments, books, utensils etc. For the purchase of these goods, sometimes we go to the shops of our locality, sometimes to the nearby weekly market or sometimes to the shopping mall and also to the wholesale markets.



Bazaar



Shopping Mall

Do you know about different types of markets?

Activity--Let's Find Out-

Both Raju and Ramesh are friends and study in the same class. One day Raju went to the Ramesh's home. There he met Ramesh's parents and sister. Ramesh's parents were discussing the preparations for his sister's (Leena) wedding and Raju was listening to them. In this way Raju came to know about many markets.





How ?

Ramesh's father said - Ramesh, Leena is getting married next month. A lot of ration and goods have to be bought.

Ramesh said - Yes, Papa, we will take all the goods from our neighborhood shop .

Ramesh's father- Ramesh son, all the wedding supplies are not available in the local shop.

Ramesh- Why? Papa ji, I bring everything from the local shop.

Papa ji- If we need small things everyday, we buy from the local shop. When we have to do more shopping, we think of buying from a big shop somewhere outside.

Ramesh's mother- Come on then we will take the goods from the weekly market itself.

Raju - What is a weekly market?

Ramesh's Mummy - Weekly market is held once a week on certain day. This market is held during the day and the markets are closed till nightfall. These shops do not have permanent structure.

Leena- I will buy all my clothes from the shopping mall.

Raju- Didi, what are shopping malls?

Leena- Hey Raju, the shopping mall consists of many floors. There are many shops in one building. Here clothes, shoes and fashion items of big brands are available. I love malls.

Ramesh's father- Okay, for Leena, we will take clothes and small items from the locality and weekly markets. Right now, we have to go to the wholesale market to get a lot of ration and many other items.

Raju- Uncle, what are these wholesale markets?

Ramesh's father - Raju son, wholesale markets are the places is where small shopkeepers buy goods for their shops. If a customer buys a large quantity of goods, they bring it from the wholesaler. Because there are more goods available at cheaper prices. In Delhi, there are a lot of spacious wholes-sale markets like Azadpur Mandi, Sadar Bazar, Chawri Bazar, Chandni Chowk etc. When we go, we will take you along with us and there you get very good





Chole- Bhatura.

Raju- Okay uncle, then it will be a lot of fun.

Questions to revise

Q.1 What is the difference between a weekly market and a shopping mall?

Q.2 Why do people go to the wholesale market to buy goods?

Q.3 Which markets did Raju know about?

Q.4 Why do people buy everyday small items from the local shop?





Social and Political Life

Worksheet Number :-15

Name & Roll No.- _____

Markets Around Us (Part-I)

Learning outcomes

1. Students will be able to differentiate between different types of markets.
2. Students will be able to find out how the goods are transported to different markets/places?

We often buy ration or goods for our homes from the local shops, weekly markets, shopping malls or wholesale markets. But many times, we do not know where the goods we are buying come from?

Just think, from where do the shopkeepers bring these items or ration items that we buy from the shopkeepers?

Activity - Let's find out -

Ramesh's father- Raju, you have asked us about all the markets. Now tell me, from where do these shopkeepers get the goods for their shops?

Raju- Uncle ji, sometimes with the help of rickshaw, truck, tempo, people leave the goods at their shops, that's all I know.

Ramesh's father- So listen Raju, these shopkeepers buy goods from wholesale traders and bring them to the shop.

Raju- Uncle ji, then from where do the wholesalers bring the goods to be sold?

Ramesh's father- Wholesalers buy goods for themselves from the producers of the goods. For example, factories making goods, buying directly from farmers. Means of transport are also used to carry goods from one place to another.





Now look at these boxes and read-

1. People/Farmers who produce the goods	2. Traders buying goods from farmers/factories	3. Shopkeepers who buy goods from wholesalers.	4. Consumers who buy goods from shopkeepers i.e. we people.
---	--	--	---

Raju- Uncle, then what is the difference between these markets?

Ramesh's father- Raju, a small shopkeeper starts work by investing less capital. A big shopkeeper or wholesaler starts work by investing more capital. There is a difference in their incomes. There is also a difference in the price of the goods of both. But many people get employment from these markets, and big capitalists also get more profit by promoting their goods in many ways.

Questions to revise

Q.1 What is the difference between producer and consumer?

Q.2 Why can't we buy some goods or goods directly from the producers?

Q.3 From which market do you like to buy the item or goods?



Social and Political Life

Worksheet Number :-16

Name & Roll No.- _____

A Shirt in the Market

Learning outcomes

Students will be able to find out how does the goods are transported to different markets/places?

Children, usually we wear a shirt made of cloth at some point or the other. Nowadays, shirts with different prints and designs are easily available in the market.

Just imagine how this shirt is made?



shirt from cotton





Activity- Let's find out:-

Sonu once went to his village wearing a new shirt. There he came to know that many people of the village go daily to pick balls from cotton. Sonu was curious to know what happens to these balls and what do these people do with them? That night, Sonu asked his grandmother-

Sonu said to his grandmother- Grandmother, what are these dodes?

Grandmother-Sonu, Dode grows on a cotton plant. These knots sometimes break on their own and cotton come out of them to make cotton fibre. The beautiful shirt you are wearing is made of cotton.

Sonu- But, grandmother, shirts are available at the shop.

Grandmother - Sonu , some people of our village cultivate cotton and bring them by picking balls from plants. Then take out the cotton from them. Sell this cotton to local traders. Manure, fertilizers, insecticides, etc., cost a lot in cotton cultivation. Sometimes farmers have to take loan (money) for this. With the money received after selling the cotton, the debt is paid off and the household expenses are met.

Sonu-Dadi, what do these businessmen do with the cotton?

Grandmother- Sonu , merchants make cotton fibre from cotton and give it to the weavers.



Weavers





Sonu- Dadi, who are these weavers?

Grandmother- Weavers are a community of people who make cloth from cotton. The weavers take the yarn from the merchants and return them after making cloth as per the wishes of the merchants. They also get income for this work. But for this work they have to buy cloth looms. One has to work continuously for several hours to make cloth.

Sonu- What do these merchants do with so many clothes?

Grandmother - Sonu, these traders do not buy all the clothes for themselves, but further sell them to the shirt-making factory. Shirts made from these factories are also sent to the country and abroad. Many people get employment in these factories.

Sonu-Grandmother, who benefits the most in this work, from farmer to shopkeeper?

Grandmother - Sonu, the process of buying and selling goes on till the final shirt reaches the shopkeeper. It also provides employment to many people. In this work, many people get a lot of profit despite less hard work, while many people get less money even after hard work.

Questions to revise

Q.1 How is the cloth made?

Q.2 Who are the weavers and what do they do?

Q.3 In the process of cloth making, many people get less money even after hard work, why?

Q.4 How are the prices of shirts decided in the market?





Geography

Social Science



Environment

Learning Outcomes

The learner describes different components of the environment and the interrelationship between them.

Dear children, whatever we see or feel around us are our '**environment**'. The air, trees, plants, your family members, everything around you is your environment. Environment is the basis of our life. It gives us air to breathe, water to drink, food to eat and land to live in. Some of these are biotic (in which there is life) like- plants and animals and some are abiotic (in which there is no life) like- air, water, soil etc.

Activity : Write down what you see or feel around you and also state which of them are biotic and which are abiotic. The people, places, things and nature found around any animal are part of its environment. The components of the environment may also be different at different places. For example, there may be some similarities and some differences in the environment of your school and your home.

Activity : Write down what you see or feel around you and also state which of them are biotic and which are abiotic.

There are mainly three components of environment-

1. **Natural environment** - In which there is no contribution of human beings. For example, forests, animals, water etc.
2. **Man-made environment** - This is created by humans. Such as roads, buildings, machines etc.
3. **Human Environment**- Human interactions, their activities and creations made by them like family, relationships, religion, school, banking, political party etc.

Parts of natural environment

Lithosphere: It is the part of the earth made up of rocks and minerals and covered with a thin layer of soil with various uneven landforms. Mountains, plateaus, plains, valleys etc. are visible on it. On this, forest, land for agriculture and human settlements, grasslands for grazing animals and minerals are found.

Hydrosphere: About 71% of the Earth's surface is made up of various water bodies like rivers, lakes, seas, oceans, etc. That's why it is also called a water planet. Water is essential for all living beings. We can't even imagine life without water.

Atmosphere: The layer of air that surrounds the earth is called atmosphere. Many types of gases, dust-particles and water vapour are present in it. The atmosphere protects us from the scorching heat and harmful rays of the sun. Changes in the atmosphere cause changes in weather and climate.

Biosphere: This is the narrow region of the Earth where land, water, and air together make life possible. We cannot even imagine life in the absence of any one of these. Humans, plants and animals together make up the biosphere.

Ecosystem

Animals and plants are not the same at all places, there is some difference in their formation, food etc. For example, most thorny plants like kikar cactus and animals like camel are found in the desert, whereas the leaves of the hyacinth found in water are flat and thick and the fish can survive in the water only. Dense hair is found on the body of animals such as bears, goats found in very cold areas, the shape of the plants found there, is also somewhat different.

All plants, animals and humans are dependent on the environment around them. The relationship between living organisms and their surrounding environment forms an ecosystem. An ecosystem of high rainfall forests, grasslands, deserts, mountains, lakes, rivers, and small pools can also occur.



Fig 1 : Domains of the environment



Fig 2 : Ecosystem

Question 1 What are the major components of environment?

Question 2 Write two sentences on the importance of each.

- 1) Lithosphere

- 2) Hydrosphere

- 3) Atmosphere

- 4) Biosphere

Question 3 Identify the following ecosystem. (Hint: mountain, desert, forest, pond)

- a) Fish, water, lotus flower -

- b) Rat, camel, cactus plant -

- c) Dense trees, wild animals, herbs -

- d) Coniferous trees, sheep, snow -

Question 4 How are plants and animals dependent on each other?

Question 5 Name two living beings (animals and birds) and two trees found in your area (ecosystem)

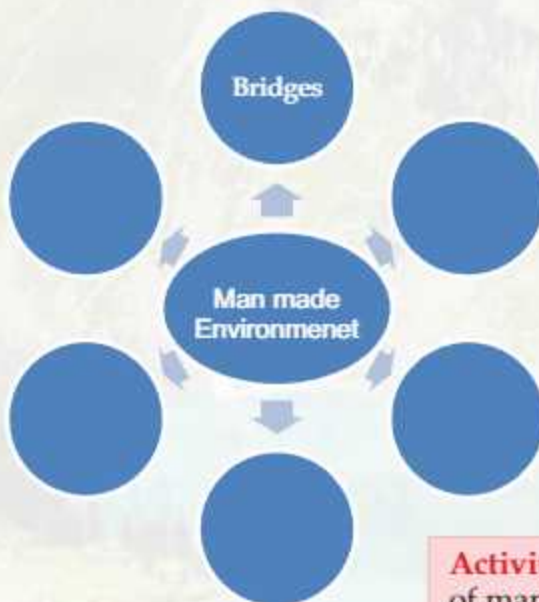
Environment

Learning Outcomes

The learner describes different components of the environment and the interrelationship between them.

Man made environment

Dear children, in the beginning man made himself in harmony with nature. His life was simple. Their living and food needs were met by nature. He used to feed his stomach by eating tubers, fruits, seeds and hunting, for which he used to roam from one place to another. With the passage of time, many types of human wants and needs increased. Human beings have learned many ways to use and change the environment. With the discovery of fire, the invention of the wheel, animal husbandry and growing crops, humans learned to live a sustainable life.



Man-made environment includes creations created by humans. Humans interact with their environment and make changes in it according to their needs.

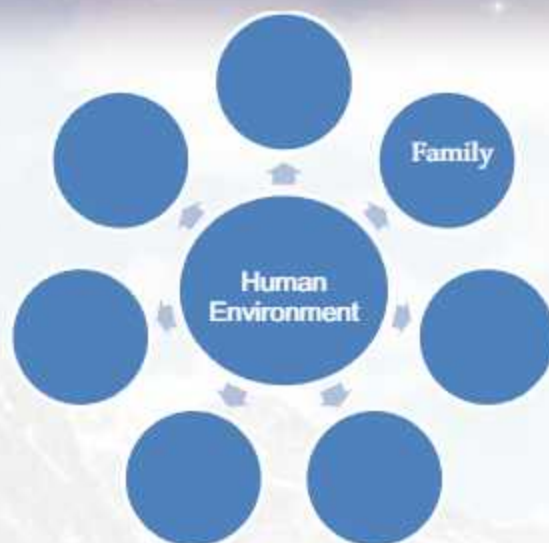
Humans use their technical knowledge and ideas on the natural environment by converting it into man-made environment. The environment created by man to facilitate his life is called man-made environment.

Activity: In the given mind map, write some examples of man-made environment from your surroundings.

Human Environment

Human is a social animal. In the society, everyone is dependent on each other and constantly tries to move forward with everyone's cooperation. Many systems that help in making life convenient and fulfilling the needs have also been developed by humans.

Through many efforts like family, religion, society, school, market, banking, police, medical system, human beings are creating their environment by their skills and, knowledge.



Activity: In the given mind map fill various components of human environment and tell how these are essential.

Our Changing Environment

You must have seen or felt many changes around you. Where there were earlier forests, fields, houses, roads, factories etc. have come in their place. Playgrounds lying vacant for years have today turned into flats. Water is collected from rivers by making dams, lakhs of trees are cut for fastening for paper, convenient plastic and thermocol have become an integral part of our life. Human beings exploit nature on a large scale for all these tasks and affects its environment. This is called a change in the environment, it is happening continuously.

Changes in the environment are helpful in fulfilling our needs, but if they are more than the requirement, they also harm our environment. Needs of human is increasing day by day, to fulfill those needs, human being is continuously making changes in the environment and destroying it. For example, humans have established industries, but the air and water are getting polluted by the waste material (smoke and garbage) removed from them. Collect information about some eminent environmentalists. It is necessary to have the right balance between the natural and the human environment. Humans should learn to live in harmony with the environment and use it. Using the right kind of things can help in keeping our environment clean. World Environment Day is celebrated every year on 5th June to make people aware about the protection of the environment. Before all the work we do, we should think whether it is beneficial for the environment or harmful.

Environmentalist: Environmentalist is a person who is engaged in the work related to the protection of the environment. Collect information about some eminent environmentalists.

Question 1 Why do humans change the natural environment?

Question 2 List all the activities of human beings which are harmful to the environment.

Question 3 How can you contribute in keeping our environment clean and safe?

Question 4 Write a slogan or make a poster to make the people around you aware of the environment.

Question 5 Look at the following pictures and find out how it is related to our environment.



चिपको आंदोलन



Eco Club

Inside our Earth

Learning Outcomes

The learner identify major layers of the Earth's interior, rock types, layers of the atmosphere in a diagram.

Dear children, today we will learn about how our Earth is from inside. There are three main layers inside our earth - the upper surface or the crust, the mantle and the central part or the core.

• Crust :

- The topmost layer of the Earth's surface is called the crust.
- It is the thinnest layer, which is 35 km in the continental part and only 5 km in the oceanic surface.
- All the continents, oceans, mountains, rivers, lakes etc. are situated on this layer.
- In the composition of the Earth's crust, the oxygen is 46.80%, silicon 27.72% and aluminium 8.13%.
- The continental part is mainly composed of minerals like silica and alumina. Hence it is called sial (si- silica and al-alumina). The ocean's crust is mainly composed of silica and magnesium. Hence it is called sima (si - silica and ma - magnesium).
- The temperature rises on this layer by 1 degree Celsius per 32 meters of depth.

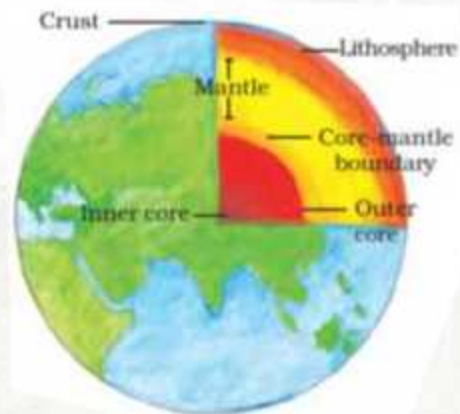


Fig. 1 Interior of the Earth

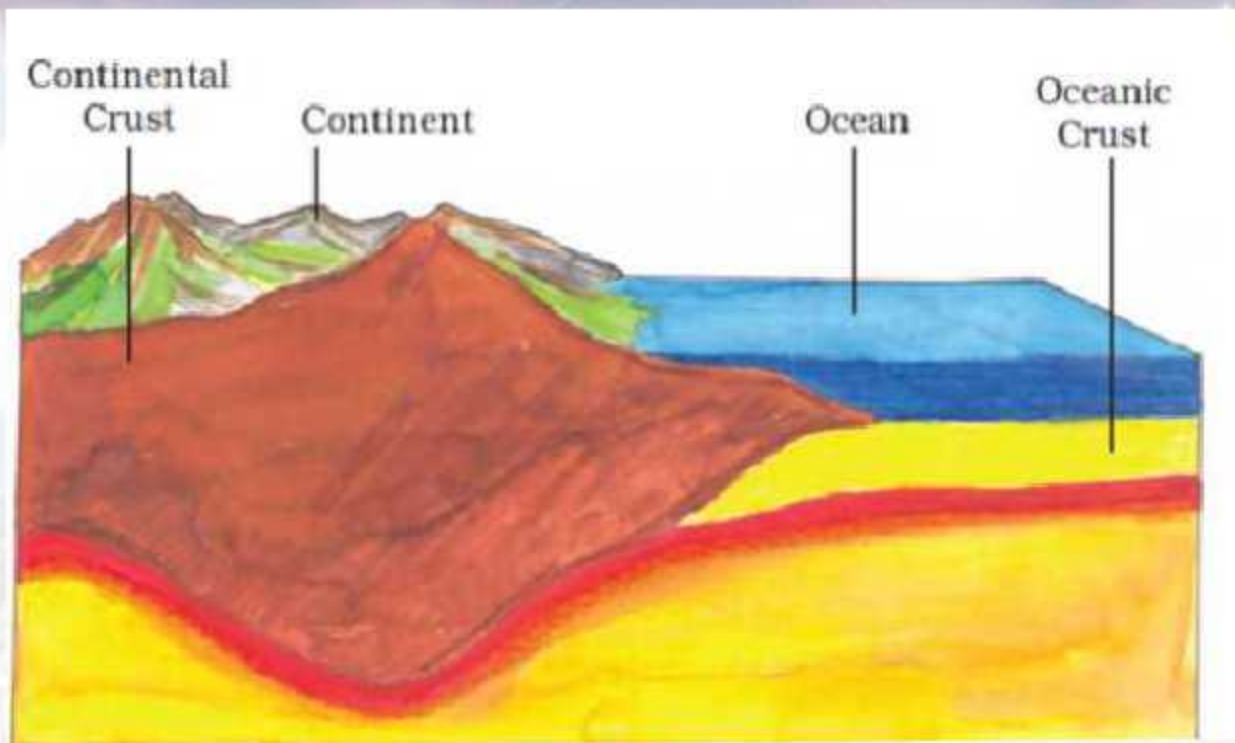


Fig: 2 Continental Crust and Oceanic Crust

Mantle

- ξ The layer just below the crust, which is up to a depth of 2900 km, is called Mantle.
- ξ The temperature here ranges from 1200 to 3500 degree Celsius.
- ξ Magma is found in this layer, which sometimes comes to the upper surface in the form of lava from the volcanoes.

Core

- The core is the innermost layer of the Earth, with radius about 3500 km.
- It is mainly made of nickel and iron and is called Nife (Ni-Nicle and Fe-Ferrous)
- The temperature and pressure in the central core are very high.
- The temperature here remains up to 5200 degree Celsius, which is also the temperature of the surface of the Sun.
- The density of the Earth's upper layer is 2.5 grams per square centimetre, which means that the mass of one centimetre long, wide and high piece would be 2.5 grams, while the mass of the mantle of the same size would be 3.5 grams whereas in the inner core this weight would be up to 13 grams. This is because of extreme pressure.

Practice:

Q1- Fill in the blanks.

1. Crust is aboutkm on the continental part and only.....km in the oceanic surface.
2. is the thinnest layer andis the thickest layer of the Earth.
3. Core has a radius of about km and has very high temperature and

Q2- At what rate does the temperature increase with depth on the upper surface of the Earth?

Q3- Which elements are found in abundance on the surface of the Earth?

Q4- By what names are the different layers of the earth known? Give reasons for these names also.

Q5- There is a great difference in the density of different layers of the Earth, what could be the reason behind this?

Our changing Earth

Learning Outcomes

The learner explains the composition and the structure of the atmosphere.

Dear children, you have learned about the top layer (crust) of the earth. It is made up of many different types of rocks. Any solid natural matter that makes up the Earth's crust is called a rock. Rocks can be of different colours, shapes and formations, due to this reason the soil and surface of different places can be of different types.

There are mainly three types of rocks - Igneous rocks, Sedimentary rocks and Metamorphic rocks.

Igneous rocks: Magma from the Mantle of the Earth comes on the surface in the form of Lava, cools and solidifies. The rock thus formed is called igneous rock. They are also called primary rocks because both other types of rocks are formed from igneous rocks. Its examples are basalt and granite.

Sedimentary rocks: Rocks break into small pieces by rolling, cracking and hitting each other. These small particles are called sediments. These sediments are transported and deposited by wind, water etc. from one place to another. Due to pressure and hardening, these loose and soft sediments form the layer of rock. Such rocks are called sedimentary rocks. These rocks may also contain fossils of plants and animals that have once lived on these rocks. Sandstone is formed by the solidification and hardening of sand particles, coal and limestone are also example of sedimentary rocks.

Metamorphic Rocks: When igneous and sedimentary rocks reach the deeper layers of the Earth, then due to the high temperature and pressure at depth, the form and properties of these rocks change. For example, clay gets converted into slate and limestone into marble.

Rocks are very useful for us. Stones are used for making roads, houses and buildings. You must have used powder made from Talc. Diamond is also a metamorphic form of coal.

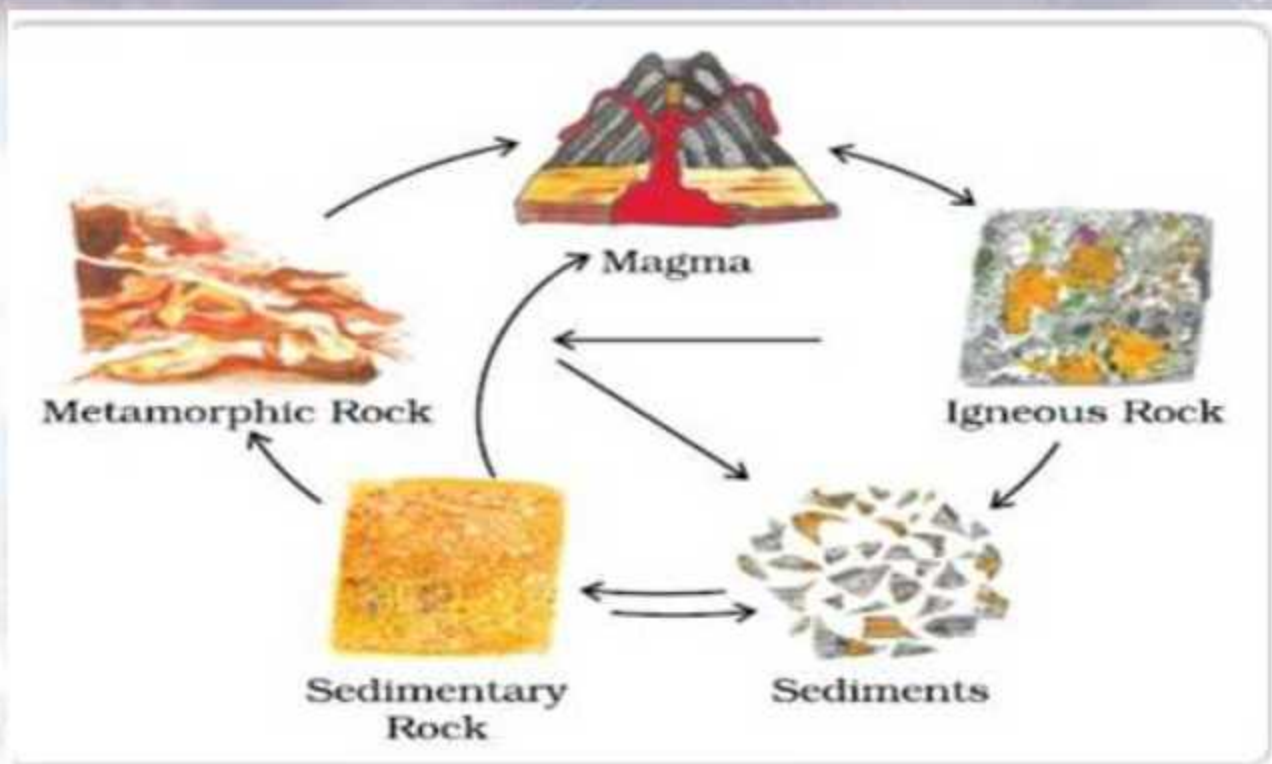


Figure: Rock Cycle

Under certain conditions, one type of rock changes into each other in a cyclic manner, this process is called rock cycle. The molten magma cools down to form a solid igneous rock. These igneous rocks break into small pieces and move from one place to another to form sedimentary rocks. After reaching in the depths of the Earth, due to extreme heat and pressure, these igneous and sedimentary rocks turn into metamorphic rocks. Due to heat and pressure, the metamorphic rock melts again and becomes molten magma that cools again and turns into a solid igneous rock.

Minerals: Rocks are made up of different minerals. Minerals are naturally occurring substances that have definite physical properties and definite chemical composition. Minerals are very important for mankind.

From salt in our food, toothpaste, food spices, utensils, machines, indoors, fields, factories, bicycles to airplanes, minerals plays the most important role. Coal, natural gas and petroleum are also used in fuel and industries, medicines and fertilizers. There are many important minerals like iron, aluminium, gold, uranium, etc., without which it is difficult to imagine life today.

Question 1 - List the different uses of rocks.

Practice;

Question 2 - Why are igneous rocks called primary rocks? Give reason.

Question 3 - How do high temperature and pressure affect rocks? Explain with examples.

Question 4 - What is the importance of minerals in our life? Explain with examples.

Question 5 - Fill in the blanks:

1. Sedimentary rocks may also containof plants and animals that have once lived on these rocks.
2. Rocks break into small pieces by rolling, cracking and hitting each other. These small particles are called.....
3. Diamond is a metamorphic form of.....
4. Minerals are naturally occurring substances which have certain..... and definite.....
5.rocks are formed in layers.

Our Changing Earth

Learning Outcomes

- The learner describes formation of land forms due to various factors.
- The learner reflects on the factors leading to disasters and calamities.
- The learner explains preventive actions to be undertaken in the event of disasters, e.g., earthquake, floods, droughts.

Dear children, changes occur continuously in the upper layer of the Earth, that changes the physical (visible) nature of the Earth. The upper solid layer of the Earth (lithosphere) is divided into many plates. These plates are 5 km to 200 km in thickness, which are always moving around on molten magma. We don't feel this movement because these plates move around very slowly – just a few millimetres each year. These plates are constantly exerting force on each other, rubbing and pushing. Due to this movement of plates, changes occur on the surface of the Earth as well. The Himalayan ranges located in the northern direction of the country have been formed due to the collision and pressure of such plates.

The earth movements are divided on the basis of the forces which cause them. The forces which occur in the interior (inside) of the earth are called endogenic forces (originating from inside) and the forces which arise on the surface of the earth are called exogenic forces (originating from outside).

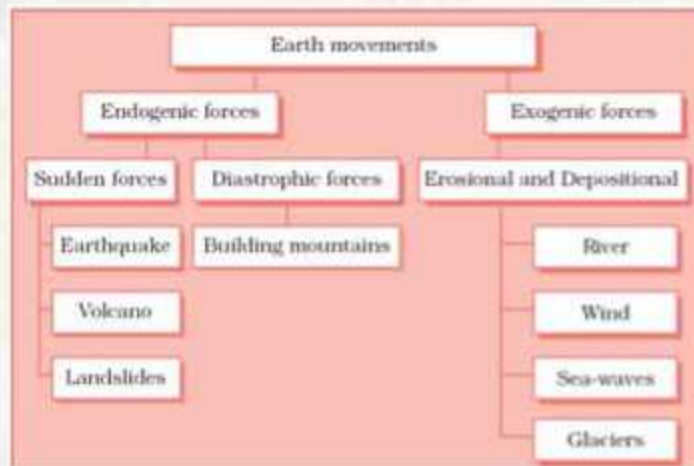


Fig ; 1 Evolution of Landforms

Effects of endogenic force

- The movement of the lithospheric plates causes vibrations on the surface of the earth which is called earthquake. During an earthquake deep cracks can also develop on land causing vast damage to high-rise buildings. Sometimes thousands of buildings collapse in severe earthquakes causes huge loss of life and property.
 - The hot magma inside the earth sometimes comes out in the form of lava through weak and thin cracks which are called volcano eruption. High mountains are formed due to the volcano being active for a long time.
- Some important points to follow during an earthquake are –
1. Find Safe Spot – Under a kitchen counter, table or desk, against an inside corner or wall.
 2. Stay Away from – Fire places, areas around chimneys, windows that shatter including mirrors and picture frames.
 3. Be Prepared – Spread awareness amongst your friends and family members and face any disaster confidently.

Incidents such as earthquakes and volcano eruption can cause extreme changes and damage to the Earth's surface due to induced forces. It is not possible to give advance information about earthquakes and volcanic eruption. Only proper pre planning and preparation can make you safe during these natural calamities.

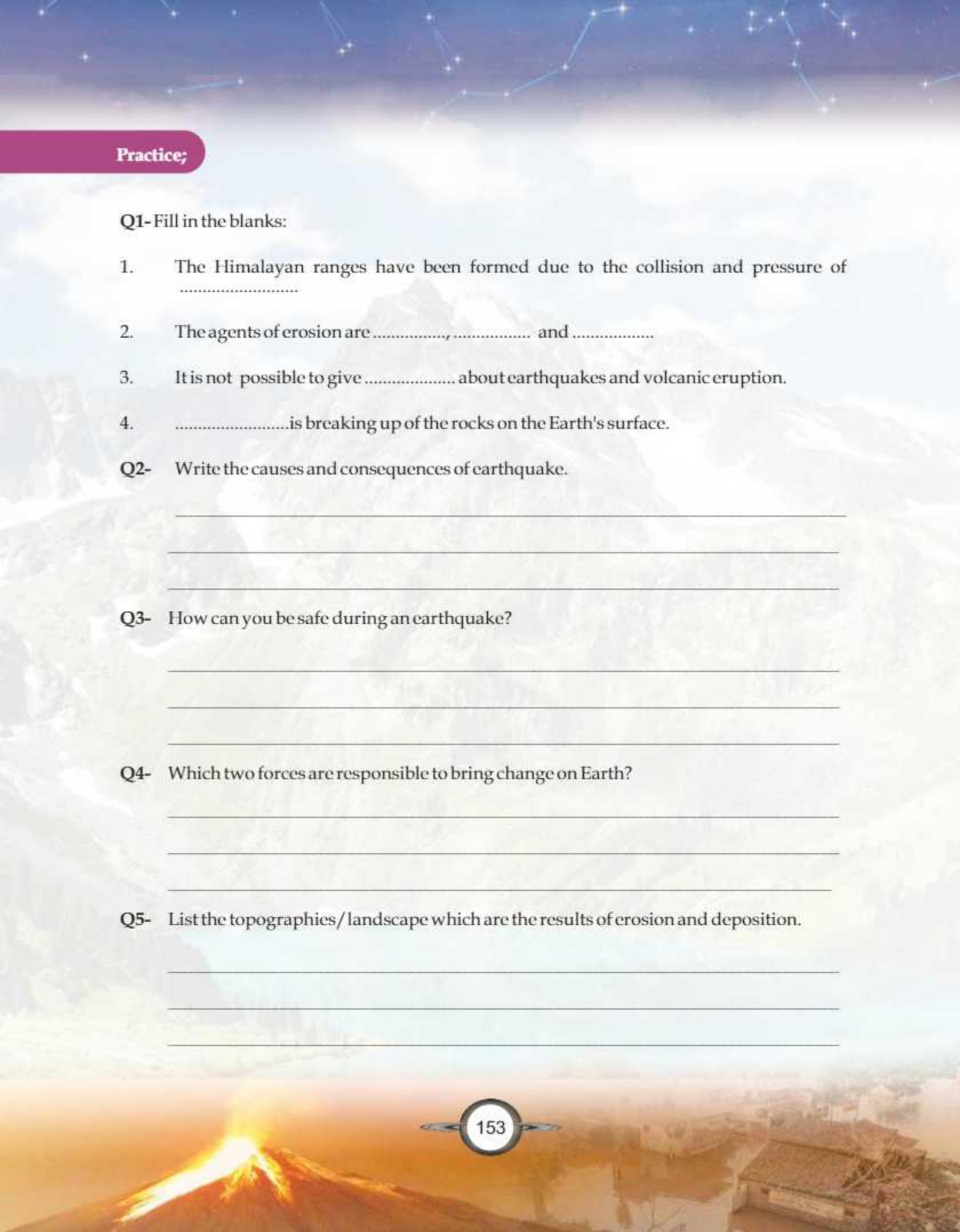
- High-rise structures such as mountains are the result of the Earth's innate endogenic forces such as plate movements, volcanoes and earthquakes.

Effects of exogenic forces

The landscape on the Earth's surface is constantly worn away (changing).

- The breakdown of rocks on the surface of the earth takes place due to many chemical reasons, which is called **weathering**.
- The wearing away on the landscape caused by various factors like water, wind and ice is called **erosion**.

The high structures like mountains are continuously cut, worn out, broken and crushed by wind, water, snow and other factors. Wind, water and glacier etc carry the eroded material from one place to another and deposit at one place. The process of erosion and deposition (continuous actions) form various topographies/ landscape on the Earth's surface. Dunes, lagoons, rivers, springs, waterfalls, canyons, flood plains, deltas etc. are the result of the continuous work of these forces.



Practice;

Q1- Fill in the blanks:

1. The Himalayan ranges have been formed due to the collision and pressure of
2. The agents of erosion are, and
3. It is not possible to give about earthquakes and volcanic eruption.
4. is breaking up of the rocks on the Earth's surface.

Q2- Write the causes and consequences of earthquake.

Q3- How can you be safe during an earthquake?

Q4- Which two forces are responsible to bring change on Earth?

Q5- List the topographies/landscape which are the results of erosion and deposition.

Our Changing Earth

Learning Outcomes

The learner describes formation of landforms due to different factors.

Dear children, we have learned that the processes of erosion and deposition create different landforms on the Earth's surface. Wind, water and glaciers carry erosive material from one place to another, and consequently deposit it at one place.

Changes by Water

The running water in the river erodes the landscape. From its origin till it meets the sea, the river forms various land forms.

Waterfall

- When the river tumbles at steep angle over very hard rocks or down a steep valley side it forms a waterfall. Here the soft rock erode away but hard one stays.

Meander

- As the river enters the plain it twists and turns forming large bends known as meanders. Due to continuous erosion and deposition along the sides of the meander, the ends of the meander loop come closer and closer.

Ox-bow lake

- In due course of time the meander loop cuts off from the river and forms a cut-off lake, also called an ox-bow lake.

Flood plains

- At times during the rainy season the river overflows its banks. This leads to the flooding of the neighbouring areas. As it floods, it deposits layers of fine soil and other material called sediments along its banks. This leads to the formation of a flat fertile flood plain.

Distributaries

- As the river approaches the sea, the speed of the flowing water decreases and the river begins to break up into a number of streams called distributaries.

Delta

- The river begins to deposit its load, these deposit makes very fertile plains known as Delta. The world's largest delta is the Sunderban Delta of Ganga-Brahmaputra.

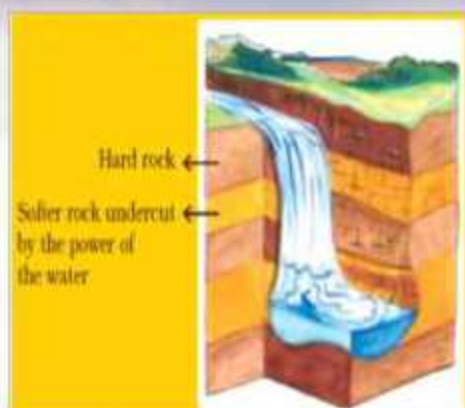


Fig 1: Waterfall

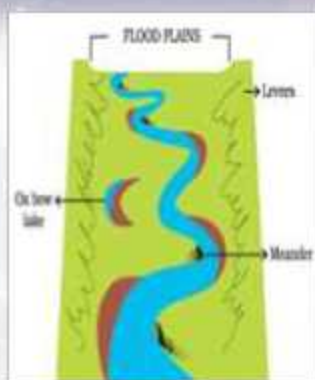


Fig 2: Features made by a river in a flood plain

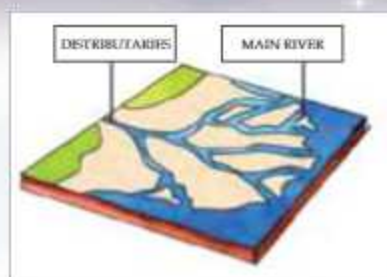


Fig 3: A Delta



Fig 4: Features made by sea waves

Changes by Sea Waves

Sea caves, sea arches and eroded shores are formed by continuous strikes by sea waves, whereas deposition by the sea creates long submerged banks with very little slope.

- The cracks developed on rocks become larger and wider over time and are called sea caves.
- As these caves become bigger and bigger only the roofs of the caves remain, thus forming sea arches.
- Further, erosion breaks the roof and only walls are left. These wall like features are called stacks.



Fig 5: A glacier

Changes by Glacier

Glaciers are rivers of ice. As they move, glaciers erode or wear away the land beneath and around them.

- Glaciers carry great amount of soil, stones, and rocks
- Glaciers also form deep pits, after the melting of snow in the mountains those pits become beautiful lakes.
- Substances brought by glaciers, such as small and large rocks, sand and sedimentary soil is deposited and form glacial moraine.
- Many rivers also originate from glaciers.

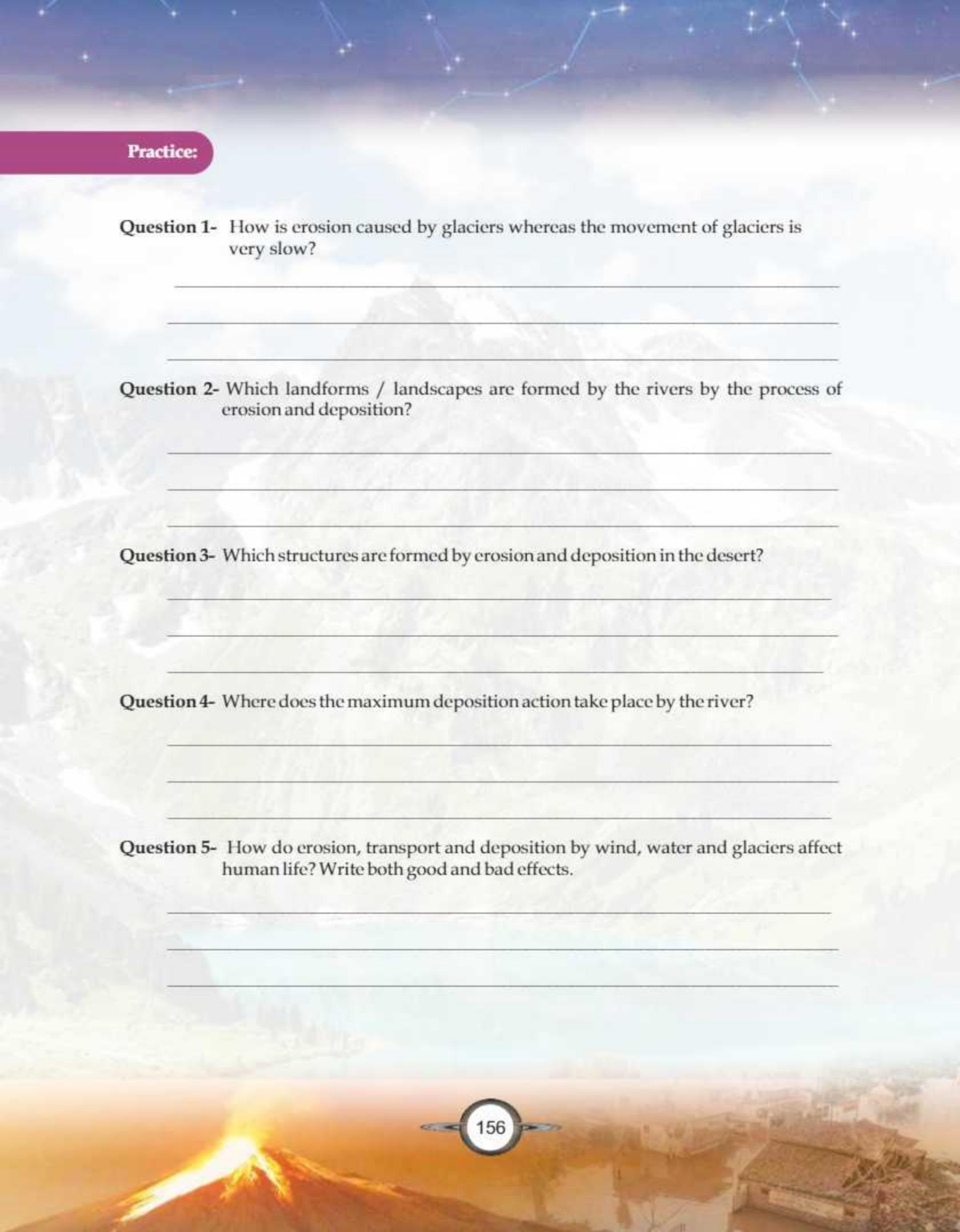


Fig 6: Sand Dunes

Change by Air

Wind (moving air) is the main factor of erosion and deposition in the desert.

- ξ In deserts you can see rocks in the shape of a mushroom, commonly called mushroom rocks. Winds erode the lower section of the rock more than the upper part. Therefore, such rocks have narrower base and wider top.
- ξ The wind carries sand from one place to another with it while moving. When the flow of wind stops, this sand falls and forms a small hill, these are called **sand dunes**.
- ξ When the grains of sand are very fine and light, the wind can carry it over very long distances. When such sand is deposited in large areas, it is called loess.



Practice:

Question 1- How is erosion caused by glaciers whereas the movement of glaciers is very slow?

Question 2- Which landforms / landscapes are formed by the rivers by the process of erosion and deposition?

Question 3- Which structures are formed by erosion and deposition in the desert?

Question 4- Where does the maximum deposition action take place by the river?

Question 5- How do erosion, transport and deposition by wind, water and glaciers affect human life? Write both good and bad effects.

Geography

Worksheet -7

Name of the student: _____

Air

Learning Outcomes

The learner explains the composition and the structure of the atmosphere.

The learner analyses factors contributing to pollution in their surroundings and lists measures to prevent it.

Atmosphere: The blanket of air that surrounds the earth is called atmosphere. All organisms on Earth depend on the atmosphere to survive. It provides us the air to breathe and protects us from the harmful effects of the sun's rays. Earth's gravitational force holds the atmosphere in place.

The atmosphere is a major factor in making life possible on Earth. Due to the atmosphere, the temperature of the earth became habitable. In the absence of atmosphere, the temperature during the day would be so high that everything gets burnt and at night so low that everything gets frozen.

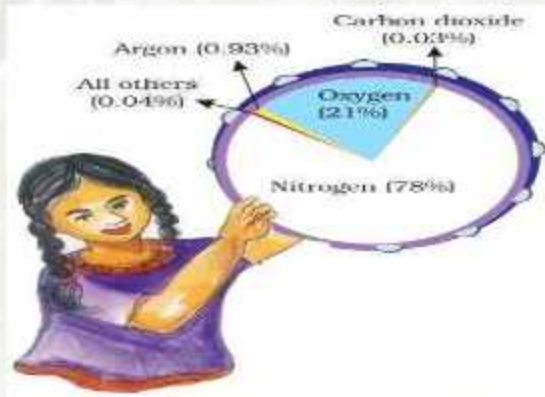


Figure-1

In addition to various types of gases, small particles of dust and water vapour are also present in the atmosphere. The given circle figure 1 show the percentages of different components of air. Study this diagram carefully and match the different gases of the atmosphere by their quantity.

	Gases	Quantity
1.	Oxygen	a) 0.93%
2.	Carbon dioxide	b) 78%
3.	Nitrogen	c) 21%
	Argon	d) 0.03%

Every gas present in the atmosphere has some importance. Let us know the importance of some major gases.

Nitrogen: It helps in the growth of plants.

Oxygen: It is essential for the respiration and survival of all living beings and humans. In the absence of it, the process of combustion (burning) is also impossible.

Carbon dioxide: It is the main part of the food of trees or plants. This later on is the basis of food for all animals. It traps the heat received from the sun during the day on the earth. Without it, the Earth would have become so cold at night that it would have been impossible to live on it.

Activity : Find out the importance of other gases present in the atmosphere.

Air pollution :

The air is polluted by the smoke coming from the burning of fuels, vehicles, factories etc. It harms humans, animals and the environment. With the help of Air Quality Index (AQI), we can find out the quality of air and the level of pollution. Its increased amount indicates health risk.

Activity : List the causes and side effects of air pollution.

Global warming

You must have often heard the elders of your house alking that earlier the change of season used to appen with time. But now neither the winter nor the ummer season is regular nor does the rainy season ome on time. Even in summer the temperature emains much higher than before. Many activities one by humans are responsible for this.

Reason for increase in the temperature of the arth:

1. Excessive use of fossil fuels like coal, mineral oil etc. Over-mechanization, over-urbanisation, changing use of land.
2. Cutting of trees in large quantities.
3. Greenhouse Effect- After the industrial revolution, the amount of gases like carbon dioxide, methane, ozone, chloro-fluoro carbon etc. has increased in the earth's atmosphere. This effect is like a glass house, in which heat from the sun can come but cannot return.



t
h
s
c
r
d
e

Reason for increase in the temperature of the earth:

1. Excessive use of fossil fuels like coal, mineral oil etc. Over-mechanization, over-urbanisation, changing use of land.
2. Cutting of trees in large quantities.
3. Greenhouse Effect- After the industrial revolution, the amount of gases like carbon dioxide, methane, ozone, chloro-fluoro carbon etc. has increased in the earth's atmosphere. This effect is like a glass house, in which heat from the sun can come but cannot return.

Side effects of global warming

1. Due to this increase in temperature, the frozen ice in the arctic regions melts. Due to which the sea level rises and the coastal areas get flooded.
2. In the long term, it can cause extreme changes in the climate, as a result of which some plants and animals may become extinct.

Activity : How can the effects of global warming be reduced? Discuss.

Practice:

Question 1 Which gas is called life-giving / life-saving air and why?

Question 2 Define atmosphere.

Question 3 Which two gases make up a major part of our atmosphere?

Question 4 Look at the pictures of the following cylinders and tell them for what purpose they are used and which gas is in them?



Geography

Worksheet -8

Name of the student: _____

Air

Learning Outcomes

The learner explains the composition and the structure of the atmosphere.

You will be surprised to know that our similar looking atmosphere is actually divided into five layers, which start from the surface of the earth. These are – troposphere, stratosphere, mesosphere, thermosphere and exosphere. But we cannot see it because we cannot see the air we can only feel it and even if we look at the sky, we can see the objects only to an extent. These five layers are useful to us in different ways. Let us know about these layers in detail.

• Troposphere

- It is the most important layer of the atmosphere.
- Its average height is 13 km.
- The air we breathe exists here.
- All weather-related events like rain, fog, thunder, lightning, thunderstorm, hailstorm, etc. occur in this layer.
- The air temperature in this layer decreases at an average rate of 1 degree Celsius per 165 meters of altitude.

Stratosphere

- The layer above the troposphere is called stratosphere.
- It extends to a height of about 50 km.
- The temperature in this layer remains almost the same.
- This layer is almost free from clouds and weather related phenomena. As a result, the conditions here are ideal for flying aeroplanes.
- There is a layer of ozone gas in the stratosphere, which protects us from harmful gases coming from the Sun.

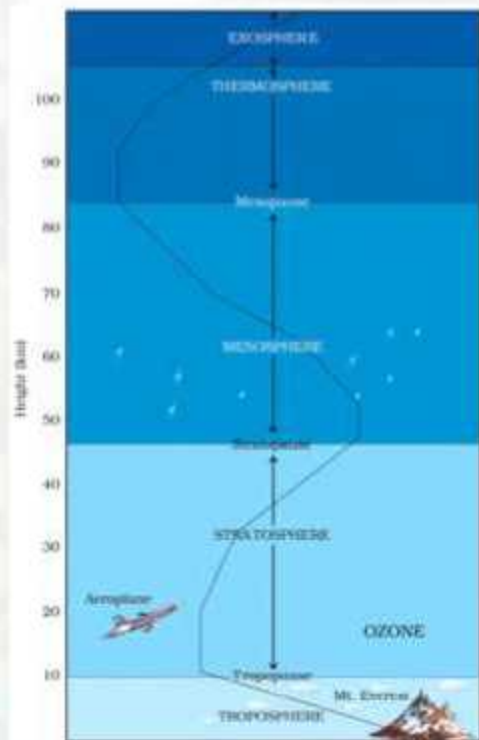


Fig. : Layers of the atmosphere

Mesosphere

It is the third layer of the atmosphere. It is located just above the stratosphere.

It extends to an altitude of about 80 km.

Meteorites burn up in this layer on entering from the space.

Thermosphere

§ It is the fourth layer of the atmosphere.

§ The temperature in the outer atmosphere increases very rapidly with increasing altitude.

§ The Ionosphere is a part of this layer.

§ It extends from 80 to 400 km.

§ It is only because of this, the use of wireless communication like mobile, internet, radio etc. is possible. In fact, the radio waves transmitted from the earth are sent back to the earth by this layer.

Exosphere

§ It is the uppermost layer of the atmosphere.

§ Light gases such as helium and hydrogen keep floating in space from here.

Practice:

Question 1: In which layer of the atmosphere all meteorological phenomena take place?

Question 2: What is the use of ozone layer in our life?

Question 3 : For some time there have been reports of holes in the ozone layer in the newspapers? What do you think, are the causes of holes in the ozone layer? What could be the side effects of this?

Question 4: Identify the layers of the atmosphere from the following diagrams.



Water

Learning Outcomes

Children discuss about the conservation of natural resources, such as air, water, plants and animals.

Dear children, you must have seen the rain pouring water. Let's, think...

- ❖ Where does this rain water come from and where does the rain water go?
- ❖ Where does the water in rivers come from?
- ❖ Where does the snow on the mountain tops come from?
- ❖ Where does the water in the wells and tube wells come from under the ground?
- ❖ The water that we use in our house, does it have any relation with this rain water?

Water Cycle

Due to the heat of the sun, the water of the earth's surface (especially from the oceans) evaporates (formation of vapours). At heights due to lower temperature, the water vapour condenses (collects) and takes the form of clouds. From here it falls down to the earth in the form of rain, snow or rain with snow.

Water constantly changes its form and keeps moving in various forms between the oceans, the atmosphere and the earth, this is called the water cycle.

- **Evaporation** : Conversion of water into vapours
- **Condensation** : Formation of clouds by cooling down of water vapours
- **Precipitation** : Falling of water on earth in various forms

Run off: The flow of water that fell on the earth to various natural sources.



Fig. : Water Cycle

Utility of water

Water is very essential for life. It does not contain any energy (calories) or biological nutrients but is vital for all known forms of life.

- ❖ Water is the best solvent which dissolves most of the minerals and salts. Due to the solvent property it has great use and importance in food, agriculture, animal husbandry, industries.
- ❖ About 70% of the fresh water used by humans goes to agriculture.
- ❖ Fishing in water bodies and seas is a major source of food and employment.
- ❖ It is the Main source of most of the petroleum and natural gas.
- ❖ Manufactured products are traded and transported through seas, rivers, lakes and canals.

Water is very important in our life. Water is a transparent (of what across can be seen), tasteless, odourless and almost colourless chemical substance. Water is the only substance that exists on Earth in the form of solid (ice), liquid (water) and gas (vapour) under normal conditions.



Discuss:

- Can food be cooked in your home without water?
- What is the role of water in the process of cooking?
- Why only water is used for washing vegetables, making pulses, kneading dough?
- If water is not available for 2 or 3 days, then what problems do you have to face?

Distribution of water on the Earth

Three-fourths of the Earth's surface is covered with water. Water is the main component of the Earth's rivers, lakes and oceans. There is more water on earth than land, yet many countries have to face water shortage. The reason for this is that more than 97% of the available water on Earth is in the oceans. The water of the oceans and seas is salty and not suitable for human use. But salt is also obtained from this saline water, the main part of our food.

About 2% of the water available on Earth is in the form of ice sheets at the poles. Less than 1% of fresh water is available for human use. The main sources of fresh water are rivers, lakes, springs and glaciers. By using water wisely, we can save this valuable resource.

The amount of salt present per 1000 grams of water is called salinity. The average salinity of the ocean is 35 grams per thousand grams

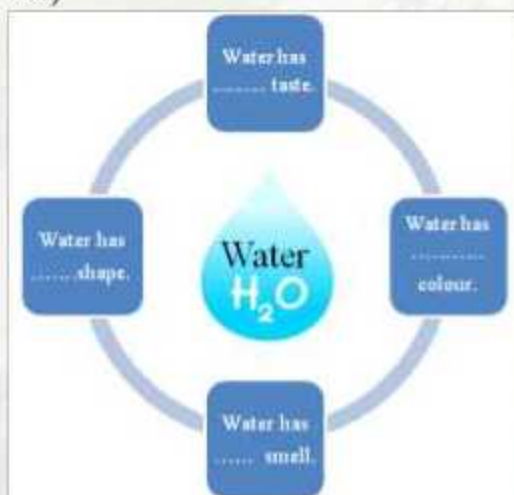
Practice:

Question 1: If there is more water on earth than land, then why do many countries face water scarcity? Give reason.

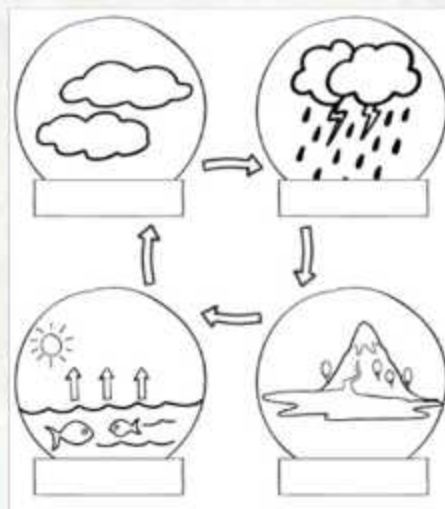
Question 2: Mention some such measures by which water can be saved or water wastage can be stopped.

Question 3: You use water in different forms every day. List the various uses of water.

Question 4: Fill in the following blanks.
(Hint: The same word will appear in all the blanks)



Question 5: Colour and label the given water cycle diagram. (Hints – Run off, Condensation, Precipitation, Evaporation)



Question 6: Water can be considered as the cheapest and most expensive resource as well. Write some points on it.

Water

Learning Outcomes

Excerpts from a conversation between two siblings, Jigyaasa and Kabir, about the different movements of water, with the teacher, Mr. Iqbal, who lives in their neighbourhood.

Jigyaasa: In the previous class, we learned that more than two-thirds of our earth is covered with water. We have also seen water flowing in rivers and streams. Where does the water of these rivers and streams go? And where can the most water be seen at once?

Kabir: Most of the water body (water storage) on Earth is in the oceans (very large seas). I have read and seen this in movies too.

Jigyaasa: Does the water of the oceans also moves like a river or only rises up and down like water in a pond?

Kabir: Let's ask our Sir.

Iqbal Sir : Dear children, ocean water is always in motion. The movements of the water of the oceans can be divided mainly in this way – waves, tides and currents.

Jigyaasa: Sir, what are waves?

Iqbal Sir : Children, you must have thrown a stone in the water of a pond at some point of time? Did you feel anything there?

Kabir: Yes, by throwing a stone in the pond, the water starts stirring up and down.

Iqbal Sir : These movements are waves in water. When water continuously rises and falls on the ocean surface, they are called waves. Waves are generated in the water by the wind blowing over the sea surface.

Kabir: Yes sir, we have seen on TV such movements (waves) in the sea. How lovely do they look! But I saw on TV that they can also cause great destruction.

Jigyaasa: Well said, sometimes we also hear in the news about damage/destruction caused by waves.

Iqbal Sir : It is rightly said children that the waves of the sea look beautiful. But due to strong wind in a storm, the generation of huge waves, earthquakes, volcanic eruptions, or underwater landslides (downward movement of a large piece of land), ocean water is greatly displaced (retreat). These can cause huge waves up to 15 meters in height, which are called tsunamis.

Activity : Collect information about the 2004 tsunami in India. (Text Book pg 34-35)

Jigyaasa: Sir, is there any other movement in the oceans?

Iqbal Sir : Yes children, tides and currents are also movements of ocean water. The rise and fall of ocean water twice a day is called a tide. The rising of water to its highest level is called high tide. When water reaches its lowest level, it is called low tide.

Kabir: What causes the water of the oceans to move to their highest and lowest levels?

Iqbal Sir : Tides occur on the Earth's surface due to the strong gravitational force (the power of a heavier object to pull a lighter object towards itself) of the Sun and the Moon. During full moon and new moon, the sun, moon and earth are all in the same line and the tides are the highest at this time.

Jigyaasa: Is there any benefit to human from the tides?

Iqbal Sir : There are many benefits of these tides. High tides help in navigation and helps the ships to arrive at harbour more easily. The high tides also help in fishing. Many more fish come closer to the shore during the high tide and fishermen are able to catch the fish without difficulty.

Jigyaasa: Well, there are big benefits of high tide.

Iqbal Sir : Not only this, electricity is also generated by driving a turbine (very large rotating motor) with the help of tides.

Kabir : Sir, do ocean currents flow like a river?

Iqbal Sir : Rightly said Kabir , flowing like rivers is seen in the water of the oceans, they are called ocean currents. Warm or cold currents (continuous flows) of water flow regularly over the ocean surface in a definite direction. Generally, the warm ocean currents originate near the equator and flow towards the poles. The cold currents flow from the poles or high latitudes to the tropical or lower latitudes.

Jigyaasa: Are ocean currents also beneficial to us in some ways?

Iqbal Sir : Ocean currents can warm or cool an area by influencing the temperature. The place where warm and cold currents meet, Plankton, very small organisms are found, Plankton plays an important role in the marine (sea) food chain, due to this, the place is considered to be the best fishing area. That's why places where warm and cold currents meet, such as at the Pacific Ocean in eastern coastal part of Japan and the areas at Atlantic Ocean in the New Foundland in eastern part of America are very good for fishing.

Kabir: This means that we get a huge amount of edible resources from the oceans. My grandmother was telling that salt, an integral part of our food, is also obtained from the water of the seas.

Iqbal Sir : Rightly said, apart from this, important minerals like petroleum are also found from the oceans, which is an important source of fuel all over the world. Oceans provide the cheapest means of transport on a large scale, even today most of the world's trade is carried by sea routes.

Children, in today's worksheet we discussed about the motions of the oceans. Now answer the following questions.

Question 1 : Chennai is a metropolis situated by the sea, there is a shortage of drinking water throughout the year. Find out the reasons.

Question 2: What would be the consequences if the water of the oceans dries up?

Question 3: Match the following

- | | | | |
|----|----------------|------|---|
| a) | Waves | i) | Rhythmic rise and fall of ocean water twice a day |
| b) | Tides | ii) | Streams of water moving along definite paths |
| c) | Ocean currents | iii) | Continuous rise and fall of ocean water |

Question 4: Name any two cold currents and two warm currents.

Natural Vegetation and Wildlife

Learning Outcomes

The learner reasons the factors leading to diversity in flora and fauna, e.g., climate, landforms, etc.

Sameer was very excited because after 3 years he was going to his native village during summer vacation and that too by train. Both his parents work in a spinning mill in Chennai. The journey from Chennai to Manali via Shimla by train and onwards by bus was very long.

Sameer and his younger sister Ruby were very curious and excited seeing the rapidly changing scenery outside the train window. As the train proceeded from Chennai, it was astonishing to see the topography (surface shape/formation) and the changing forms of trees and plants. As soon as the train left the city, green fields, banana orchards, rubber plantations were visible. Where there was no village or population, forests started.

Ruby: Bhai, till now a lot of greenery was visible in the fields, but now all kinds of trees and plants are visible in different ways. They look a bit different.

Sameer: Yes, the greenery that was visible in the green fields and in and around the population of the same plants in the fields are different crops, which are grown by someone. What are visible now are trees, plants, shrubs, grasses and vines that grow naturally. The self-growing vegetation (trees) found in these dense areas are called natural vegetation. Our teacher told us about this during geography class.

Ruby: This means the crops are not considered natural vegetation.

Papa: Yes, we sow crops in our fields to meet our needs. Many wild animals also live in the forests, which we do not often see in the fields.

Sameer: Do animals also live in specific places?

Mom: Yes, I remember that in the forest near our village we saw fox, snake, deer, jackal and many times leopard too. But now after clearing the forest for agriculture or making houses, markets, road, due to shrunken forests these wild animals are not visible.

Ruby: One more thing I noticed that as the colour of the soil is changing, so are the trees and plants..

Papa: Ruby, good observation, you have a very sharp eye. The climatic conditions of any place completely affect the natural vegetation found there. Now our train will pass through different climatic places, where there will be different types of soil, thickness of soil layer, water, moisture, temperature, surface of the earth, slope. Accordingly, there will be a difference in the density and type of trees and other vegetation found in these places.

Sameer: Now we are passing through Andhra Pradesh.

Papa: Yes, trees like Sheesham, Sal, Peepal, Neem, Mango, Amla, and Sandalwood will be more visible in the plains of the states of Andhra Pradesh and Telangana and thorny shrubs, vines, Khejad, dates will be more visible in the plateau.

Sameer: I have read in the lesson on rain that these places also receive less rainfall. It seems to me that the natural vegetation of our country goes along perfectly with the monsoon.

Papa: Well said, an interesting thing is also that when our train will pass through Karnataka and western part of Maharashtra, you will sometimes see dense forests, many waterfalls and high hills, and after a short time, low altitude rough dense forests will also be visible.

Ruby: Well, such a difference can be seen so close in these forests.

Papa: Yes, because these are high hills parallel to the western coast, due to which there is a lot of rain on their western sides, there are evergreen dense rainforests. Whereas on the eastern sides of these hills, the rainfall is very less. Vegetation such as deciduous forests and thorny shrubs is found on these slopes and in the rocky plateau parts of the lower elevations.

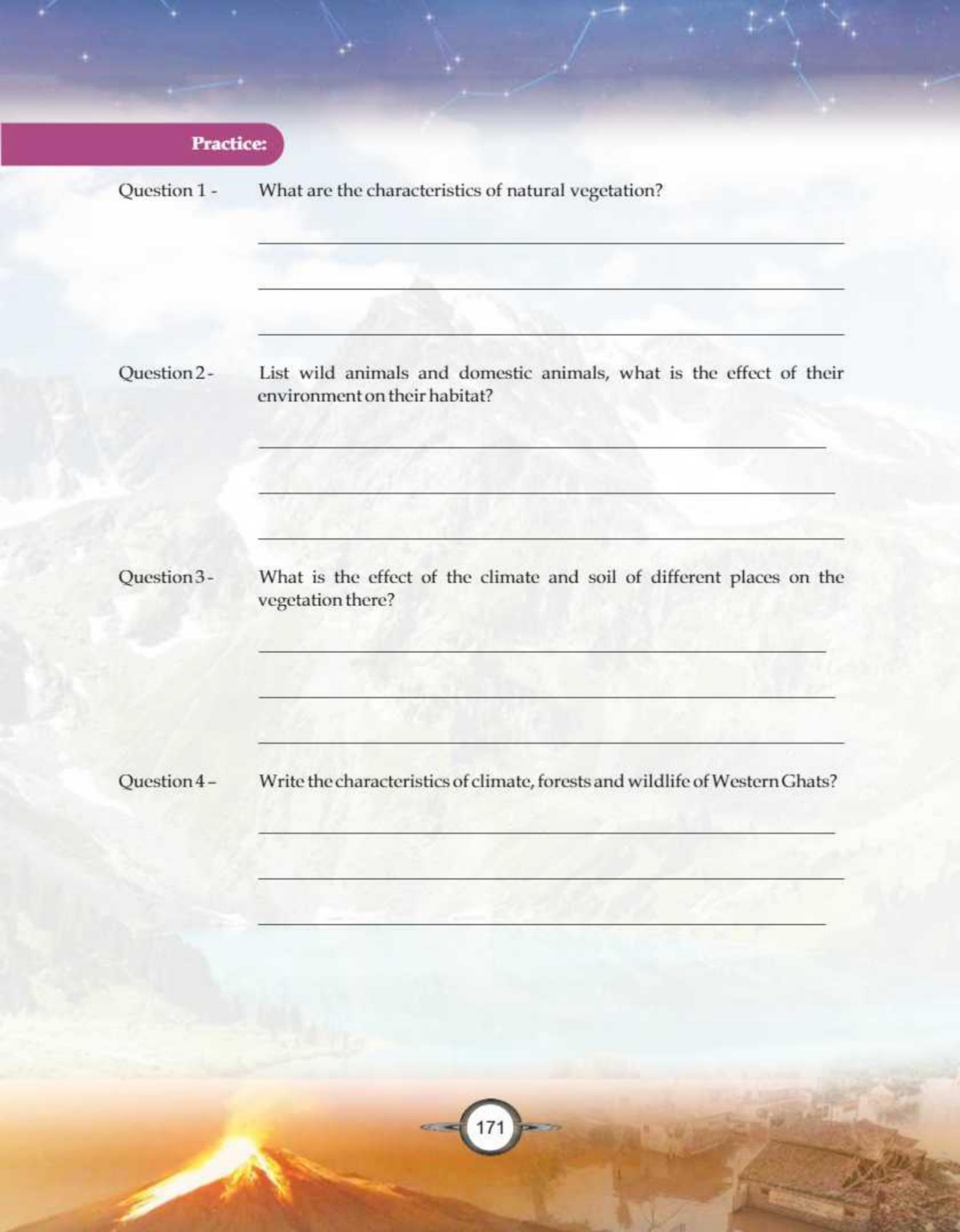
Sameer: Then the animals in these forests must be very different and diverse?

Mom: Yes beta, I saw it on Discovery Channel. Jog Falls, the highest waterfall in India, is located in the Western Ghats. Hundreds of colorful birds are also found in these dense forests here, which are not found in other places in the country. It is also home to animals like lion-tailed monkey, palm-sized monkey, Nilgirilangur, colorful frogs, various reptiles, elephants, gaur. This is the region with the richest biodiversity of our country. Do spare some time to watch related programs on Discovery Channel and National Geographic Channel.

Ruby: Will definitely see now.

Papa: It's night. Let's go to sleep now.

When you wake up in the morning, new scenes and different types of vegetation will also be seen. Then we'll talk about that too



Practice:

Question 1 - What are the characteristics of natural vegetation?

Question 2 - List wild animals and domestic animals, what is the effect of their environment on their habitat?

Question 3 - What is the effect of the climate and soil of different places on the vegetation there?

Question 4 - Write the characteristics of climate, forests and wildlife of Western Ghats?

Natural Vegetation and Wild Life

Learning Outcomes

The learner reasons the factors leading to diversity in flora and fauna, e.g., climate, landforms, etc.

Dear children, train travel sounds like a lot of fun. While travelling long by train, you can see and understand the geographical diversity, climate, vegetation of your country. All of these gradually changing thing could be seen in our food, dress, work, crops, language and dialect. Yesterday Sameer and Ruby along with their parents had left for their native village in Himachal by train from Chennai. Along the way, they saw different types of vegetation, forests, mountains, plateaus and many types of land and soil. Now onward journey..... After taking Poha and Bonda for breakfast, now Ruby's and Sameer's attention turned to view outside the window.

Ruby: Brother, now the land looks a bit sandy, yellow and the trees are also looking a little small and bushy.

Sameer: Yes sister, yesterday we saw red soil and black soil. That was formed by cooling down and breaking of Lava. Also it becomes very fine. Soil was black due to the high amount of iron. Black soil absorbs water very well and is very fertile for cotton and sugarcane. The grains of red soil are coarse, they contain plenty of calcium along with iron, but they cannot hold water. Orange, cashew, bajra, ragi are grown in red soil areas.

Ruby: It means there are many types of natural vegetation too?

Papa: Well said, the growth of vegetation of a place depends on temperature and moisture. Usually, natural vegetation is divided into three main categories – the first is forest, which is dense and in open areas with suitable temperature and full rainfall for trees, forests grow. The second is grasslands, which grow in areas with moderate rainfall. The third type of vegetation is thorny-shrubs that grow only in dry areas.

Sameer: The proof of this has been found so far along the way. It seems that by reaching the village, many more types of vegetation will be seen.

Mom: Yes, rightly said, you have got the opportunity to see and understand what you have read about this in your books.

Tropical Evergreen Rain Forest – These dense forests are found near the equator and the tropics. These regions are hot and receive heavy rainfall throughout the year. As there is no particular dry season, the trees do not shed their leaves altogether. This is the reason why they are called 'Evergreen'. Due to the very dense trees, the sunlight does not reach the ground in the forest even during the day. Generally hardwood trees like rosewood, ebony, and mahogany are found here. Animals like snakes, alligators, leopards, bears, monkeys, langoors etc are found here.

Tropical Deciduous Forests – These are monsoon forests which are found in large parts of

India, Northern Australia and Central America. There are seasonal changes in these areas. To conserve water, the trees here shed their leaves in the dry season. The hardwood trees found in these forests are sal, teak, neem and shisham. Hardwood trees are very useful for making furniture, transportation and building materials. Commonly found animals in these regions are tigers, lions, elephants, golden langoors and monkeys etc.

Temperate evergreen forests - These forests are located in the coastal regions of mid latitudes. They are commonly found on the eastern sides of continents - such as in southeast America, south China and southeast Brazil. Here both hard and soft types of trees like oak, pine, eucalyptus are found.

Coniferous Forests - In the high latitudes (50°-70°) of the Northern Hemisphere, magnificent coniferous forests are found, they are also called 'taiga'. These are tall, soft woody evergreen trees. The wood of these trees is used to make pulp, which is used to make general and newsprint. Soft wood is also used to make matches and boxes for packing. Chir, Pine, cedar etc. are the main trees of these forests. Animals like silver fox, mink, polar bear are found here.

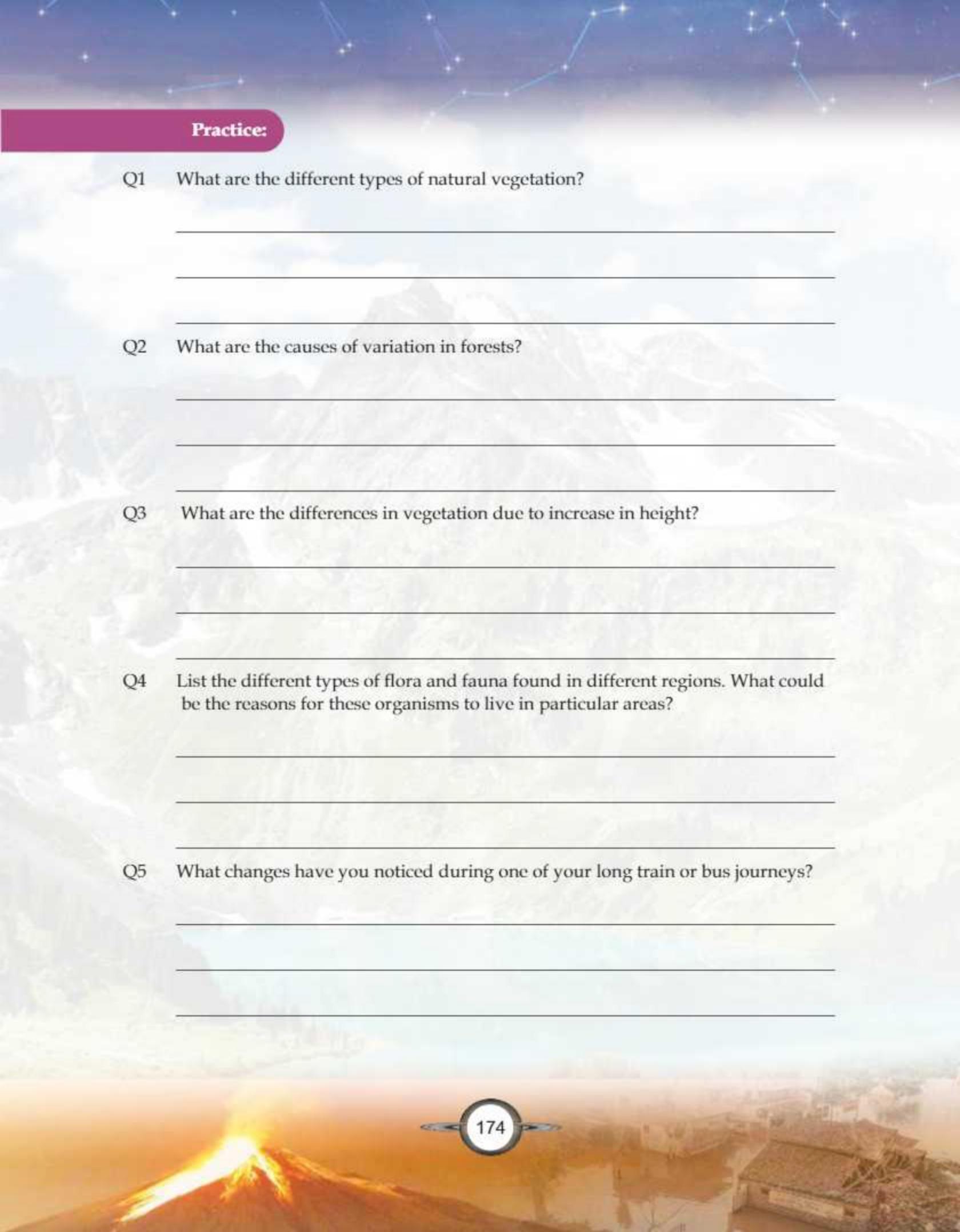
<p><u>Tropical Grasslands</u> grow on either side of the equator and extend from both sides of the equator to tropical regions. Here vegetation grows in areas with low to medium rainfall. This grass can grow to a height of about 3 to 4 meters. The savanna grassland of Africa is of this type. Animals like elephant, zebra, giraffe, deer, leopard etc. are commonly found in tropical grasslands.</p> <p>Temperate Grasslands are found in the mid-latitudinal zones and in the interior part of the continents. Usually, grass here is short and nutritious. Wild buffaloes, bison, antelopes are common in the region.</p>	<p><u>Tropical Grasslands</u> East Africa- Savanna Brazil-Campos Venezuela-Llanos</p>	<p>Temperate Grasslands Argentina- Pampas North America- Prairie South Africa- Veld Central Asia- Steppe Australia- Down</p>
---	--	--

Desert vegetation - Tropical deserts are mostly found on the western sides of the continents. Due to intense heat and very little rainfall, there is a lack of vegetation here.

If you go to the polar region, you will find that place extremely cold. Very limited natural vegetation is found here. Only mosses, lichens and small shrubs are found here. These plants are found in the polar regions of Europe, Asia and North America. The animals here have thick fur and thick skin, which keep them safe in cold climates. Animals such as seals, walrus, polar bears and snow foxes are found here. Animals such as seals, walrus, polar bears and snow foxes are found here.

The train has reached Shimla, now the onward journey has to be done by bus. When the bus started moving through the winding roads, it was understood why it is not easy to run the train on the high mountains. As the bus was going uphill, they were amazed to see the changing landscape and topography and natural vegetation too. The dense forests of sal and teak in the low slopes of the mountains gradually disappeared and tall trees with thin pointed leaves and conical canopy (lay like tents) appeared on the slopes of the mountain. These are Coniferous trees.

On his way from Manali to the Rohtang Pass, they also noticed that the land was covered with small grass and snow at some places. The altitude and vegetation characteristics of the site are related to each other. The climate changes with the change in altitude and due to this the natural vegetation also changes. After a long journey of 2 days by train and bus, Ruby and Sameer were very happy when they met Grandfather in their village. Both told interesting narration of their journey to their cousins and their friends. Everyone listened with great interest and cousins promised to take both of them to the surrounding fields, barns, forests and hills.



Practice:

Q1 What are the different types of natural vegetation?

Q2 What are the causes of variation in forests?

Q3 What are the differences in vegetation due to increase in height?

Q4 List the different types of flora and fauna found in different regions. What could be the reasons for these organisms to live in particular areas?

Q5 What changes have you noticed during one of your long train or bus journeys?

Human Environment – Settlement, Transport and Communication

Learning Outcomes

- The learner describes different components of the environment and the interrelationship between them.
- The learner analyses the factors that impact development of specific regions.

Dear children, our place of residence (home) is very important in our life. Home is a place in which we live with our family. There will definitely be houses of other people near your house. At home we try to provide many essential facilities. After food and clothing, the most important need is a house or residence. You must have also played house-house game in childhood.

Ask some questions in your home –

- Your parents are already living in this place or have come here from somewhere outside (another settlement, city or state).
- Why did they take a house at this place?
- What things did they keep in mind while buying a house? e.t.c.

Chunnu and Munnu are brothers and sisters. On the day of lockdown, their parents (mummy-papa) were also at home. What questions arose in Chunnu's and Munnu's mind about their house and how their parents resolved them, let us know.

Chunnu: How many days has it been! We are all at home. Can't even go outside to play.

Munnu: I wish! Our house would have been bigger like that of Uncle in the village. Grandparents and the rest of the family would have lived together, as it would have been if we lived in a village.

Chunnu: Mummy, you tell why we all don't live together.

Mummy: Children, your father and I used to live in the village itself. When your father got the job of a teacher here, we came to live here. For some time we stayed on rent at another place and then we took a lot of thought and bought a house in this colony.

Munnu: What are these settlements called?

Mummy: Where some people settle down by making houses for their family, work, employment, good facilities etc., they are called settlements. Like in this settlement one house is ours and the other of your friend Montu's also belong to many such people. Many houses together are called a settlement.

Chunnu: Why did you take the decision to take a house in this settlement itself?

Mom: We saw many settlements and many more houses in this settlement. We took care of many things while buying a house here, like- this settlement is near to your father's school, drinking water is available here, hospital and market are also nearby, metro, bus auto-rickshaw to go anywhere easily get from here. With the money we had to buy a house, we found it appropriate to buy a house here.

Munnu: Mummy told us the story of buying our house, now Papa, tell us how did the first people (early humans) start living by building a house?

Papa: Children, the (early) man had adapted himself to nature. His life was simple. Their living and food needs were met by nature. He used to feed his stomach by eating tubers, fruits, seeds and hunting, for which he used to roam from one place to another. Then early humans (human beings) used to live in trees and caves to avoid animals and sun, rain, storms.

Munnu: So how did humans start living in settlements?

Papa: Settlements probably started with the knowledge of agriculture. When they started growing crops, it became necessary to build a permanent home for them. Because, for agriculture, it is necessary to have a flat land, a source of water and a place to stay for the cultivation of crops.

Chunnu: Papa, what place did early humans choose to build their homes and settlements?

Papa: Early humans chose settlements (places where buildings or settlements developed) where water was available in plenty, flat land, fertile soil and favourable climate. Simultaneously they also started keeping animals. Now human beings did not roam from place to place for food and started arranging for themselves grain, milk and meat permanently.

Chunnu: But agriculture would settle villages, but how were such big cities and settlements settled.

Papa: Human settlements got bigger with the development of trade, commerce, professions (various works) among people.

Mom: When we came to this settlement, not so many people lived here. Gradually, many houses were built along with facilities like big markets, malls, metro. Now there is a lot of beauty in our settlement too.

Papa: First of all settlements flourished and civilizations developed near the river valleys. For example, the early civilizations developed on the banks of the Nile River in Egypt, and on the banks of the Tigris River in Mesopotamia, in the Indus Valley Civilization in the Indian subcontinent.

Munnu: Papa, our house is only a place, but we have seen many such people on TV whose houses are in the form of tents. They set up their tents whenever and wherever they want.

Chunnu: Many people even live in moving houses. They build a house in their own vehicle.

Papa: Yes, children, they are called the temporary homes. Similarly, settlements can be permanent or temporary. The settlements which are built for some time are called temporary settlements. Residents of dense forests, hot and cold deserts and mountains often live in temporary settlements. They practice hunting, gathering, shifting cultivation (farming from place to place) and seasonal migration (living in a place according to the season). Although most of the settlements today are permanent settlements.

Chunnu : Our neighbouring houses in the village were at a distance, here in the city the houses are adjacent to each other.

Papa: In rural areas more land is available than in the city. There settlements can be scattered (dispersed far away) and also dense (near-close). The scattered settlements are mainly found in hilly areas, dense forests and areas with very harsh climate. Most of the dense settlements are found in the city.

Chunnu: Do people build houses in the same way everywhere? The way almost everyone has the same houses in our settlement?

Papa: In different places people build their eco-friendly houses. For example, in areas with heavy rainfall, they make sloping roofs. In places where water stagnates during the rainy season, houses are built on Stilts (raised platform). In hot climate regions such as Rajasthan, thick clay-walled houses are found, with thatched roofs. Local materials, such as stones, mud, clay, straw, etc., are used to build houses.

After this conversation Chunnu's and Munnu's father asked them few questions. Look, can you answer them?

Question 1- If you want to build your house in a hot desert place, what are the things to keep in mind?

Question 2- Settlements gradually get bigger. What could be the reasons for this?

Question 3- Would you like to leave this settlement and settle somewhere else? Give reason also.

Question 4- Knowledge of agriculture has completely changed human life. Discuss this point and write your thoughts.

Human Environment – Settlement, Transport and Communication

Learning Outcomes

The learner describes different components of the environment and the interrelationship between them.

Dear children, before discussing today's topic, answer a few questions.

- How do you come to school?
- If you have to go to a mall or market 6-7 km away from home, how will you go?
- If you want to go to the sightseeing places of Delhi, then how will you go?
- What are the means if you want to reach Mumbai from Delhi?
- If you want to go to America, how will you go?
- If all of your answers were called by one name, what would it be?

Transport Activity: Discuss with your family and find out what are the differences between travelling in the past and travelling in today's times. Transport is the mean by which people and goods move. Transport and means of transport have a great contribution in the journey of human development. Man has been travelling short distance or long distance for many reasons like employment, business, family, marriage, security, pleasure, fear. The means of transport (commuting) keep changing according to the time, circumstance, purpose. Today it has become very easy for human to go anywhere or come. Whether to go to get some stuff, for a visit or for some work, nowadays many people have their own vehicles too. You go somewhere and come back in a given time. But it was not so before.

Activity : Discuss with your family and find out what are the differences between travelling in the past and travelling in today's times

Even today, animals like donkeys, mules, bulls and camels are used for transportation. If you have seen bullock cart, then tell what was the importance of this instrument in the old times? In today's time, you can hardly see its use around you, what are the reasons behind it?

You must have seen wheels in most of the modes of transport on land, such as cycle, rickshaw, bullock cart, handcart, car, bus, train, metro. With the discovery of the wheel, transportation became easier, later scientific discoveries led to the development of various modes of transport over time.

Activity : Talk to your parents to find out if they have ever ridden in an animal driven vehicle? How their experience had been ?

Means of transport

There are mainly three modes of transport : land, water and air. All three have their own characteristics and limitations. With the passage of time and technology, many changes have taken place in them too. Let us know the story of different modes of transport in their own words.

Land-ways: Dear children, first of all I (land) was used for transport. I am used to two types of routes, roadways and railways.



Fig 1: Metalled and unmetalled roads



Fig 2: Railways

Roadways:

- The most commonly used means of transport especially for short distances are roads.
- Roads facilitate point to point or door to door movement.
- Roads can be metalled (pucca) and unmetalled (kutchra).
- Nowadays, most of the roads are metalled. Metalled roads are made of concrete, coal tar, cement etc. Even today in rural areas, unmetalled trails and roads have special importance in connecting one village to another village and farm fields.
- Straight roads are made in plain areas, but in hilly areas, winding roads are made due to lack of flat land.
- In view of the increasing traffic and space constraints in cities, underground passages and overhead bridges / flyovers (bridges over a road or rail line) are also built.
- Roads connect villages, settlements, cities with each other. Some roads pass through different states and countries. Roads can range in length from a few kilometres to thousands of kilometres.
- The settlements, markets, trade, means of employment are also well developed along the roads.

Activity: Tell from your own experience, what problems can be faced due to bad road or no road connectivity?

Railways:

- While travelling long distances or carrying heavy goods, railways are faster and cheaper than road. Even in the time of Corona, you must have seen that oxygen cylinders were brought from different states through rail.
- The network of railways is widely spread in the plains. Rail tracks have to be laid in order to run a train. Due to lack of flat land in hilly areas, it is difficult to lay railway tracks. With advanced technological skills, it has been possible to build railway lines in difficult mountain terrains also. But they are few in number.
- Earlier the train was run by steam engine. With the passage of time and introduction of new technology it has been replaced by diesel and now electric engines. Rail is a cheap and fast means to transport many passengers and goods from one place to another at the same time.

Activity: Which of the two forms do you like the most and why? Tell me

Waterways:

From the earliest times I have been used as a navigational transport. I am the cheapest means of all other means for carrying heavy and large size goods over long distances. Due to the low maintenance of waterways and the low fuel consumption, from small boats to huge ships (water vessels) have been the most important means of trade since ancient times. Water routes have played a major role in the development of ancient cities situated on the banks of rivers.

Navigable rivers and lakes are used as inland(with in the country) waterways. Sea routes and ocean routes are mostly used for transporting merchandise and goods from one country to another. It is necessary to have modern ports with facilities for the use of sea waterways.

Activity: Find out the names of major ports of India.

Airways

I am new to land and waterways, but as compared to them I am the fastest. Hundreds of kilometres can be covered by me in a few hours. I am the only means, which can reach even the most remote and distant areas especially where there are no roads and railways. Sometimes bad weather, such as fog and storm, hinder air traffic. You must have seen that I am used in emergency situations to save people from natural calamities and to supply food, clothes, water and medicines etc. When I am used within the borders of a country, I am called national and when I am used to travel between different countries, then I am called international. A lot of people think I'm too expensive. Now that cost (price) of my food (fuel), and maintenance is more, so what is my fault in this?

Activity: Find out names of National and International airports of Delhi

Practice:

Question 1: Which is the most expensive means of transport among various modes of transport and why?

Question 2: Which vehicles are used in different modes of transport? Under what circumstances, would you consider it appropriate to use certain modes of transport? Make a list with reasons.

Question 3: Which is your favourite mode of transport and why?

Human Environment – Settlement, Transport and Communication

Learning Outcomes

The learner describes different components of the environment and the interrelationship between them.

The learner analyses the factors that impact development of specific regions.

Dear children, how are you? To ask and answer this question is to express one's views and give information. Due to various reasons there has always been a need for human beings to reach their thoughts and ideas to others. Why do you think it is necessary for all of us? Write your thoughts.

We can communicate with the people who are in front of us either by speaking or by our gestures (sign language). But how can we convey our thoughts or information to those who are far away? Remember the Corona period, almost everything was closed. We were imprisoned in our homes.

During the lockdown, what were the mediums through which you used to know the well-being of your relatives?.....

How can you keep yourself safe from Corona? How did you keep getting informations about it?.....

If someone got affected by corona, how did they inform others and how did people join and reach out to help them?

Your schools were closed, but your studies still continued, how?.....

Even though the offices were closed, how did people keep working from home?

Communication:

Communication is the process of conveying one's ideas or information to others. This work has been done through many means. In the form of letters (letters), speeches, advertisements (on pamphlets, poles, walls), mobile phones, internet, TV, radio, newspapers, magazines, etc., with technological development human beings have developed new and faster means of communication.

Today the phone and the Internet are very important means of communication, but dear children, these have been in practice only in the last about 30 years, so in the olden times how people would spread their ideas far and wide? Very interesting information can be obtained by talking to the elders (older people) in the family.

In the olden times, messengers (Harkars) were used to carry messages to distant places. The message of the ruler/king was conveyed to the general public by beating drums, engraving the messages on stones or rocks. Messages were also conveyed through specially trained (taught) animals and birds. Where the message was to be delivered, the birds were brought of that place, then the message was tied to their feet and the bird flew away to its native place. It used to take a lot of time.



Fig. Changes in Communication

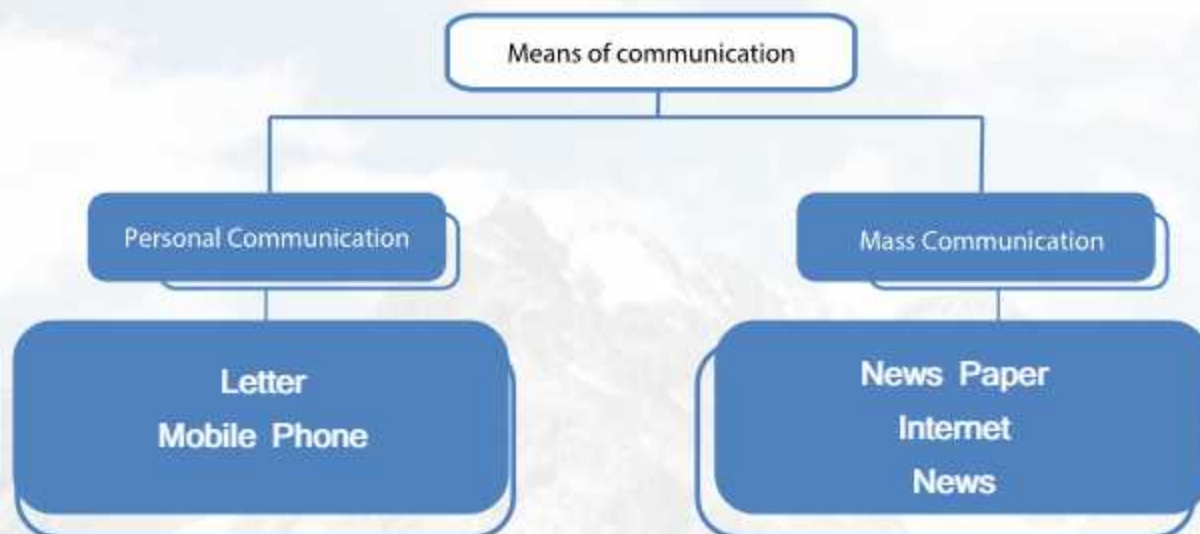
After this the use of letters, postal system, telegram etc. started for giving information. Inventions like printing press, radio, television, telephone., brought a new revolution in the field of communication. Through them, information started being exchanged all over the world at a very fast pace, this communication revolution (change) made the whole world one platform.

Now through information and ideas, not only knowledge and science but also political, social, economic (related to money), religious and everyday life and thinking have changed and developed a lot. Today, the media influences our way of thinking to a great extent.

What you buy from the market, how to dress, what to eat, what to do, to whom you give your vote, the answers are completely influenced by the media. Information is power in today's time, information revolution has come in the world due to the development of the field of communication. Apart from providing information, various means of communication are also used for education and entertainment.

There are two types of means of communication. The means which are used to give information to a particular person are called means of personal communication and the means through which the message is conveyed to more people or public relations are done, they are called means of mass communication.

List the means of personal communication and mass communication used in the present time.



With the advancement of science and technology with satellite (artificial satellite) communication has been increased. From these, not only information, but also help is available in oil exploration, forest survey (observing and measuring all the facts), underground water, mineral wealth, weather forecasting and early warning of disaster. Now we can send email (letter sent from computer) through internet (network of computers spread across the globe). Nowadays communication through wireless telecommunication devices (mobile phones) has become very popular. Internet not only provides information and mutual closeness, but it has also made our life more happy. Through this, we can also book tickets for shopping, entertainment, inspection, administration, rail, plane and cinema or even sitting at home.

Practice:

Question 1: What else can be done with the help of internet? Make list

Question 2: Today, if for some reason mobile phone and internet facility is stopped, and then what problems can we face in that situation? What would you suggest for these problems? Discuss with your family and write.

Geography

Worksheet -16

Name of the student: _____

Environment Interactions The Tropical and the subtropical Region

Learning Outcomes

Children draw interrelationship between climatic regions and life of people living in different climatic regions of the world, including India.

Activity : Show tropical regions on the political map of the world.

Dear children, today I (Amazon Rainforest) am talking to you. As you all know that people from different parts of the world have the same basic necessities of life like food, clothing and shelter, but people all over the world live their lives in different ways. What will be the main part of the food of the people of a particular place? What kind of clothes will they wear? etc. Much depends on the climate of that particular place. Come, let me tell you about the climate, animals and people living here, etc.



Fig1: The Amazon Basin in South America

My **name** is made up of two words.

The **Amazon** is the largest river in the world, flowing through South America. The main river along with all its tributaries that drain an area forms a river basin or the catchment area. This river flows through the land of Brazil, Peru, Bolivia, Ecuador, Colombia and Venezuela. It flows east from the Andes ranges of Peru, and joins the Atlantic Ocean. The second word is **rainforest**. Notice in the given map, my location is around the equator, where there is a lot of rainfall throughout the year and there is a lot of moisture in the atmosphere. Thick forests grow on my land. Forests are so dense (nearby) that leaves and branches form a 'roof', due to which even sunlight does not reach the surface and remains dark and moist. In my forests only that **vegetation** can grow which has the capacity to tolerate the shade. In many places my three or four storeyed forests also grow in the form of trees, vines, grasses, mosses etc. In the lowest part there are only swamps and

vines. Orchids, bromeliads grow as plant parasites.

Now there are forests up to four floors, so different types of **animals** are also found. I provide shelter to toucans, hummingbirds, bird of paradise with their brilliantly coloured plumage, oversized bills for eating. Among the animals, monkeys, sloths and ant-eating tapirs are also found here. Various species of snakes and reptiles are also found in my forests. Crocodiles, snakes, pythons and anacondas and boa constrictor are a few such species.

Yes, a film called Anaconda has been shot here. Apart from this, millions of species of insects also reside in my courtyard. Various species of fish, including the flesh-eating Piranha fish is also found in the Amazon River.

Due to being spread around the equator, there is a hot and humid **climate** here throughout the year, people feel stickiness in the body. It rains almost daily here and that too without any prior warning. The day temperatures are high with very high humidity. At night the temperature goes down but the humidity remains high.

People of the Rainforests

Now you would like to know how people live here? Let me tell....

Agriculture: People grow crops for their food by cutting down some trees in the forest in a small area. They use "Slash and Burn" farming method. In this method people cultivate the land obtained by burning the vegetation of a piece of forest. After three to four years this process is done on another piece of forest and cultivation is done. People mainly grow food crops like tapioca, pineapple and sweet potato. Cash crops like coffee, maize and cocoa are also grown here.

The people here also do hunting and fishing. Nowadays many people are also engaged in work of my very fast deforestation.

Food : The staple food is manioc, also known as cassava that grows under the ground like the potato. They also eat queen ants and egg sacs.

Types of Houses: People here live in thatched houses shaped like beehives. While some people live in large apartment-like houses called 'maloka' which have with a steeply slanting roof. Tell me, why do they make the roof sloping?

Human development :

Life of the people of the Amazon basin is slowly changing. In the older days the heart of the forest, could be reached only by navigating the river. In 1970 the Trans Amazon highway made all parts of the rainforest accessible. Aircrafts and helicopters are also used for reaching various places. The indigenous population was pushed out from the area and forced to settle in new areas.

I was once called the lungs of the earth because of my vast evergreen forests, but now I am slowly getting destroyed. Every year a large part of me is disappearing. You are requested to establish a balance between the pace of development and nature, otherwise it will have serious side effects! This was my story, in my words.



Fig. : Distruction of Forest

Practice:

Question 1: Match the following:

- | | |
|---------------|--------------------|
| 1. Manioc | a) parasitic plant |
| 2. Toucan. | b) Animals |
| 3. Tapir. | c) bird |
| 4. Bromeliads | d) Habitat |
| 5. Molka. | e) food |

Question 2: What are the advantages and disadvantages of slash and burn farming method?

Question 3: If you were from a community that lived in the Amazon rainforest, what would your home be like? Draw a picture

Question 4: What are the consequences of destruction of forests? Discuss with your family and write.

Question 5: Why was the region of the Amazon rainforest considered the lungs of the earth? Why is this situation changing now?

Geography

Worksheet -17

Name of the student: _____

Environment Interactions The Tropical and the subtropical Region

Learning Outcomes

Children draws interrelationship between climatic regions and life of people living in different climatic regions of the world, including India.

Ganga is the most important river of India. It irrigates vast tracts of land covering a total distance of 2525 km in India and Bangladesh from the Himalayas (Gangotri Glacier) in Uttarakhand to the Sundarbans in the Bay of Bengal. The Ganges along with its tributaries, the Ghaghra, Son, Chambal, Gandak, Kosi, etc., form a vast fertile plain of ten lakh square kilometer area. Whereas, the Brahmaputra originates from the Mansarovar Lake in Tibet in the north of the Himalayas, where it is called

Sangpo. This river enters the Indian state of Arunachal Pradesh with the name Dihang and goes to Assam with the name Brahmaputra. In Bangladesh, the Brahmaputra River and the Ganges join the Bay of Bengal with the name Meghna and form the world's largest delta, the Sundarbans Delta.

The Ganges-Brahmaputra basin region has different types of topography such as mountains, plains, ox-bow lakes, deltas etc. According to different landforms and climate, variation is also found in flora, fauna, population density (number of people living in one square kilometer area) etc.



Fig. : Ganga-Brahmaputra Basin

Climate: The area is dominated by monsoon climate. The monsoon brings rains from mid-June to mid-September. The summers are hot and the winters cool.

Vegetation: Along with teak, sal and peepal, tropical deciduous trees (shed leaves in particular season) are also found in the Ganges-Brahmaputra plains. Dense bamboo groves are also found in the plains of the Brahmaputra. The delta area is covered with mangroves (small trees such as Sundari trees with special brackish water roots) forest. In parts of Uttarakhand, Sikkim and Arunachal Pradesh, coniferous trees like pine, deodar and fir can be seen because the climate is cool and the slopes are steep.

Wildlife: There is a variety of wildlife in the basin. Elephants, tigers, deer and monkeys are common. The one-horned rhinoceros is found in the Brahmaputra plain. In the delta area, Bengal tiger, crocodiles and alligator are found. Aquatic life abounds in the fresh river waters, the lakes and the Bay of Bengal Sea. The most popular varieties of the fish are the rohu, catla and hilsa.

Population Density : The environment plays a dominant role in the distribution of the population. Different parts of the Ganges-Brahmaputra basin have different types of environment, e.g., The mountain areas with steep slopes have inhospitable (unfavourable/ difficult) terrain. Therefore less number of people live in the mountain area of the Ganga-Brahmaputra basin. The plain area provides the most suitable land for human habitation. The soil is fertile. Agriculture is the main occupation of the people where flat land is available to grow crops. The density of population of the plains is very high.

Agricultural crops: Agriculture is the main occupation of the people in places where flat land is available for growing crops and soil is fertile. Paddy (rice) is the main crop here. Since the cultivation of paddy requires sufficient water, it is grown in the area where there is more rainfall. Other crops grown here are wheat, maize, jowar, gram and bajra. Cash crops like sugarcane and jute are also grown. Banana plantations are also seen in some areas of the plain. Tea plantations are found in West Bengal and Assam. Silk is produced through the cultivation of silk worms in parts of Bihar and Assam. In the mountains and hills, where the slopes are gentle, many crops are grown on terraces (creating flat surface for cultivation on steep slopes).

Main cities : The Ganga-Brahmaputra plain has several big towns and cities. The cities of Allahabad, Kanpur, Varanasi, Lucknow, Patna and Kolkata all with the population of more than ten lakhs are located along the River Ganga. Tourism is another important activity of the basin. Taj Mahal on the banks of River Yamuna in Agra, Allahabad on the confluence of the Rivers Ganga and Yamuna, Buddhists stupas in Uttar Pradesh and Bihar, Lucknow with its Imambara, Assam with Kaziranga and Manas with wildlife sanctuaries and Arunachal Pradesh with a distinct tribal culture are some of the places worth a visit.

Transport: All the four ways of transport are well developed in the Ganga-Brahmaputra basin. In the plain areas the roadways and railways transport the people from one place to another. The waterways, is an effective means of transport particularly along the rivers. Kolkata is an important port on the River Hooghly. The plain area also has a large number of airports.

Ganga river and pollution: The dirty and polluted water of houses and industries from the cities situated on the banks of river Ganga flows into the river itself, which pollutes the river. It also harms aquatic animals. The 'Namami Gange' program has been started for the conservation of river Ganga.

Question 1: What could be the reasons for the presence of many densely populated cities in the plains of the Ganges-Brahmaputra basin?

Question 2: If you want to visit any tourist place in Ganga-Brahmaputra basin, where will you go and by which mode of transport?

Question 3: Name the river that flows through your city. What is the importance of a river to a city?

Question 4: Suggest some measures to reduce pollution in Ganga river.

Question 5: Match the following.

- | | | |
|----|---------------|-----------------------|
| 1. | Vedika Farm | a) Kolkata |
| 2. | mangroves | b) fish |
| 3. | Hilsa | c) Mountains |
| 4. | Kaziranga | d) Delta region |
| 5. | Hooghly River | e) Wildlife Sanctuary |

Life in Desert

Learning Outcomes

Children draw interrelationship between climatic regions and life of people living in different climatic regions of the world, including India.

Teacher: Dear children, as we know that water is life for plants, animals and humans. Can you imagine the places where there is no water for drinking and for farming, there is no grass for cattle to graze on? How difficult would life be for any living being in such a place? Today we will learn about the life of such geographical (part of the earth's surface) areas with the example of a hot desert Sahara. Where people have learned to live even in extreme temperatures.

Student 1: Sir, what is this desert called?

Teacher: Desert is a geographical area, where the availability of water is very less than other area. It is an arid region with little rainfall, scanty vegetation and extreme temperatures (very high or low temperatures).

Student 2: Sir, where is this Sahara desert?

Teacher: It is spread over a large area of the northern part of the continent of Africa. It is the largest desert in the world. It is spread over an area of about 8.54 lakh square kilometres. The Sahara Desert extends into eleven countries. Name these countries by looking at the given map.

Student 1: Sir, these countries are Algeria, Chad, Egypt, Libya, Mali, Mauritania, Morocco, Niger, Sudan, Tunisia and Western Sahara.



Fig 1: Sahara in Africa

Teacher: When you think of a desert the picture that immediately comes to your mind is that of sand. But besides the vast stretches of sands, (that Sahara desert is covered with,) there are also gravel plains and elevated plateaus with bare rocky surface. These rocky surfaces may be more than 2500m high at some places.

Student 2: Sir, you once told that there have been many changes in our Earth in the age of crores of years. Was Sahara always like this?

Teacher: Probably not, some researches (discoveries) has shown that present day Sahara once used to be a lush green plain. Cave paintings in Sahara desert show that there used to be rivers with crocodiles. Elephants, lions, giraffes, ostriches, sheep, cattle and goats were common animals. But the change in climate has changed it to a very hot and dry region.

Student 1: Sir, tell us something about the climate of the Sahara desert.

Teacher: The climate of the Sahara desert is scorching hot and parch dry. It has a short rainy season. The sky is cloudless and clear. Here, the moisture evaporates faster than it accumulates. Days are unbelievably hot. The temperatures during the day may soar as high as 50°C, heating up the sand and the bare rocks, which in turn radiates heat making everything around hot. The nights may be freezing cold with temperatures nearing zero degrees.

Student 2: Sir, as there is a shortage of water, is there some vegetation (trees) found here? or not?

Teacher: Children look at this picture. This is a picture of an oasis. In some places in the Sahara desert, some water is available in the form of ponds and springs. Thorny shrubs, plum, hawthorn, date palms and acacia trees are found in the desert areas.



Fig 2: Oasis in Sahara Desert

Student 2: How are these oasis formed in the desert?

Teacher: Depressions are formed when the wind blows away the sands. In the depressions where underground water reaches the surface, an oasis is formed. These areas are fertile. People may settle around these water bodies and grow date palms and other crops.

Student 1: Sir, what types of animals are found in the Sahara Desert?

Teacher: Camels, hyenas, jackals, foxes, scorpions, many varieties of snakes and lizards are the prominent animal species living there.

Student 2: Sir, the way we dress according to the season. What kind of clothes do the people there wear?

Teacher: They wear heavy robes as protection against dust storms and hot winds.

Student 1: Who live there and how do they make their living?

Teacher: The Sahara desert despite its harsh climate has been inhabited by various groups of people, who pursue different activities. Among them are the Bedouins and Tuaregs. These groups are nomadic tribes rearing livestock such as goats, sheep, camels and horses. These animals provide them with milk, hides from which they make leather for belts, slippers, water bottles; hair is used for mats, carpets, clothes and blankets. The oasis in the Sahara and the Nile Valley in Egypt supports settled population. Egypt is also called the gift of the Nile valley. Egyptian cotton and rice are famous worldwide.

Student 2: Sir, do people still live the old way? Or has there been a change in the way people live in different parts of the world?

Teacher: The discovery of oil – a product in great demand throughout the world, in Algeria, Libya and Egypt is constantly transforming the Sahara desert. Other minerals of importance that are found in the area include iron, phosphorus, manganese and uranium.

The cultural landscape of the Sahara is undergoing change. Gleaming glass cased office buildings tower over mosques and superhighways crisscross the ancient camel paths. Trucks are replacing camels in the salt trade. Tuaregs are seen acting as guides to foreign tourists. More and more nomadic herdsmen are taking to permanent city life finding jobs in oil and gas operations.

Answer the following questions based on the dialogue given above.

Question 1: The population in the desert is often found to be very sparse, what could be the reason for this? Write.

Question 2: Describe the climate of the Sahara desert.

Question 3: Imagine and write what your life would be like if you lived in a place like Sahara. **Question 4:** How are oasis important in the desert?

Question 5: Match the following

- | | |
|------------|---------------------------|
| 1. Egypt | a) Depressions with water |
| 2. Tuaregs | b) oil |
| 3. Oasis | c) hot desert |
| 4. Sahara | d) Cotton |
| 5. Libya | e) nomadic tribes |

Papa: Iqbal Brother, where will you take us for a visit? What are the major tourist attractions here?

Iqbal: Thousands of tourists from all over the country and abroad come here. Visits to the gompas, treks to see the meadows and glaciers, witnessing ceremonies and festivities are the major tourist attractions here. Several Buddhist monasteries with their own traditional 'gompas' are located in the Ladakh region. Some of the famous monasteries are Hemis, Thiksey, Shey and Lamayuru. Today we will all go to see the Sindhu Festival.

Papa: What is around Ladakh?

Iqbal: To its west is the Union Territory of Jammu and Kashmir. In its north lies the Karakoram mountain ranges and in the south lies the Zaskar Mountains. It shares its borders with our (India's) neighboring countries Pakistan, China and Tibet. There is also an unauthorized (illegal) occupation of some part by Pakistan and China, where there have been fights with them.

Papa: Tourism must have been affected during times of tension with neighboring countries.

Iqbal: Yes, tourism remains negligible in winters due to snowfall and war time.

Mummy: What is the source of water here?

Iqbal: It is located in the rain-shadow region of the Himalayas, hence the rainfall here is very low, hardly 10 cms per year. But many rivers flow through Ladakh, of which the Indus River is the most important. These rivers form deep valleys and gorges. There are many glaciers (river of ice) in Ladakh such as Gangri glacier.

Mummy: Is it always so cold here? It's still fine during the day but when we got off the plane at night it was very cold.

Iqbal: The climate here is extremely cold and dry due to the high altitude. The day temperatures in summer are just above zero degree and the night temperatures well below -30°C . It is freezing cold in the winters when the temperatures may remain below -40°C for most of the time.

Monu: Uncle, what animals and birds are found here?

Iqbal: Various species of birds are sighted in Ladakh. Among them Robins, Redstarts, Tibetan Snowcock, Raven and Hoopoe are the common birds found here. Some of these are migratory birds. The animals of Ladakh are wild goats, wild sheep, yaks and special types of dogs. These animals are reared to obtain milk, meat, hair, wool and hides. Yak's milk is used to make cheese and butter. The hair of the sheep and goat is used to make woollens.

Sonu: Uncle, tell us something about the vegetation (trees and plants) here.

Iqbal: Vegetation is sparse here due to high aridity. There are scanty patches of grasses

and shrubs for animals to graze. Groves of willows and poplars are seen in the valleys. During the summers, fruit trees such as apples, apricots and walnuts bloom. The finest cricket bats are made from the wood of the willow trees.

Papa: Tell us something about the religion, work etc. of the people here.

Iqbal: Most of the people here are either Muslim or Buddhist. In the summer season the people are busy cultivating barley, potatoes, peas, beans and turnip. The climate in winter months is so harsh that people keep themselves engaged in festivities and ceremonies. The women are very hard working. They work not only in the house and fields, but also manage small businesses and shops. Well now a days the main activity here is tourism.

Life of people is undergoing change due to modernisation. But the people of Ladakh have over the centuries learned to live in balance and harmony with nature. Due to scarcity of resources like water and fuel, they use these resources with reverence and care. Nothing is discarded or wasted.

Answer the following questions based on the dialogues given above.

Question 1: What are the means and routes to reach Ladakh?

Question 2: What are the reasons for less rainfall in Ladakh?

Question 3: Imagine and write that if you lived in Ladakh, which employment would you choose for yourself and why?

Question 4: How has the climate of Ladakh affected the lives of the people there?

Question 5: Tick the correct answer.

1. Which animal is not found in Ladakh desert?
a) yak b) camel c) wild sheep d) wild goat
2. Which river flows through Ladakh?
a) Indus b) Ganga c) Yamuna d) Brahmaputra
3. The famous Buddhist monasteries of Ladakh is/are..
a) Hemis b) Thiksey c) Lamayuru d) All of these

ISBN : 978-93-93667-45-8



State Council of Educational Research and Training
Varun Marg, Defence Colony, New Delhi-110024