



Class

8

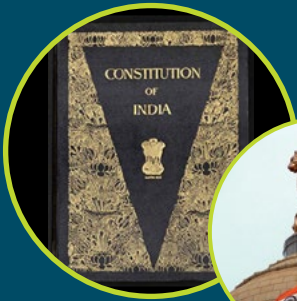
UTKARSH

Ek Kadam Safalta Ki Aor

Social Science



सबको शिक्षा, अच्छी शिक्षा





UTKARSH

Ek Kadam Safalta Ki Aur

Social Science Activity Book
for Class 8

State Council of Educational Research and Training

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MANISH SISODIA

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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**



सत्यमेव जयते

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

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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
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सत्यमेव जयते

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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



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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)



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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)

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Message for Teachers

Respected teacher fellows.

Every book that is meant to provide learning experiences has some unique features which determine its use. This book has been developed as a Beaming enrichment outcomes. The theme under which the book interacts with learners 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 learners 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. 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 learners 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.

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 Baniyaad'.

Message for Students

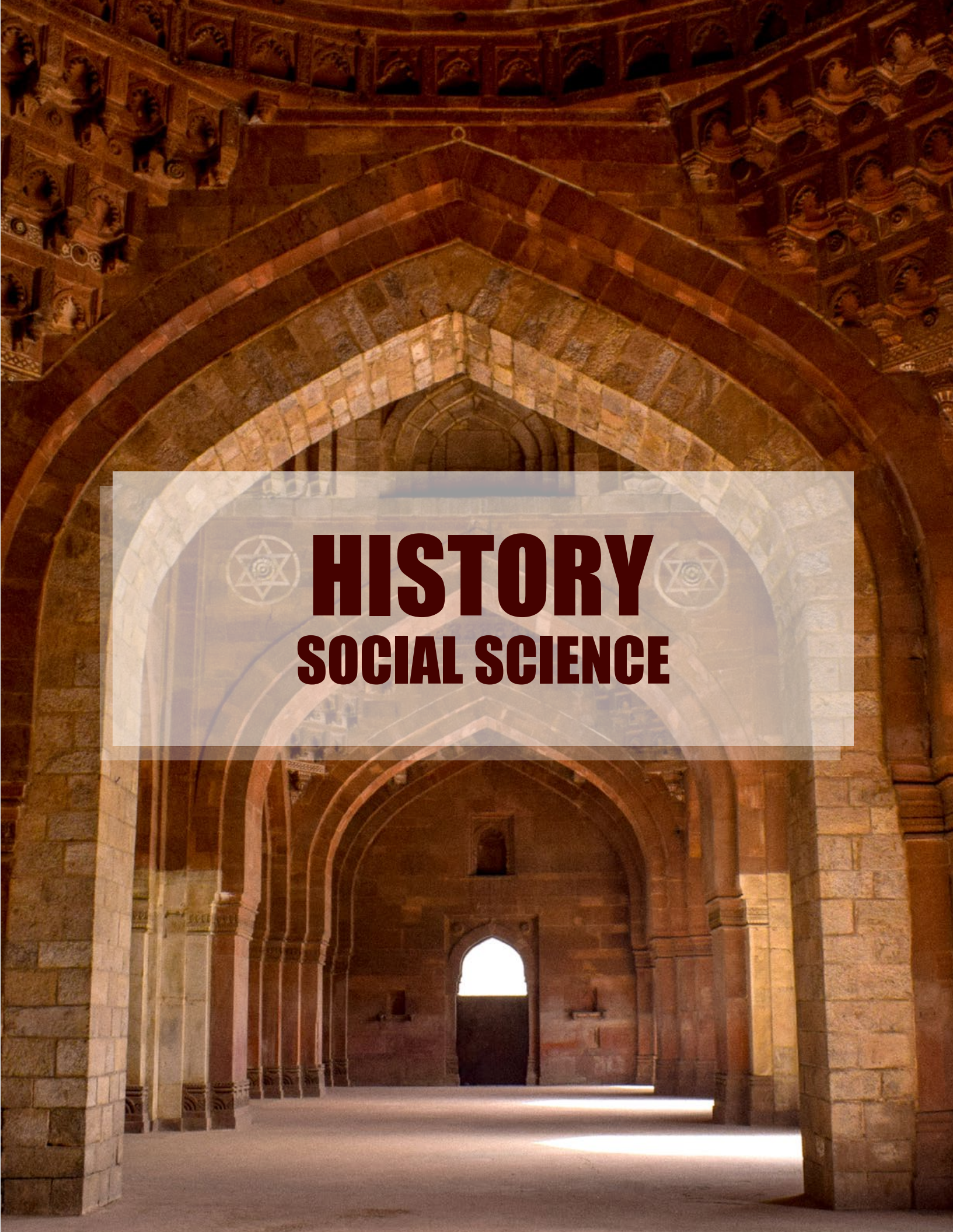
Message for Students

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..

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Social Science (History)

Worksheet :- 1

Date :- _____

How, When and Where

How important are dates?

LEARNING OUTCOMES-

1. The students will be able to understand the periodisation of history.

Paste your picture in this box and write your answer below it

Tell me your date of birth.



Activity 1- Write any four memorable events of your life.

1. _____
2. _____
3. _____
4. _____

Now tell, do you remember the dates of all the events you have written above? If yes, mention them and show them on a timeline below.....

.....

.....

The above activity makes us think how important dates are in our lives. Most of the major events of your life you can recall, happened on a particular date like your date of birth but it's not possible to fix a date for all events or processes that happen over a period of time.

History is about finding out how things worked in the past and how things have changed.

The subject of history has always been synonymous with dates. In the beginning history was an account of battles fought by kings, and other big events for example-

- When did Asoka come to power?
- When did he fight the Kalinga war?
- When did Nadir Shah of Iran attack India ?

Now historians look towards why and how things happen and not when things happen. They also write about the lives of common people, their houses, new ideas and changes in culture and society as a whole.



Which Dates?

The dates we select become important because we focus on a particular set of events as significant.

How do we periodise?

We divide history into different periods in an attempt to capture the characteristic of a time.

* British classification of Indian history-

In 1817 James Mill a Scottish economist and political philosopher in his book -A History of British India divided Indian history into three periods-

-Hindu

-Muslim

-British.

According to Mill all Asian societies were at a lower level of civilization than Europe.

Another classification of Indian history-

Historians have usually divided Indian history into ancient, medieval and modern. This periodisation is borrowed from the west where forces of modernity, science, reason , democracy, liberty and equality were prevalent during that time period.

Medieval was the term used to describe a society where these features of modern society didn't exist.

Q.1 While studying history what are the things that come to your mind?
.....
.....
.....

Q.2 History is only the study of dates. Do you agree? Give reasons.
.....
.....
.....

Q.3 Mention the three divisions of Indian history according to James Mill.
.....
.....
.....

Q.4 Why do you think it is not correct to use the word 'Modern History' for India?
.....
.....
.....

Q.5 Give one word for-
The term used to describe a society where the features of modern society didn't exist.....

Worksheet :- 2

Date :- _____

How, When and Where

How do we know?

LEARNING OUTCOMES-

1. Students will be able to understand the different sources by which they'll know how the English East India Company became the most dominant power in India.
2. In class 8, we will cover the history of only about 250 years. We will be looking at various sources of history to study about this time period. Let us look-

Question- Hey friend, do you know when was your school built? How will you find out?

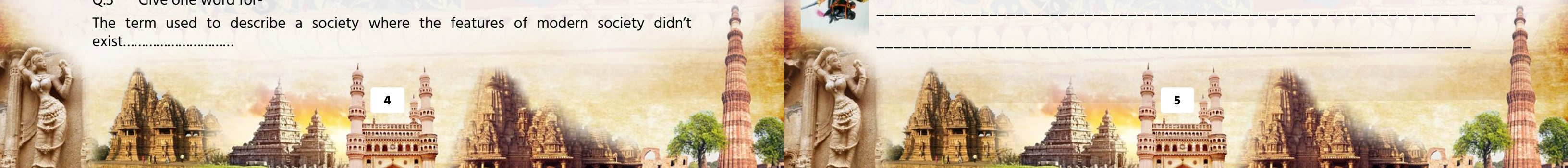
Answer- _____



Source 1 Rassundari Devi in her autobiography- 'Amar Jeeban' or 'My Life' writes about her child marriage and the agony of separation from her mother.

"If I'm asked to describe my state of mind, I would say it was very much like the sacrificial goat being dragged to the altar, the same hopeless situation, the same agonized screams." She adds, **"People put birds in cages for their own amusement. Well, I was like a caged bird. And I would have to remain in this cage for life. I would never be freed."**

❖ After reading the above source what all thoughts come to your mind? Do you think this girl -Rassundari Devi was happy with her life? Why do you think so?



Different sources of study-

With the help of such autobiographies, other books, newspapers, magazines we can get information about the society of a particular time. When people write about their experiences, we come to know a lot about the social, political, economic activities and religious customs and traditions of those times. By the middle of the 19th century with the spread of printing there was great growth in the production of books, magazines, newspapers and journals. More people could read and write. Besides literary sources maps, photographs, paintings and statues were also important parts of sources. The practice of surveying became common under the colonial administration. Census operations were held every 10 years. Maps of towns, cities, villages, roads, rivers, bridges and railway tracks were made.

Activity- If you would write your autobiography what would be its title? Make a beautiful cover picture of your autobiography here.



What official (government’s) records do not tell

- ❖ Official records tell us what the officials thought. They do not tell what other people in the country felt and what lay behind their actions. Therefore, we need to look elsewhere.
- ❖ We have diaries of people, accounts of pilgrims and travellers, autobiographies of important personalities.

Activity- Imagine you are a historian and it’s the year 2071. What will be the sources of history for you to study our current year 2021? Make a collage of those things in your notebook.

What the fun facts!

- The Survey of India was set up in Dehradun which made detailed maps of towns, villages, mountains and the coasts. George Everest became the Surveyor General in 1830 and in 1849 the height of Mount Everest was calculated. It was named after him for his great contribution.
- The National Museum in New Delhi and other museums in different parts of India have many artefacts, paintings, jewellery, coins and weapons of the period.

New terms-

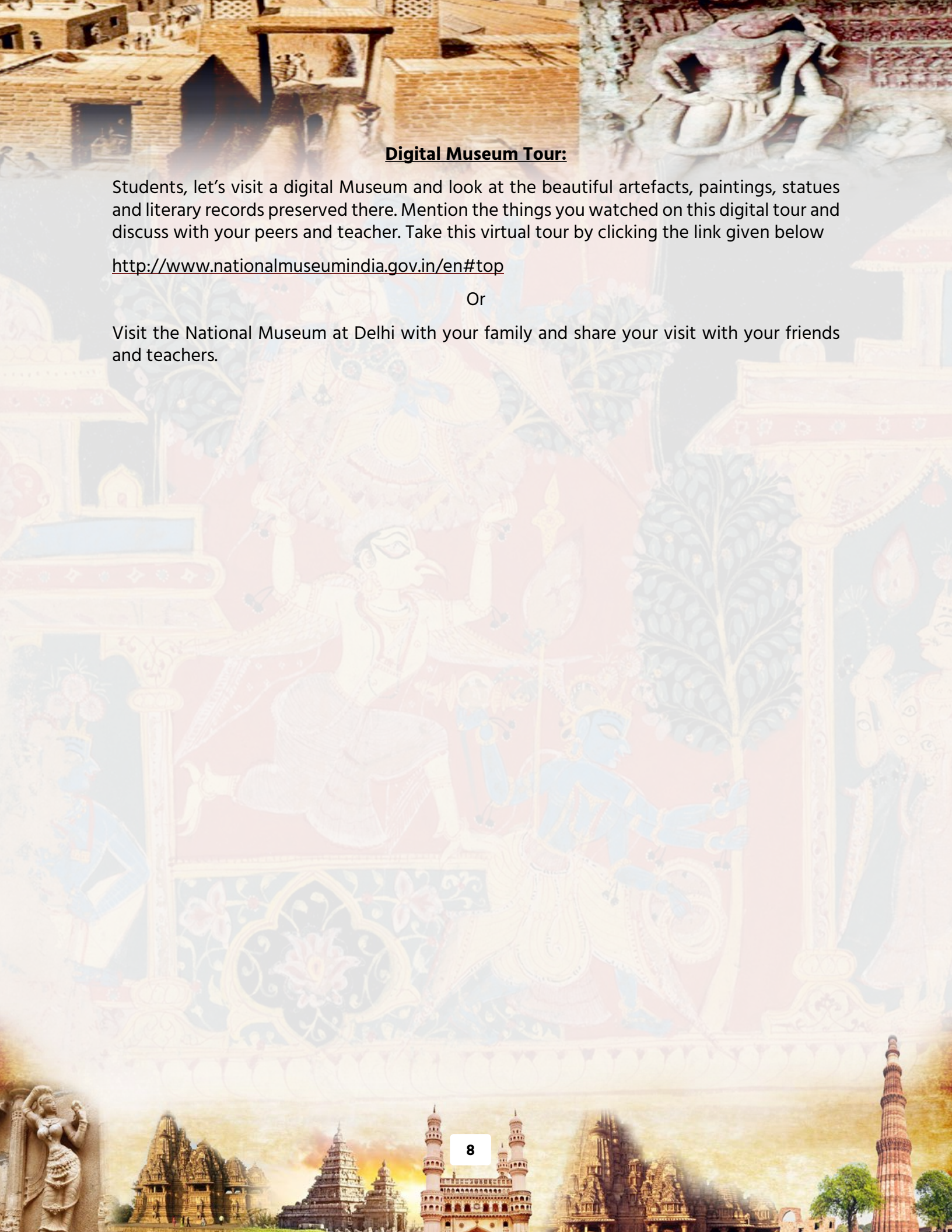
Imperialist- A powerful country which subjugates another country is called an imperialist country. Britain was the imperialist country which made India its colony.

Census- An official count of the people who live in a country at a particular time.

Q.1 Write True or False-

- Official records tell us what common people feel. _____
- The historians collect information about the past through newspapers, auto-biographies, official records, travellers’ accounts, _____

Q.2 If you are given a chance to take a survey in your neighbourhood what are the things that you would like to know about and how are you going to conduct this survey? Mention the steps.



Digital Museum Tour:

Students, let’s visit a digital Museum and look at the beautiful artefacts, paintings, statues and literary records preserved there. Mention the things you watched on this digital tour and discuss with your peers and teacher. Take this virtual tour by clicking the link given below

<http://www.nationalmuseumindia.gov.in/en#top>

Or

Visit the National Museum at Delhi with your family and share your visit with your friends and teachers.

Social Science (History)

Worksheet :- 3

Date :- _____

**From Trade to Territory-The
Company Establishes Power
East India Company Comes East**

LEARNING OUTCOMES-

- 1. The students will be able to understand a story of a trading company becoming a political power.

Timeline:

Vasco Da Gama, the first European to reach India through sea routes.	1498 CE
English East India Company was granted the sole right to trade with the East through a Charter from Queen Elizabeth I	31 December 1600 CE
The first English factory set up on the banks of river Hugli.	1651 CE

Let’s share - If you could be a trader of any commodity what would it be?

How are you going to fix the prices of that commodity?

Trade between countries has been going on from ancient times. In today’s world, the development of any country depends a lot on its export of goods and services. Find out the things India exports to other countries of the world today? List them here

You have studied in class 7 about the Europeans coming to India for trade. The Portuguese were the first to reach India in 1498 through sea route. There was a huge demand in Europe or Indian fine quality cotton and silk, pepper cloves, cardamom and cinnamon. All the European companies- Dutch, Portuguese, British and French were interested in buying the same things. As a result of this competition among them the prices of these commodities increased, and this reduced the profits that could be earned.

To take over the market, the European companies started fighting amongst them. They sank each other’s ships, blockaded routes, trading ports were protected through fortification. This fortification of settlements and their effort to carry on profitable trade led to intense conflict with the local rulers.

Let us look at trade in Bengal

- ❖ The first English factory in Bengal was set up on the banks of the river Hugli in 1651.
- ❖ This was the base from which the Company's traders operated.
- ❖ By 1696 the company began building a Fort around the settlement.
- ❖ It bribed the Mughal officials into giving the Company the zamindari rights over three villages. One of these was Kalikata which was later known as Calcutta and it is renamed Kolkata today.
- ❖ The Company also persuaded the Mughal Emperor Aurangzeb to issue a farman granting the company the right to trade duty free.
- ❖ But soon the officials of the company started carrying out private trade on the side without paying the duty (taxes)
- ❖ This caused a huge loss of revenue for Bengal. As a result the Nawab of Bengal- Murshid Quli Khan opposed the Company.

Let us see what you have understood :

Q.1 Why do you think the English East India Company's factories were established near the coasts?

Q.2 How did the Charter Act of 1600, benefit the English East India Company?

Q.3 Who were the first Europeans to reach India for trade and when?

Q.4 In your opinion did the European companies have no other choice to settle their trade disputes other than fight in battles? Give suggestions.

New Terms

1. *Farman*-A royal order
2. Charter- It is defined as a grant of power to an organisation or an institution, defining the functions, rights or privileges.

From Trade to Territory-The Company Establishes Power

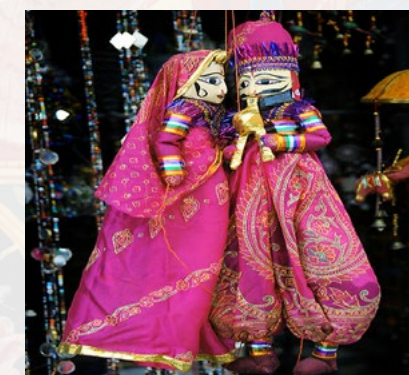
How Trade Led To Battles - The Conquest of Bengal

LEARNING OUTCOMES-

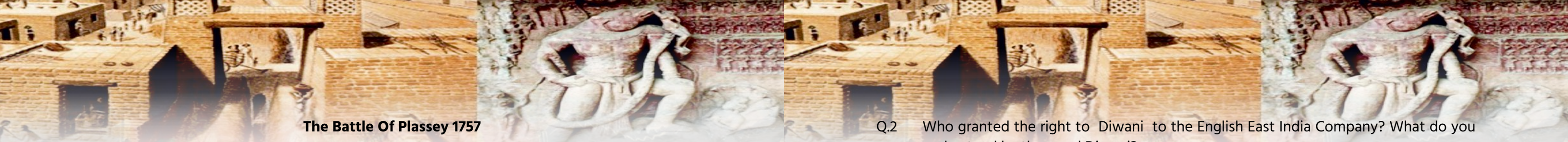
1. The students will be able to understand how the English East India Company became the most dominant power in India.

- After the death of Aurangzeb in 1707 the Bengal Nawabs asserted their power and autonomy. In 1756, Siraj ud Daulah became the Nawab of Bengal after the death of Alivardi Khan. The company feared his strength and wanted a puppet Nawab in his place. Sirajuddaula ordered the Company not to interfere in their political affairs and asked them to pay the taxes and stop fortifications. The company refused. As a result Siraj ud Daulah marched to Calcutta and occupied it without much preparation.

Let's Think-What do you understand by the word ' puppet nawab' in the above passage? Write below-



(Kathputli or Puppets- source: internet)



The Battle Of Plassey 1757

Battle between: Robert Clive led Company’s army. VS. Sirajuddaulah of Bengal

- Result :** 1) The English East India Company won and the Nawab was defeated.
- 2) The Nawab was captured and killed.
- 3) Mir Jafar became the new Nawab and gave the British undisputed rights to trade without taxes.

- Reason for Nawab’s defeat:** Nawab’s commander- Mir Jafar conspired with the Company.
- Soon Mir Jafar was replaced with his son-in law- Mir Qasim because the British were unhappy with him.
 - Finally in 1765 the Mughal Emperor Shah Alam appointed the Company as the Diwan of the provinces of Bengal. This meant that the Company was given the right to collect revenue of Bengal, Bihar and Orissa.

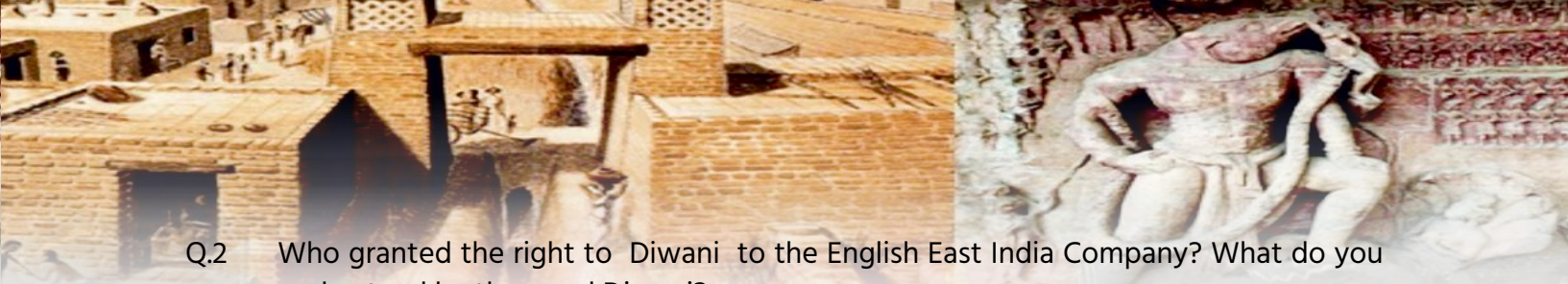
In the next and the last worksheet of this chapter we will see what all methods the East India company used to become a paramount power in India.

Some facts!

- The British lost 29 men but the Nawab lost 500 men in the Battle of Plassey.
- Robert Clive had made a fortune in India after winning the battle of Plassey.
- Robert Clive had to face a parliamentary enquiry when he returned to England for abuse of power in Bengal. However the charge could not be sustained.

Now let us try and answer these questions:

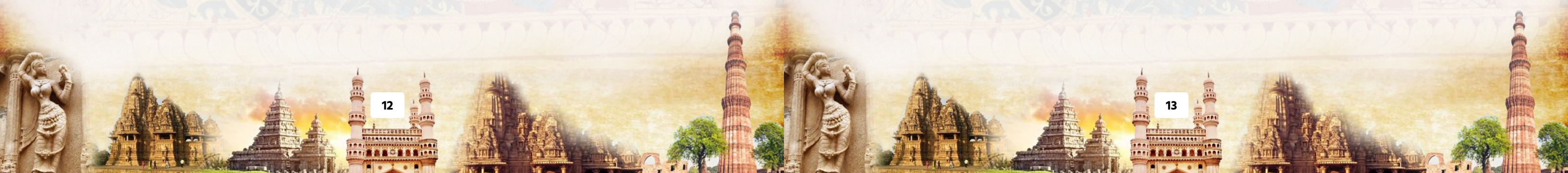
Q.1 Why do you think the Company wanted a ‘puppet’ Nawab in Bengal?



Q.2 Who granted the right to Diwani to the English East India Company? What do you understand by the word Diwani?

Q.3 We saw how Mir Jafar betrayed the Nawab of Bengal in the Battle of Plassey. Do you think he was right in doing so? Give reasons for your answer.

Q.4 The Company disobeyed the Nawab of Bengal when they were asked to pay the taxes and not interfere in internal matters. Imagine you live in a kingdom, do you think you will be able to disobey your King and why? Why not?



Social Science (History)

Worksheet :- 5

Date :- _____

From Trade to Territory-The Company Establishes Power

Expansion of The British Empire

LEARNING OUTCOMES-

1. The students will be able to understand the methods used by the English East India Company to become the most dominant power in India.

Methods used by the British (At a glance)

Direct Wars

- Mysore.
- Marathas.

Subsidiary Treaty (Lord Wellesley)

- *The Nizam of Hyderabad.
- *Nawab of Awadh
- *Mysore Ruler.
- * The Marathas.
- *The Rajput rajas

Doctrine of Lapse (Lord Dalhousie)

- *Satara. 1848
- *Sambalpur 1850
- *Udaipur 1852
- *Nagpur 1853
- *Jhansi 1854

Misgovernance

- *Awadh

- ❖ After the battle of Buxar 1764 the Company appointed residents in Indian states. Through the residents, the Company officials began interfering in the internal affairs of Indian states.

Sometimes the Company forced the states into a subsidiary alliance. According to the terms of this alliance Indian rulers were not allowed to have their independent armed forces.

They were to be protected by the Company. They had to pay huge amounts for this protection. If Indian rulers failed to make these payments, a part of their territory would be taken away by the Company.

The Doctrine Of Lapse – Lord Dalhousie

- Lord Dalhousie annexed States by his policy of Doctrine of Lapse.
- It was declared that if an Indian king died without a male heir, his Kingdom would lapse. That meant it would become part of the Company's territory.
- Many kingdoms were annexed under this rule. Look at the chart in the previous page.

The case of Awadh

- In 1856 the Company took over Awadh (modern day UP)
- The reason Company gave for its annexation was 'misgovernance' by the Nawab.
- The people of Awadh were angered by this and thus joined the great revolt in 1857.

Tipu Sultan – The Tiger Of Mysore- Tipu Sultan

Mysore had increased its strength under the leadership of powerful rulers like Haider Ali and his son Tipu Sultan.

He disallowed local merchants from trading with the Company.

In 1785 Tipu Sultan stopped the export of sandalwood, pepper and cardamom through the ports of his Kingdom.

He established a close relationship with the French in India and modernized his army with their help.

- The British were furious and fought four wars with Mysore. In the last battle of Seringapatam in 1799, Tipu Sultan was killed and subsidiary alliance was imposed on the state.

Wars with the Marathas

- ❖ After the defeat in the third battle of Panipat in 1761, the Marathas were divided into many provinces under different chiefs.
- ❖ These chiefs were held together in a confederacy under a Peshwai (Prime Minister)
- ❖ Three Anglo- Maratha wars were fought. The third Anglo Maratha war of 1817- 19 crushed Maratha power. The Peshwa was removed and the Company now had complete control over the territory south of the Vindhyas.



The Claim To Paramountcy

- o Paramount means most superior
- o Under Lord Hastings (Governor General from 1813 to 1823) a new policy of 'paramountcy' was initiated which claimed its power was greater than that of Indian states.
- o In order to protect its interests it was justified in annexing or threatening to annex any Indian kingdom.
- o The Company wanted to secure their control over the north west India for they feared Russian expansion.
- o They fought a war with Afghanistan between 1838 and 1842 and established indirect company rule there.
- o Sindh was taken over in 1843.
- o After the death of Maharaja Ranjit Singh in 1839 , two prolonged wars were fought with the Sikh Kingdom and in 1849 Punjab was annexed.

Let us find out how much you have understood-

Q.1 How did the Company become more powerful after the battle of Buxar 1764?

Q.2 The Company stationed it's residents at the king's court. Would you like it if some outsider could stay at your residence/ home and witness everything that is going on in there? Why? Why not?

Q.3 Tipu Sultan of Mysore was very courageous to have taken steps to curb the power of the Company and fought wars with it. If you were Tipu Sultan, what kind of a king would you like to become?

Q.4 Mention any one of the methods adopted by the English East India company to expand its Empire. Write What do you not like about this method.

Q. 5 Write True or False -

- Lord Dalhousie introduced the Doctrine of Lapse policy. _____
- The company fought a war and captured Awadh in 1856. _____
- The Marathas won the third battle of Panipat. _____
- The company paid for the resident and the company's army stationed at the Indian rulers' court. _____

Social Science (History)

Worksheet :- 6

Date :- _____

Ruling the Countryside

The Company becomes the Diwan

LEARNING OUTCOMES-

1. The students will be able to understand and explain the differences in the impact of colonial agrarian policies in different regions of the country.



(Source-Fig.1 OUR PASTS III NCERT Textbook Class 8)

Look at this painting. What all do you see? You can see a big hall in a palace and a king is seen sitting in the centre. The king is giving a piece of paper to a man who is standing in front of him. Note that he is wearing different kinds of clothes than the king and his soldiers.

You know the king who is sitting there is the Mughal emperor Shah Alam II and this painting is from 12th August 1765. **The Emperor (the ruler of an empire- more than one kingdom.)** is giving a piece of paper which is a royal order (farman) in which it is written that the East India Company has been appointed as the Diwan of Bengal.

As Diwan, the company became the chief financial administrator of the territory (area) under its control. Remember, the East India Company fought battles of Plassey 1757 and Buxar in 1764 against the Mughal emperors and it had won!

Now you must be thinking that the company must have become very rich. What did it do with all that money?

The East India Company which came to India as a trader now became an administrative authority in Bengal and they had the right to collect revenue from the peasants in the villages (countryside) , they could buy fine cotton and silk cloth as cheap as possible. Now the company could purchase goods (things) in India by the revenue collected in Bengal and it stopped importing gold and silver from Britain.

Question- Transport yourself to the period of history given above. Can you tell if you had suddenly become rich and powerful, what would you have done for the people of Bengal?

Answer

You know before the East India company came, the villages in India were self- sufficient as late as 1830 i.e.. they had nearly everything they wanted within themselves and did not



depend on foreign relations or outside world. Each village had a person called Mandal or **chief ryot** who acted on behalf of the zamindar for collecting land revenue. With the coming of the East India company and the grant of Diwani of Bengal to it, this was about to change.

Now let us look at the following questions.

1. Write True or False In front of the sentence
 - The East India Company was granted the Diwani of Bengal in 1765.
 - Before the coming of the East India Company the villages in India were self sufficient.

2. What do you understand by the term Diwani?

3. According to you what was the biggest achievement of the English East India Company after getting the Diwani of Bengal?

4. Would you like to live in a self-sufficient village under the local authorities or under a foreign Company? Give reasons for your choice.



Worksheet :- 7

Date :- _____

Ruling the Countryside

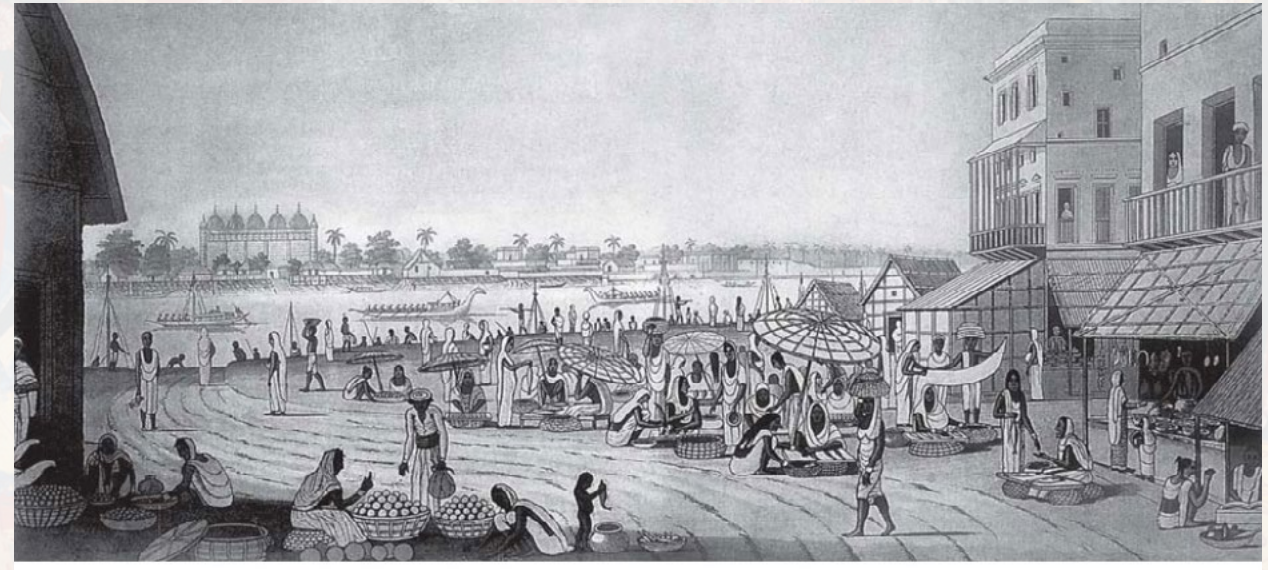
Revenue for The Company

LEARNING OUTCOMES-

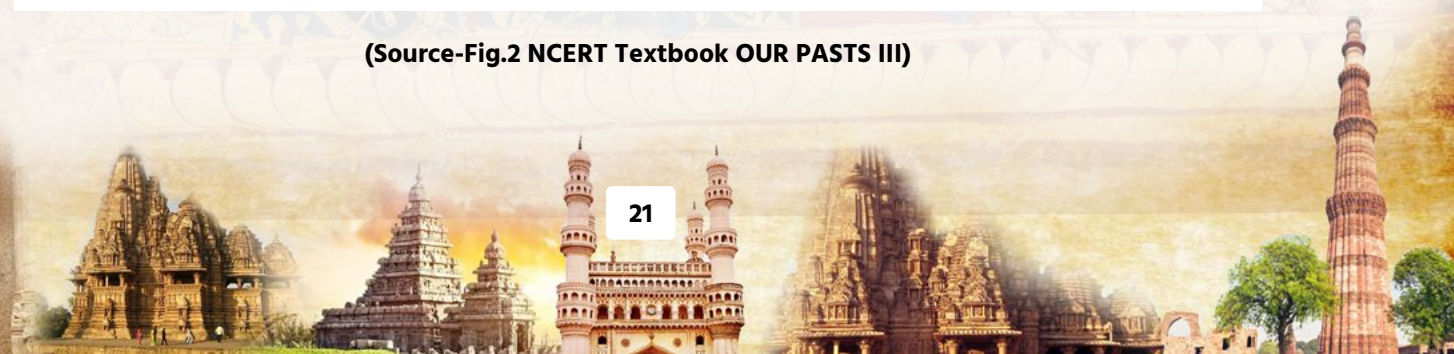
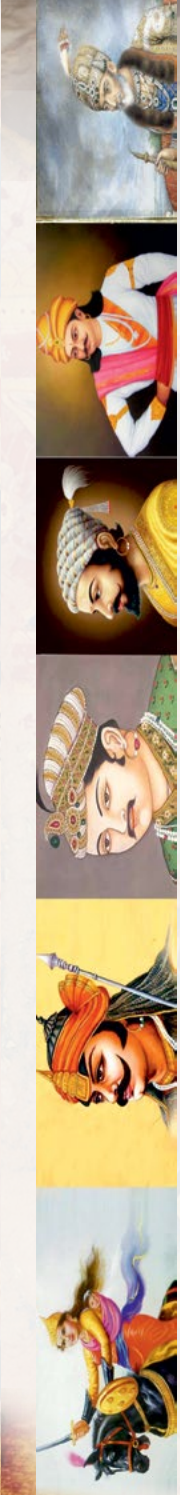
1. The students will be able to understand and explain the differences in the impact of colonial agrarian policies in different regions of the country.

Hello dear student, here's a question for you—

Question- Have you ever been to a weekly market ? What all things did you buy? Why do you prefer to go to weekly markets than a shopping mall?



(Source-Fig.2 NCERT Textbook OUR PASTS III)



When the East India Company became the Diwan of Bengal it wanted to increase the revenue as much as possible. This meant increased taxes. Peasants were unable to pay the taxes that were being demanded from them. Artisans were forced to sell their goods to the company at low prices. Agricultural cultivation showed sign of collapse. It was at this time that the company introduced new revenue collection systems. Let us look at them.

Permanent Settlement of Bengal 1793 by Lord Cornwallis

The Rajas and Talukdars were recognised as the zamindars.

They were asked to collect rent from the peasants and pay revenue to the company.

The amount was fixed permanently

This system was introduced in Bengal, Bihar and Orissa.

Why this system? For regular flow of revenue and to encourage the zamindars to improve the land.

Question for you👉

Why do you think the company needed to collect tax?

Sohan was a farmer in a village which was under Permanent Settlement of Bengal. His zamindar used to treat him harshly in order to collect more land revenue. The land revenue that was fixed was very high and if the zamindar fail to pay the revenue he would lose his zamindari. So Sohan had to face many difficulties to cultivate on the land on which his right was not even secure. Zamindar had no interest in improving his land.

Reflection- Imagine you are a cultivator under the Permanent Settlement of Bengal describe your feelings in brief in a diary entry.

Date-
Day-
Dear Diary

Name-

The other two land revenue systems-

❖ Mahalwari Settlement-

1. This system was introduced in North West province of Bengal presidency in 1822 by Holt MacKenzie.
2. Important thing to note here is that he felt that the village was an important social institution in North Indian society and needed to be preserved.
3. In this system the whole village (Mahal) had to pay the revenue as a whole. Unlike the permanent settlement the demand for revenue here was to be revised (changed) periodically and was not fixed.
4. The charge of collecting the revenue was given to the village headman. Peasants were given the land ownership rights.

❖ Ryotwari settlement-

1. This was developed by Thomas Munro in South India.
2. Here the settlement was made directly with the cultivators who had tilled the land for generations.

All the new economic policies of the British led to the deterioration of the Indian agrarian economy and worsened the conditions of the peasants.



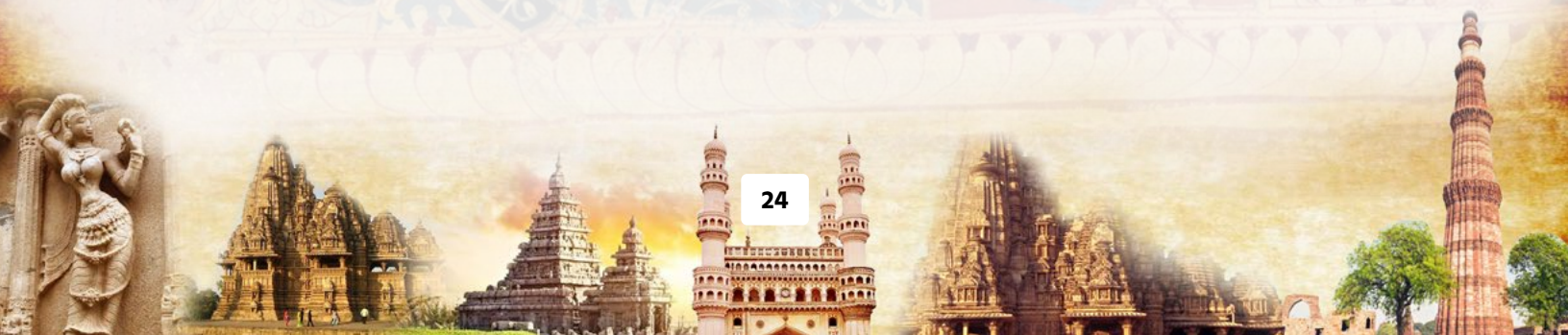
Activity- Mention any one thing the company could have done to improve the following economic/ agrarian systems-

Permanent settlement	Mahalwari Settlement	Ryotwari settlement
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
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Question- Match the following-

Ryot	The revenue was fixed permanently.
Permanent settlement	The village headman collected the revenue.
Mahalwari settlement	Cultivator

Question- How was the Mahalwari System different from the Permanent Settlement ? Give any two points.



Social Science (History)

Worksheet :- 8

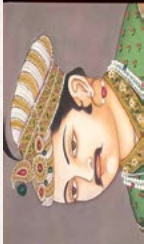
Date :- _____

Ruling the Countryside

Indigo Revolt-The Blue Rebellion

LEARNING OUTCOMES-

1. The students will be able to understand and explain the differences in the impact of colonial agrarian policies in different regions of the country like the ‘ Indigo rebellion.’



Teacher reading a statement in her class-

I would rather beg than sow Indigo, said Hadji Mulla an Indigo cultivator of Chandpore when interviewed by the member of the Indigo Commission on Tuesday, 5 June 1860.

(Source 3- NCERT TEXTBOOK OUR PASTS III, Indigo Commission Report , Volume II, Minutes of Evidence page, 67.)

Astha- Teacher, what is Indigo?

Teacher- Indigo is a plant from which blue colour dye is made. It is used to colour/ dye clothes.

Shobhit- Teacher, why was Hadji Mulla not willing to sow Indigo in 1860?

Teacher- Shobhit that’s a very good question and the topic of our class today. Let me take you back to the year 1860 when the British forced the Indians to grow Indigo and which led to a rebellion by the farmers in 1860. Would you like to act in a play?

All students- Yes teacher! Yay!

Shobhit- Indigo cultivator

Astha- Indigo planter.

Akash- Narrator

Narrator- In 19th century, the British realised that the countryside could not only yield revenue it would also grow the crops that Europe required. The British forced the cultivators in various parts of India to produce other crops- jute in Bengal, tea in Assam, sugarcane in United Provinces (now UP). There was a rising demand for Indigo. The company in India looked for ways to expand the area under Indigo cultivation. Thus, Indigo cultivation expanded rapidly in Bengal and Bengal Indigo came to dominate the world markets. Let us visit Mohan’s field in Bengal and see what happened in Bengal.





The scene- Mohan (Shobhit) is tilling his land his bullocks when Aastha – a British Indigo planter enters the scene on her horse with whip in her hand.

British Indigo planter to Mohan- “O Mohan! Did you take the advance payment for growing Indigo on your field?”

Mohan- “ No Saheb ! I have prepared my fields with great pains for growing rice for my family.”

British Indigo planter- “ How dare you ? You have to sow Indigo otherwise It wouldn’t be good for you!”

Mohan- “ No sir, I cannot grow Indigo on my small field.”

British Indigo Planter- “ Don’t forget your father took a loan from me and now you owe me money which you will pay back by growing Indigo.”

Mohan- “ Sarkar, I will pay every penny back but I cannot grow Indigo. My field will become unfit for growing rice. How will I feed my family?”

British Indigo planter- “ Mohan, don’t be a fool ! You have to pay back the debt by sowing Indigo, that’s it ! Don’t make me angry now or you will not be spared!”

Narrator- The British Indigo planter left on his horse and Mohan was left crying on his field and he decided to leave the village with his family and cattle.

So did you see how the British planters made the lives of cultivators miserable and exploited them? Those planters used to force the ryots/ peasants to grow Indigo. If they didn’t agree they would be imprisoned, beaten and would have been not even paid a good price. It was because of the cultivation of Indigo that thousands of peasants were dying of hunger. The planters always wanted the peasants to grow only Indigo, and not rice on their fields.

As a result of all these, in March 1859 thousands of ryots in Bengal refused to grow indigo, refused to pay rents to the planters and attacked indigo factories. The Indigo ryots had the support of the local zamindars in their rebellion against the planters.

*** End of the play**

Students, the narrator has some questions for you now.

Question 1 Who do you think was greedy among the following people? Tick ✓ against the option.

- Mohan- the peasant.
- Aastha- the British Indigo planter

Question 2 Why were the peasants refusing to grow Indigo?

Question 3 Who supported the peasants in the Indigo rebellion ?

- (a) The planters. (b) The zamindars

Question 4 Why do you think the Indigo rebellion was also called as the blue rebellion?

Question 5 If you were an Indigo cultivator in 1860 Bengal what slogan you would have given during the Indigo rebellion ? Write here or draw in your notebook.

Question 6 Write in two lines why did the Indigo rebellion take place?



Social Science (History)

Worksheet :- 9

Date :- _____

Tribals, Dikus and the Vision of a Golden Age

The Tribals before the coming of the British

LEARNING OUTCOMES-

1. The students will be able to understand and describe the forms of different tribal societies in the 19th century and their relationship with the environment.

Learning Outcomes- 1.



(Source- The Hornbill Festival, Kisama village by Monica Manchanda)

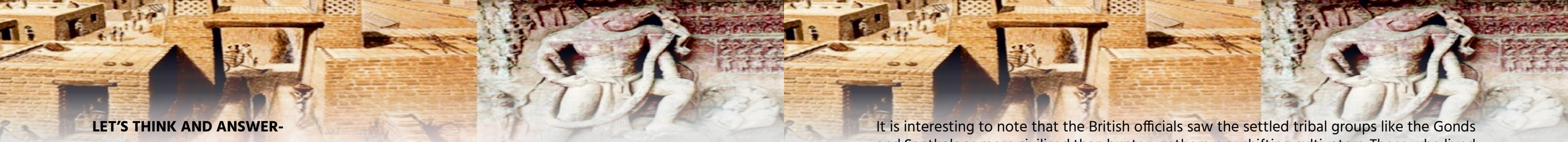
Look at the picture and describe the dresses worn by the women. Can you guess these women are from which state of India? How did you come to that conclusion?

If you could guess the state then you are amazing, dear student! These women belong to the Naga tribe of Nagaland- a state in North Eastern India.

You have read about the tribal societies last year. Tribals are often known as indigenous groups or adivasi in India. There are hundreds of tribal groups spread all over India. You can look at some of them in the map given below. Can you identify the states to which each tribe belongs?



(Source- OUR PASTS III NCERT TEXTBOOK PAGE 41)



LET’S THINK AND ANSWER-

QUESTION- When you read the word ‘tribal’ what all things come to your mind ? List them below. If you would like, you can draw a picture of a tribal.

Dear student, you will agree that most tribes are close to nature and often live in jungles or forests. Some tribes hold land jointly in the name of the tribe. Before the coming of the British the tribals had rights over the forests and its products. The tribal chief looked after the political, religious and socio- economic issues of the tribe.

By the 19th century tribal people were involved in a variety of activities.

- Shifting cultivation or jhum cultivation
- Some were hunters and gatherers
- Some herded the animals
- Some took to settled cultivation



(Source- NCERT TEXTBOOK OUR PASTS III , Bhil tribal women cultivating in a forest in Gujarat. Shifting cultivation continues in many forest areas of Gujarat)

It is interesting to note that the British officials saw the settled tribal groups like the Gonds and Santhals as more civilised than hunter- gatherers or shifting cultivators. Those who lived in the forest were considered to be wild and savage. The British wanted them to be settled and civilized with their new terms. Did it disturb the way of life of the tribals in India?

New Terms-

- Jhum cultivation- Crops are grown in this cultivation by clearing the trees and other vegetation and then burning the fields. The fields are left fallow(uncultivated) for a period of time till the soil recovers fertility.
- civilised- bring (a place or people) to a stage of social and cultural development considered to be more advanced.

Let us answer these questions-

Question 1 How do you think you are different from a tribal ?

Question 2 Do you think the tribals were happy to see the British in their forests? Why / Why not do you think so?

Question 3 What do you think would be the daily routine of a tribal woman in a forest? Compare it with your daily routine.

Question 4 Help these tribes to pair up with their states by using the same colours for a pair.

Bhil	Jharkhand
Banjara	Rajasthan
Gaddis	Maharashtra
Santhals	Himachal Pradesh



Tribals, Dikus and the Vision of a Golden Age

How did the colonial rule affect tribal lives?

LEARNING OUTCOMES-

- 1. The students will be able to understand the policies of the colonial administration towards the tribal communities.

Inside a classroom-

Aastha- Teacher, the tribals lived away from the mainstream people. They generally lived in the jungles then why did the British want to disturb them and their life?

Teacher- Aastha, you are right but the British had their own vested interests in doing that, they wanted to keep the tribes isolated from the rest of India as they had realised that the tribal people could be a potent force in the National movement.

Shobhit- Then the British rule must have created new problems for the tribals, isn't it teacher?

Teacher- Yes Shobhit, the colonial rule brought an end to the barter economy of the tribals and introduced cash economy. With this came the merchants, middlemen and money lenders who came to be known as 'Dikus' which meant aliens or outsiders. You know students, the poor, landless illiterate tribals had to work as labourers on the lands on which they had to produce cash crops like jute and Indigo. They were paid very less wages. They had to borrow money from the local money lenders.

Aastha- What happened to the tribal chiefs?

Teacher- They lost their administrative power and were forced to follow laws made by the British officials. They had to pay tribute to the Britishers.

Aastha- That is so tragic, they lost all the authority they enjoyed earlier.

Teacher- You know students, the tribals were dependent on the forests for so many things. The British introduced changes in the forest laws when they declared that the forest was state property. Some forests were classified as Reserved forests for they produced timber which the British wanted. In these forests, people were not allowed to move freely, practice jhum cultivation, collect fruits or hunt animals.

Shobhit- " Did no one rebel against such laws?"

Teacher- " Many tribal groups reacted against the colonial forest laws, disobeyed the new rules, continued with practices that were declared illegal and at times rose in open rebellion."

New Terms-

- Barter System- to exchange goods, services for other goods without using money.
- rebel- a person who refuses to obey people in authority or to accept rules
- vested interest- a strong and often secret reason for doing something that will bring you an advantage of some kind.
- Tribute- a gift

Now let us discuss the following questions-

Question 1 What do you think about the reservation of forests by the British? As a tribal would you have liked it? Give reasons.

Question 2 Why do you think forests were important for the tribals? Are they still important to them? Make a list in the table below, draw/ paste pictures if you can.

Question 3 Rohit and Sonam are friends. Rohit gave Sonam a blue pen which she wanted and in return Sonam gave Rohit scissors which he wanted. What kind of an exchange happened between the two? What is it called?

Can you give us one more example of such an exchange?

Question 4 There are two cultivators on zamindar's Maaz's field , Heera and Dhiman . Heera is illiterate and Dhiman is literate. Who do you think is more likely to be exploited and why? What are the ways in which he can be exploited by the zamindar Maaz.?

Social Science (History)

Worksheet :- 11

Date :- _____

When People Rebel in 1857 and After

The Causes and the outbreak of the Revolt

LEARNING OUTCOMES-

1. The Students will be able to understand the origin, nature and spread of the revolt of 1857 and the lessons learned from it.

Picture study : Look at the picture below. Can you recall the movie and the actor? If yes, write their names. Which character did the actor portray in this movie ? Why is he looking angry? Do you know anything about the character? Write below...



Figure 1

(Source- Internet, 'Mangal Pandey-The Rising' movie)

We have studied till now how the economic, social and political policies of the British alienated them from the Indian people. All this produced discontent and resistance at every

stage. Kings, queens, peasants, landlords, tribals, soldiers were all affected in different ways. Nawabs and Rajas had lost their powers. Residents had been stationed in many courts, their armed forces were disbanded, the revenues and territories were taken away.

Many ruling families tried to negotiate with the company to protect their interests.

Let us look at the examples of Rani Lakshmi Bai of Jhansi and Nana Saheb.

Rani Lakshmi Bai wanted the company to recognise her adopted son as the heir to the kingdom after the death of her husband.

Nana Saheb, the adopted son of Peshwa Bajirao pleaded that he be given his father's pension when the latter died. However, the company confident of its superiority and military powers turned down these pleas.

Question- Can you recall under which policy did the British deny these requests by both Rani Lakshmi Bai and Nana Saheb?

The company even began to plan how to bring the Mughal dynasty to an end. In 1856, Governor General Canning decided that Bahadur Shah would be the last Mughal king and after his death none of his descendants would be recognised as king.

Unhappy Peasants and Sepoys

The Indian sepoy also had reasons for their discontent with the Company . They were unhappy about their pay ,allowances and conditions of service. In 1824 the sepoy were told to go to Burma by the sea route to fight for the Company. They refused to follow the order. It was believed that if people crossed the sea they would lose their religion and caste. The sepoy were severely punished for refusing to follow the order. Sepoys also reacted to what was happening in the countryside. Many of them were peasants and had families living in the villages so the anger of the peasants quickly spread among the sepoy.

Question- Have you ever come across such a situation in which you were punished for following your beliefs over your duties ?

The Company faced a massive rebellion that started in Meerut in 1857. It threatened the company's very presence in India. It was the Sepoys from Meerut who mutinied in several places and a large number of people from different sections of society joined.

On 29 March 1857 a young soldier Mangal Pandey was hanged to death for attacking his officers in Barrackpore. He was the first sepoy who refused to do the army drill using the new cartridges which were suspected of being coated with the fat of cows and pigs. Many Indians believed that it was a deliberate attempt by the British to hurt the Indian sentiments.

Eighty-five sepoy were dismissed from service and sentenced to ten years in jail for disobeying their officers. On 10th May, the soldiers marched to the jail in Meerut and released the imprisoned soldiers. They attacked and killed British officers.

The sepoys of Meerut marched to Delhi with guns and ammunitions. Bahadur Shah Zafar was proclaimed as their leader. The British had not expected this to happen. They thought the disturbance caused by the issue of the cartridges would die down but Bahadur Shah Zafar's decision to bless the rebellion changed the entire situation dramatically.

Activity- Imagine you are one of the sepoys who was part of the rebellion. Write a letter to your friend describing your feelings when you reached Delhi.

Question- 1 Look at the postal stamp issued in commemoration of Mangal Pandey. Answer the following questions.



(Source- Figure 5, NCERT TEXTBOOK OUR PASTS III)

a) What is the significance of the Cannon and the sword as shown in the stamp?

b) Why are images of some people shown on the postal stamps of our country? Would you like to have your picture printed on a postal stamp? What do you think you'd have to do for that? Share your thoughts.

Question 2 Who am I?

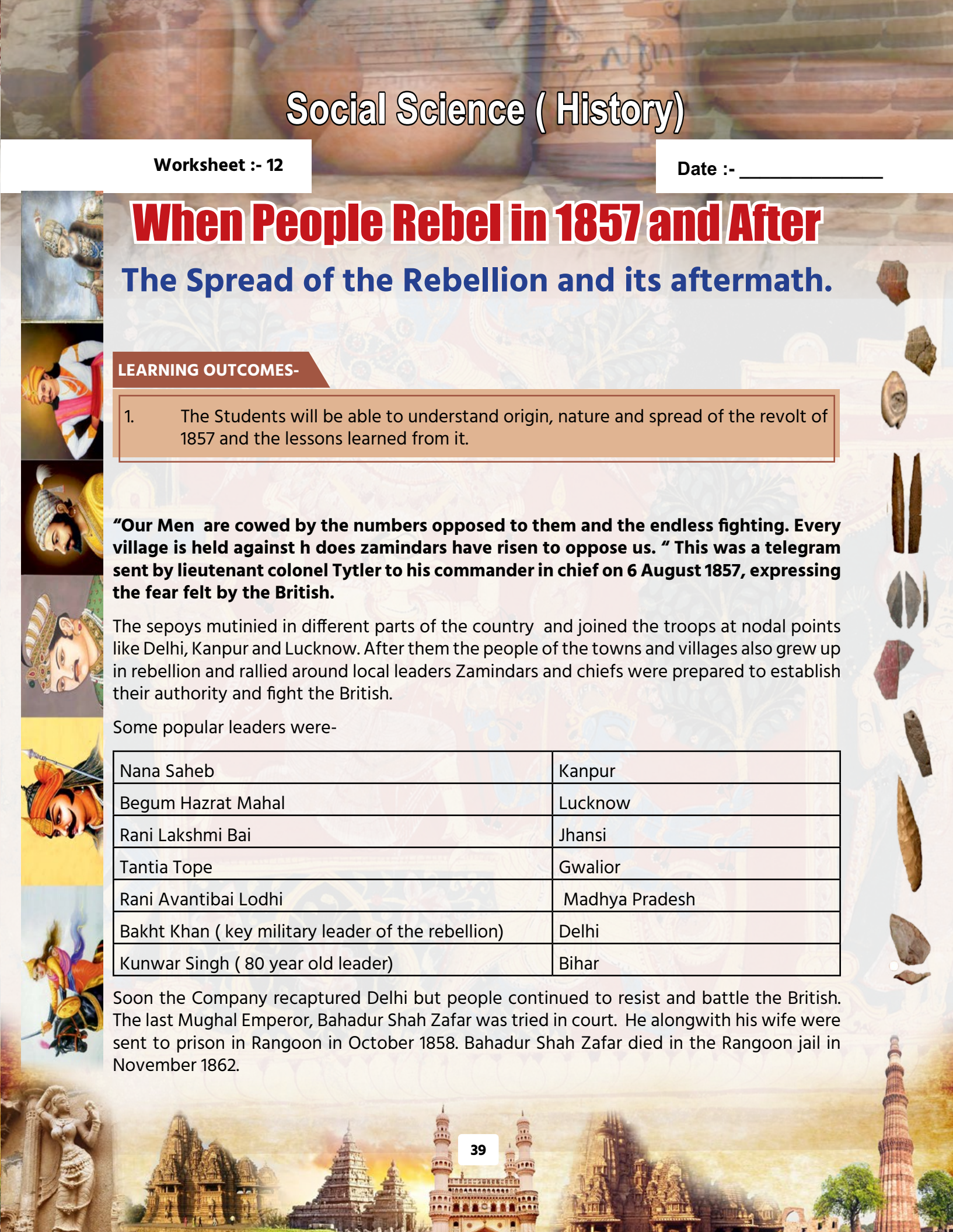
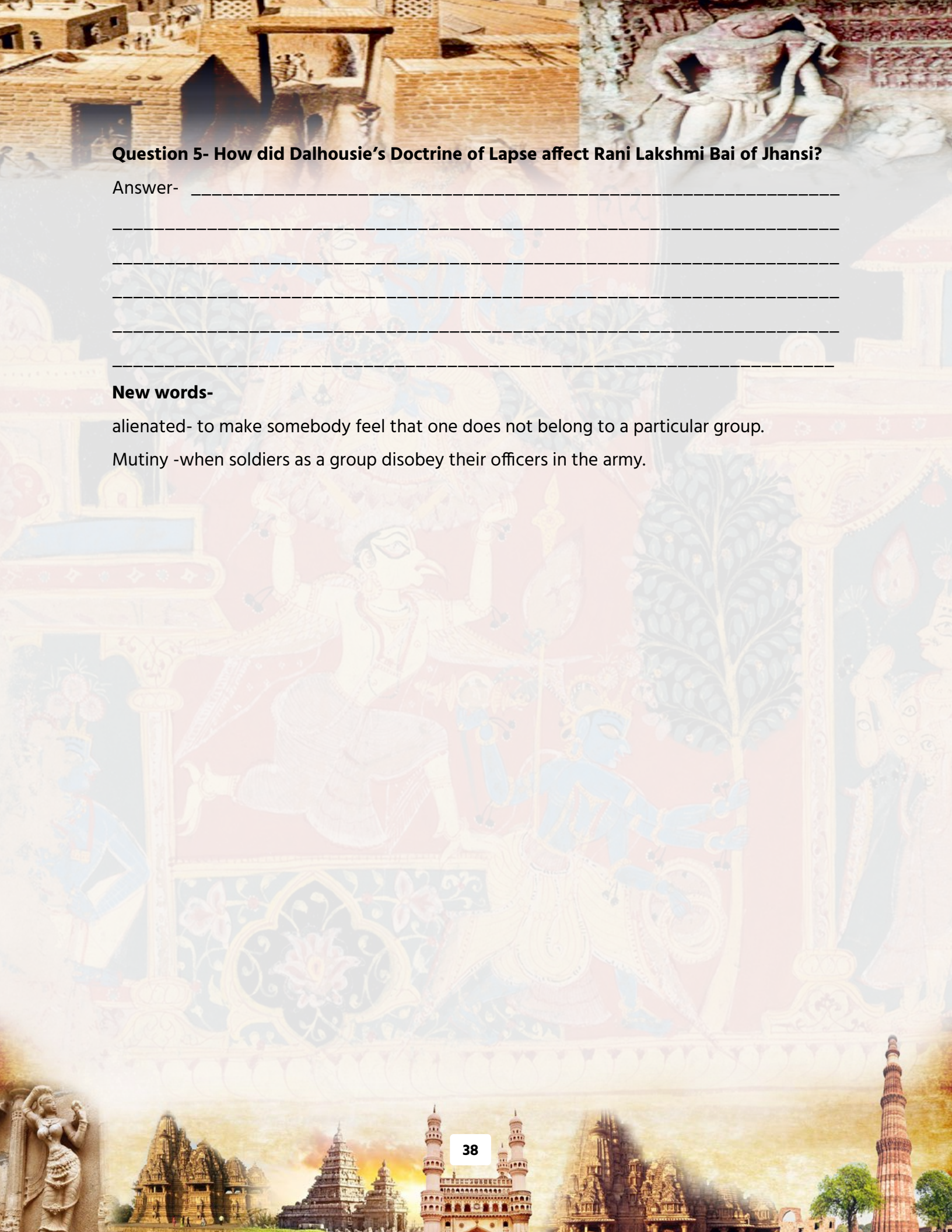
- a) I committed the First act of rebellion against the Enfield rifle and the greased cartridges-
- b) I was declared the leader of the revolt of 1857-

Question-3 Why were the sepoys unhappy with the Company? Give two reasons.

Answer-

Question 4- What do you think was the main reason for the outbreak of the revolt of 1857. Write in a few sentences.

Answer-



Question 5- How did Dalhousie’s Doctrine of Lapse affect Rani Lakshmi Bai of Jhansi?

Answer- _____

New words-

alienated- to make somebody feel that one does not belong to a particular group.

Mutiny -when soldiers as a group disobey their officers in the army.

Worksheet :- 12

Date :- _____

When People Rebel in 1857 and After

The Spread of the Rebellion and its aftermath.

LEARNING OUTCOMES-

1. The Students will be able to understand origin, nature and spread of the revolt of 1857 and the lessons learned from it.

“Our Men are cowed by the numbers opposed to them and the endless fighting. Every village is held against h does zamindars have risen to oppose us. ” This was a telegram sent by lieutenant colonel Tytler to his commander in chief on 6 August 1857, expressing the fear felt by the British.

The sepoys mutinied in different parts of the country and joined the troops at nodal points like Delhi, Kanpur and Lucknow. After them the people of the towns and villages also grew up in rebellion and rallied around local leaders Zamindars and chiefs were prepared to establish their authority and fight the British.

Some popular leaders were-

Nana Saheb	Kanpur
Begum Hazrat Mahal	Lucknow
Rani Lakshmi Bai	Jhansi
Tantia Tope	Gwalior
Rani Avantibai Lodhi	Madhya Pradesh
Bakht Khan (key military leader of the rebellion)	Delhi
Kunwar Singh (80 year old leader)	Bihar

Soon the Company recaptured Delhi but people continued to resist and battle the British. The last Mughal Emperor, Bahadur Shah Zafar was tried in court. He alongwith his wife were sent to prison in Rangoon in October 1858. Bahadur Shah Zafar died in the Rangoon jail in November 1862.

Lucknow was taken in March 1858. Rani Lakshmi Bai was defeated and killed in June 1858. Tantia tope was captured and killed in April 1859. The British also tried their best to win back the people. They announced awards for loyal landholders who would be allowed to continue to enjoy traditional rights over their lands.

The British had regained control of the country by the end of 1859 but they introduced important changes. These were –

1. The powers of the East India Company were transferred to the British Crown by the British Parliament Act of 1858.
2. The Governor-General of India was given the title of Viceroy, a personal representative of the Crown.
3. It was decided to reduce the proportion of Indian soldiers in the army and increase the number of European soldiers.
4. All ruling chiefs of the country were assured that their territory would never be annexed in future but they had to accept the British Queen as their Sovereign Paramount.
5. The land and property of the Muslims was confiscated and the British believed that they were responsible for the rebellion in a big way.
6. The British decided to respect the customary religious and social practices of the people in India.



Main centres of the revolt in North India. (Source- Fig. 16 NCERT TEXTBOOK OUR PASTS III)

- I. **Map study-** Look at the map above and write down the main centres of the Revolt and names of any three leaders of the Revolt.

Main centres
of the Revolt

Leaders

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.



Question 1.2 - By looking at the map above can you say that the Revolt was spread all over India? Which part or parts of India were not affected by the Revolt?

Answer- _____

Question 2- Match the following-

The place where the First act of rebellion took place.	The last Mughal Emperor
Soldiers of Meerut	Barrackpore
Bahadur Shah Zafar II	Marched to Delhi and declared Bahadur Shah as their leader
Rani of Jhansi	Lakshmi Bai

Question 3- Can we call the Revolt of 1857 a Sepoy mutiny? Find the lines in the Worksheet which support your answer and write here.

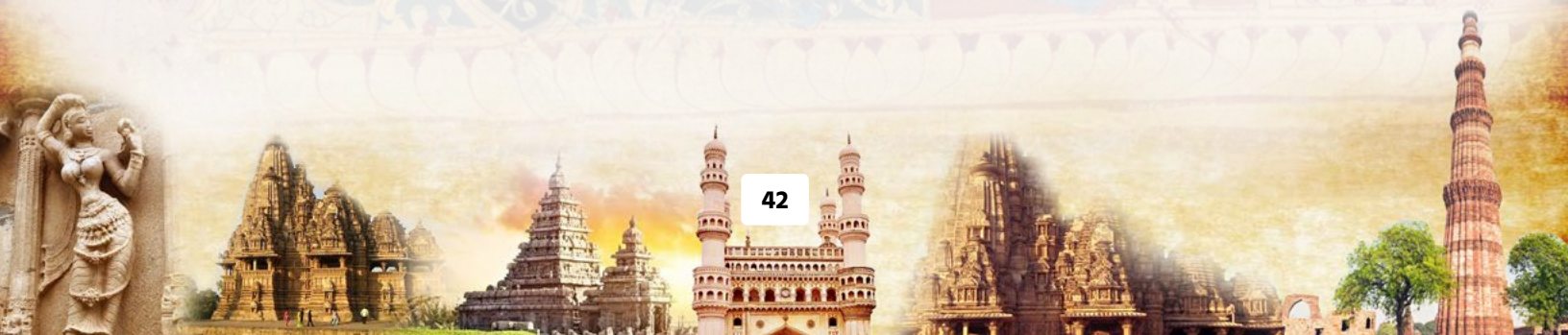
Answer- _____

Question 4- The British changed their policies as a result of the Revolt of 1857. Why do you think they did that? Mention any three changes brought by them.

Answer- _____

Question 5- Why do you think that the British crown took the complete administrative control of India from the Company in its own hands? Think and answer-

Answer- _____



Social Science (History)

Worksheet :- 13

Date :- _____

Weavers Iron Smelters and Factory Owners

LEARNING OUTCOMES-

1. Students would be able to understand the situation of downfall and upliftment of cloth industry.

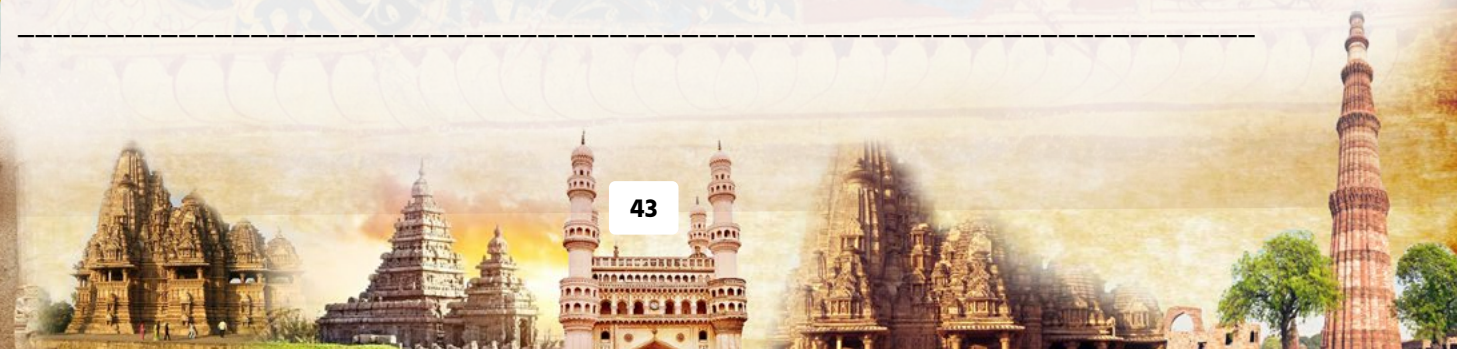
To ban the import of Indian clothes british traders pressurised the Government to pass a law that is known as Calico Act. The spinning Jenny invented by John Kaye and steam engine by Richard Arkwright brought revolution in cotton textile industry. Indian markets were flooded by British made clothes.

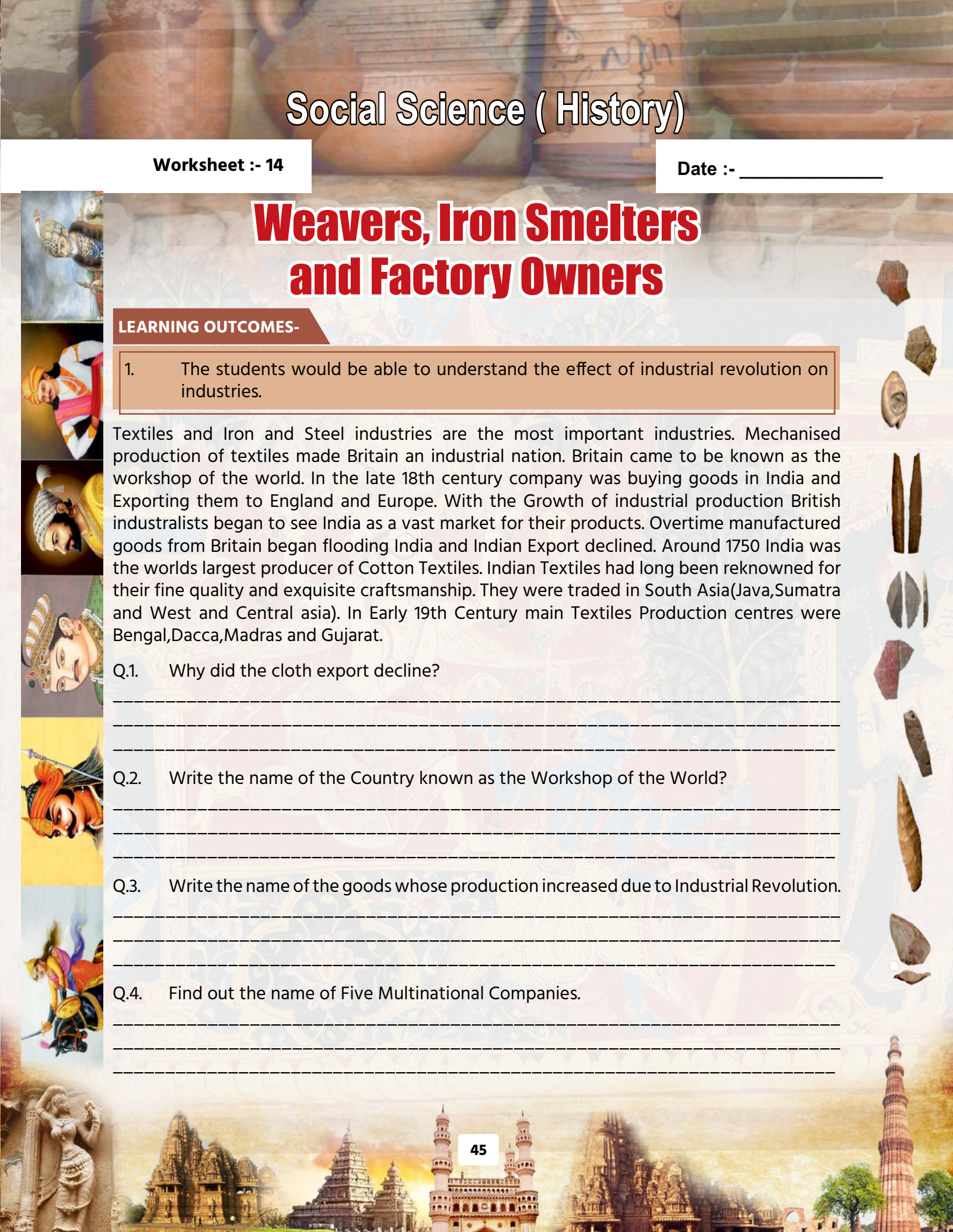
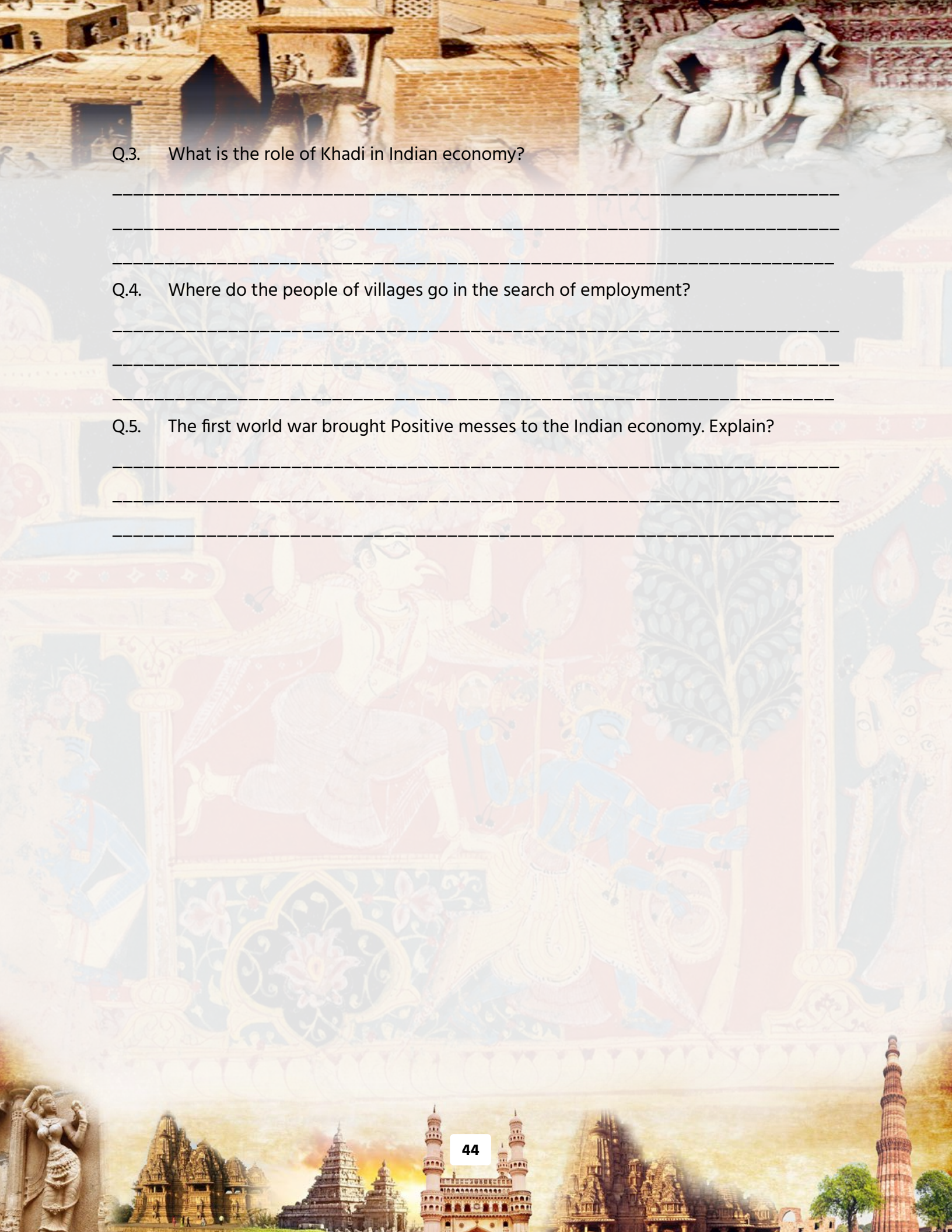
British Government imposed very high duties over Indian textiles imported from India. Due to this tax Indian export declined. Thousands of Indian weavers became unemployed. Thousands of spinning women became unemployed. Indians also started buying and wearing clothes made in Britain.

During the national movement ,Mahatma Gandhi urged people to boycott imported textiles and use hand spun and hand woven clothes. Khadi became a symbol of nationalism. The first cotton mill in India was set up in 1854 in Bombay (Now Mumbai). Raw material for cotton was grown in Maharashtra. By 1900, over 84 Mills started operating in Bombay. Labourers moved to cities in search of work. During the first world war when textile imports from Britian declined and Indian factories were called upon to produce cloth for military supplies.

Q.1. What was the impact of Calico Act on Indian traders?

Q.2. What was the main reason of the decline of Textile export?





Social Science (History)

Worksheet :- 14

Date :- _____

Weavers, Iron Smelters and Factory Owners

LEARNING OUTCOMES-

- 1. The students would be able to understand the effect of industrial revolution on industries.

Textiles and Iron and Steel industries are the most important industries. Mechanised production of textiles made Britain an industrial nation. Britain came to be known as the workshop of the world. In the late 18th century company was buying goods in India and Exporting them to England and Europe. With the Growth of industrial production British industrialists began to see India as a vast market for their products. Overtime manufactured goods from Britain began flooding India and Indian Export declined. Around 1750 India was the worlds largest producer of Cotton Textiles. Indian Textiles had long been reknowned for their fine quality and exquisite craftsmanship. They were traded in South Asia(Java,Sumatra and West and Central asia). In Early 19th Century main Textiles Production centres were Bengal,Dacca,Madras and Gujarat.

Q.1. Why did the cloth export decline?

Q.2. Write the name of the Country known as the Workshop of the World?

Q.3. Write the name of the goods whose production increased due to Industrial Revolution.

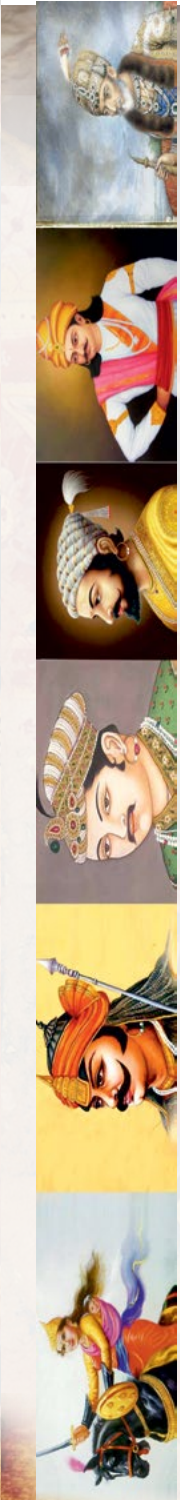
Q.4. Find out the name of Five Multinational Companies.



Social Science (History)

Worksheet :- 15

Date :- _____



Weavers, Iron Smelters and Factory Owners

LEARNING OUTCOMES-

- 1. Students would be able to know the situation in which Iron and Steel industry ruined and progressed.

Tipu’s legendary sword is now a part of valuable collections in museum in England. The sword had an incredibly hard and sharp edge that could easily rip through the opponent’s armour. This quality of the sword came from a special type of high carbon steel called Wootz. Wootz steel was produced in many hundreds of smelting furnaces in Mysore.

By the late 19th century Iron and Steel was being imported from Britian.Ironsmiths in India began using the imported iron to manufacture utensils and implements .This inevitably lowered the demand for iron produced by local smelters.Forest laws imposed by British Government finished the smelting work of iron in India.

In the year of 1904 Charls Weld an American geologist and Dorab ji Tata were travelling in Chhattishgarh in search of iron ore deposits.With the help of Agarian tribe Tata found iron ore deposits. A few years later a large area was cleared on the bank of the river Subarnrekha to set up the factory and an industrial township Jamshedpur. Tata Iron and Steel company was set up here and it began producing steel in 1912.

In 1914 the first world war broke out and TISCO got a golden chance. TISCO produced Shells and Carriage wheels for the war need. The Indian Railways turned to TISCO for supply of rails.By 1919 the colonial government was buying 90 percent of the steel produced by TISCO.British export in India declined and Indian steel industry developed.

- Q.1. Write the name of steel used to make Tipu’s sword?

- Q.2. Why did the demand of steel made by native smelters reduce?



Q.5. Mark Bengal,Dacca,Madras and Gujarat in the Map of India.





Q.3. Foundation of TISCO was not possible without the help of which tribal community?

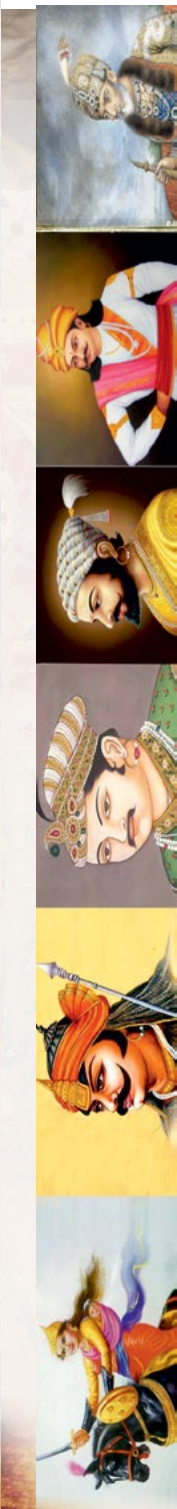
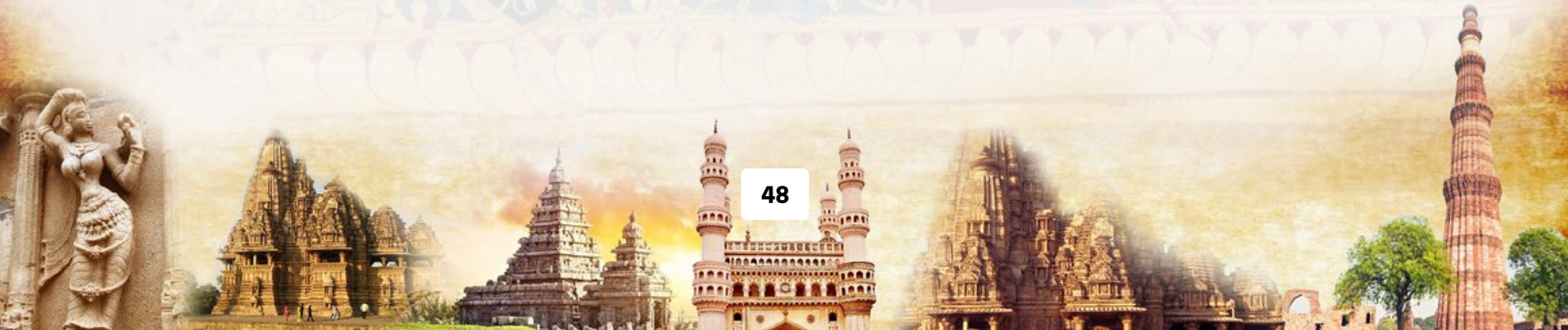
Q.4. How did the first world war provide a golden opportunity to the Indian steel industry?

Activity:- Find out the name of the states where following steel plants are located:-

S.No.	Name of Steet Plant	Name of city (location)	Name of the State
1	Tata Steel Plant	Jamshedpur	Jharkhand
2	Steel Authority of India Ltd.(SAIL)	Bhilai	
3	Steel Authority of India Ltd.(SAIL)	Vishakhapattanam	
4	Jindal Steel Limited	Raigarh	
5	Steel Authority of India Ltd.(SAIL)	Rourkela	
6	Ispat industries Limited	Dolvi	

Difficult Words:-1.Smelting-The extraction of metal from its ore by a process involving heating and melting.

2.Golden-Made of gold,Best chance



Civilising the “Native”, Educating the Nation

The agenda for a National Education

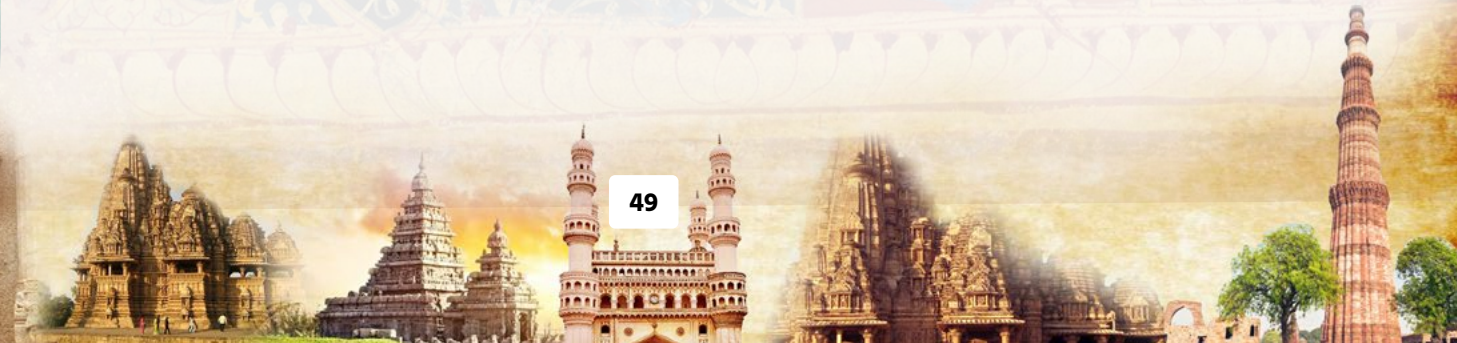
LEARNING OUTCOMES-

1. The Students would be able to understand, how the foundation of our education system was set.

The Indians impressed with the developments in Europe,felt that western education would help modernise India. They urged the British to open more Schools, Colleges and universities. They also urged to spend more money on Education.

But Mahatma Gandhi and Rabindra Nath Tagore reacted against Western education. Mahatma Gandhi strongly felt that Indian languages should be the medium of teaching. Education in English Crippled Indians and made them “Strangers in their own land”.

According to Gandhiji, education develops the brain and soul both. According to Tagore, Education should be free of restriction. He wanted to set up a school where the child was happy,where child was free and creative, where child was able to explore his own thoughts and desire.To fulfill this desire Tagore set up an insitution in 1901 known as “Shanti Niketan”.Gandhiji was highly critical of Western Civilisation and Technology. Tagore wanted to combine elements of modern Western Civilisation with what he saw as the best within Indian Tradition.



Civilising the “Native”, Education the Nation The agenda for a National Education

LEARNING OUTCOMES-

1. Students would be able to understand the effect of different rules in the development of Education.

Primary efforts in the development of Education.

1. In 1781, a madrasa was setup in Calcutta to promote the study of Arabic, Persian and Islamic law.
2. In 1791, Hindu College was established in Benaras to encourage the study of ancient Sanskrit texts.

Progress of Education in Vernacular School.

In the 1835s William Adam toured the districts of Bengal and Bihar. There were over 1 Lakh Pathshalas in Bengal and Bihar. More than 20 Lakhs students were studying in these Pathshalas .Management of these Pathshalas were in the hands of the wealthy and local people.

English Education Act of Macaulay

In 1835 Macaulay Passed an Education Act. Mains Points of this act are as follows:-

1. English is very important for Education.
2. Higher Education should be in English Medium.
3. Books should be printed in English for School Education.

Fig. 11 – A class in progress in Santiniketan in the 1930s
Notice the surroundings – the trees and the open spaces.



Q.1. Why did some Indians advocate western education?

Q.2. Why was Gandhiji against western education?

Q.3. “Education mends the brain and soul both” who said this line.

Q.4. Rabindranath Tagore was the follower of which type of education?

Q.5. Tick Right or Wrong:-

1. Mahatma Gandhi thought that promotion of literacy was the most important aim of education.()
2. RabindraNath Tagore felt that children ought to be subjected to strict discipline.()
3. RabindraNath Tagore was against Western Education.()
4. Shanti Niketan was established by Nehruji.()



चित्र 5 - उन्नीसवीं सदी में बम्बई विश्वविद्यालय।



Wood’s Despatch

In 1854 Charles Wood’s a message for the upliftment of education is known as Wood’s Despatch .It Emphasised over European Education. It said that it would be helpful for the expansion of trade and commerce. It would be helpful to the company with Civil servants who could be trusted.

According to this rule, following decisions were taken:-

- 1. Education department of the government was setup.
- 2. Steps were taken to establish a system of University Education.
- 3. In 1857 Calcutta,Madras and Bombay Universities were established .
- 4. Changes were made in School Education System.

Q.1. Write the year of incident before the respective statements. Choose from the following dates: (1835,1854,1830,1791,1857).

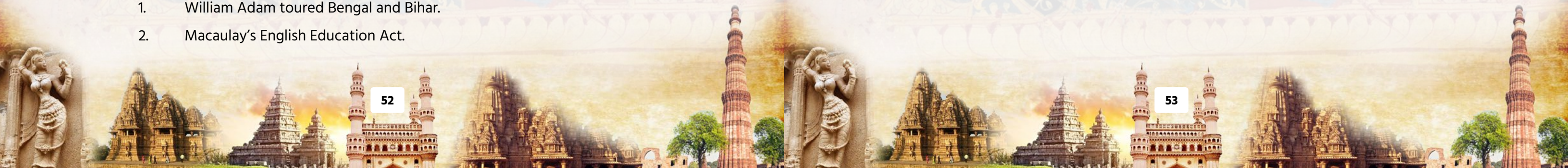
- 1. William Adam toured Bengal and Bihar.
- 2. Macaulay’s English Education Act.

- 3. Establishment of Bombay University.
- 4. Woods Despatch.
- 5. Establishment of Benaras Hindu College.

Q.2. Where was the first Madrasa opened and by whom?

Q.3. Write the name of the Act which emphasises on the importance of English.

Q.4. Who first made the arrangement of University education?



Social Science (History)

Worksheet :- 18

Date :- _____

Civilising the “Native”, Educating the Nation The agenda for a National Education

LEARNING OUTCOMES-

1. Attitude of the British towards Indian Education System

The British in India wanted not only territorial conquest and control over revenues. They also felt that they had a cultural mission. They had to civilise the natives, change their customs and values. In 1783, a person named William Jones arrived in Calcutta. Jones was a Linguist. He knew Greek, Latin, French, English, Arabic and Persian. At Calcutta, he began spending many hours a day with Pandits to learn subtleties of Sanskrit language, Grammar and Poetry. Soon he learnt law, Philosophy, Religion, Politics, Morality, Arithmetic, Medicine and Sciences. Jones setup the Asiatic Society of Bengal in 1784. In his opinion Indian Civilisation had attained its glory in the ancient past but had subsequently declined. Many Company officials argued that British ought to promote Indian rather than Western learning. Hindus and Muslims ought to be taught what they were already familiar with and what they valued and treasured. Only then they could win a place in the hearts of the natives.

Many British officials began to criticise the orientalist's vision of learning. They said that knowledge of the East was full of errors and unscientific thought. It was wrong on the part of the British to spend so much on Indian Education. Jones Mill was one of those who attacked the Orientalists. In his opinion the aim of education ought to be to teach what was useful and practical.

Q.1. Match the following:-

- (1) William Jones - Criticises Orientalists
- (2) James Mill - Founded Asiatic Society of Bengal

Q.2. What was the main aim of the British in India?

Q.3. Why did William Jones begin spending hours with Pandits?

Q.4. What step the British could follow to win a place in the hearts of the natives?

Q.5. Why did many Company officials argue that the British should not spend much money on Indian education?

Social Science (History)

Worksheet :- 19

Date :- _____

Women, Caste and Reform

LEARNING OUTCOMES-

1. After doing this worksheet students would be able to understand the different movements organized for the upliftment of lower caste people

CASTE REFORMS

Indian society was divided in religions, classes and varna system in ancient time. The Varna system was divided on the basis of work. The Varna system was divided into 4 sections Brahmins, Kshatriyas, Vaishyas and Sudras. Brahmins and Kshatriyas were the higher section of society. Vaishyas were involved in trading. The people who took to cleaning and other menial jobs were called Shudras. They were considered untouchables due to the nature of their work. People started discriminating against them.

Later on Varna system changed to caste system. Caste was decided on the basis of birth. The caste system brought many evils in society. Many social reformers contributed a lot to remove these evils(malpractices). These are as follows:-

Name of the Movement	Social Reformer Organization	Impact of Movement
Satnami Movement	Sant Ghasidas	Worked for the improvement of the leather workers
Criticism of Brahmanical texts.	Haridas Thakur	Haridas started movement against caste system set by Brahmins and Brahmanical texts. He opposed the discrimination on the basis of caste.
Criticism of caste based society.	Jyotirao Phule	He criticised the caste based society. He advocated the equality of caste.
Temple Entry Movement	Dr. B. R. Ambedkar	He led three movements for temple entry between 1927 and 1935 for Dalits. Wanted that everybody should be allowed to enter the temple irrespective of caste. He later adopted Buddhism

Non Brahmin Movement	E.V. Ramaswami Naikar (Periyar)	He convinced untouchables to fight for their dignity. Criticised Hindu Scriptures.
Removing Caste restrictions	Keshav Chandra Sen (Prarthana Samaj)	Emphasised on removing Caste restrictions.

Q.1. What is the basis of division of caste in Indian society?

Q.2. Which movement was led by Dr. Ambedkar and why?

Q.3. 'Equal status must be given to all castes of society.' Do you agree? Support your answer with two arguments.

Q.4. How has education changed the lives of women? Write with examples.

Q.5. Fill in the blanks:-

Name of movement	Name of social reformer who led the movement
-----	Sant Ghasidas
Prarthana samaj (To remove caste restrictions)	-----
Temple Entry Movement	Raja Rammohan Roy
Arya Samaj	-----
Satya sodhak samaj	-----
-----	E.V. Ramaswami Naikar(Periyar)

We have Learnt:- Noticeable improvement among women and caste system is due to tremendous efforts of social reformers. Despite this, there are numerous problems prevalent in society. It is our responsibility to raise voice against social discrimination.

Social Science (History)

Worksheet :- 20

Date :- _____

Women, Caste and Reform

LEARNING OUTCOMES-

1. After attempting this Worksheet ,students would be able to understand how the attitude of people changed towards women.

' The Story of Women Empowerment'

You have come across publication and sale of newspaper with Joint participation of both men and women. Bihar has one such a newspaper,not only whose editorial section is managed by women but its sale's section too.



'Khabar Lahariya' published from Sitamarhi Shivhar from Bihar is not only popular among women but also among men. Assistant Editor Laxmi Sharma of this news paper pointed out that she was married just after passing eighth class .With co-operation of husband and his elder brother she could continue her studies. She has been able to contribute for women after completing her graduation.

E-mail was once considered a wonder by Laxmi. Today She is skilled in computer operations. Resident of Tariyani from Shivhar explains 'Khabar Laheria' was introduced in October 2010 by 'Niranter Trust' and Pragati:Ek Prayas Federation Samakhya.

Co-editor hails from Dumra P.S. of Sitamarhi along with nine more women .The team is not only involved with news collection but also in sales of it.Among them six are from Sitamarhi district and three are from Shivhar district.

Its first page embodies current affairs,others include news from rural and urban areas along with entertainment and international news. In this eight paged newspaper ,one page is for woman while last page has the editorial. Four pages of this fortnightly newspaper are coloured. Contributory price is just two rupees for this newspaper.

Q.1. What is the condition of women in the given story?

There were many malpractices in Indian society about 200 years ago. Illiteracy, child marriage, miserable condition of widows, Sati, Casteism, untouchability, female foeticide were the malpractices common in Indian society. Many social reformers spent their lives to remove these malpractices.

Raja Rammohan Roy founded Brahmo Samaj in 1828.Rammohan Roy was a follower of western education and believed in the freedom and equality of women. He made a law with the help of Lord William Bentinck to abolish Sati in 1929.In 1856 Widow Remarriage Act was passed by Ishwar Chandra Vidyasagar. Widows got the right of remarriage by this law. Vidyasagar opened a school for girls in Kolkata. Swami Dayanand Saraswati founded Arya Samaj in 1875.Arya Samaj opened a school in Punjab for girl education. Mahatma Phule and Savitri Phule opened a school for girls in Maharashtra. Mumtaj Ali and Rukaiya Sakhawat Hussain opened schools for muslim girls. In 20th century Jawahar lal Nehru and Subhash Chandra Bose advocated for freedom and right to vote for women. Some husbands and fathers taught their daughters at their home. Woman like Raas Sundari Devi studied at home. Many woman were inspired by Raas Sundari Devi.

Q.1. For which work are these social reformers famous?

1. Raja Ram mohan Roy-
2. Ishwar Chandra Vidya Sagar-
3. Rukaiya Sakhawat Hussain-
4. Swami Dayanand Saraswati-

Q.2. Write the names of social malpractices reffered in the lines above?



Social Science (History)

Worksheet :- 21

Date :- _____

The Making of the National Movement : 1870s to 1947

LEARNING OUTCOMES-

- 1. By doing this worksheet students would be able to know the meaning of Nationalism and National Movement of India.



Q. How did you celebrate the Independence day this year? Write about your experience.

We know that the power of Mughal Empire declined. East India Company got Diwani of Bengal. The company began to annexe various states. Many states of India opposed the annexure policy of British. Consequently in 1857 there was a rebellion against the company. The Rebellion failed and Mughal empire too, came to an end. The Queen of England took all the decision making power in her own hands and the rule of the East India company ended.



Q.3. Write two social evils of society practiced in your neighbourhood

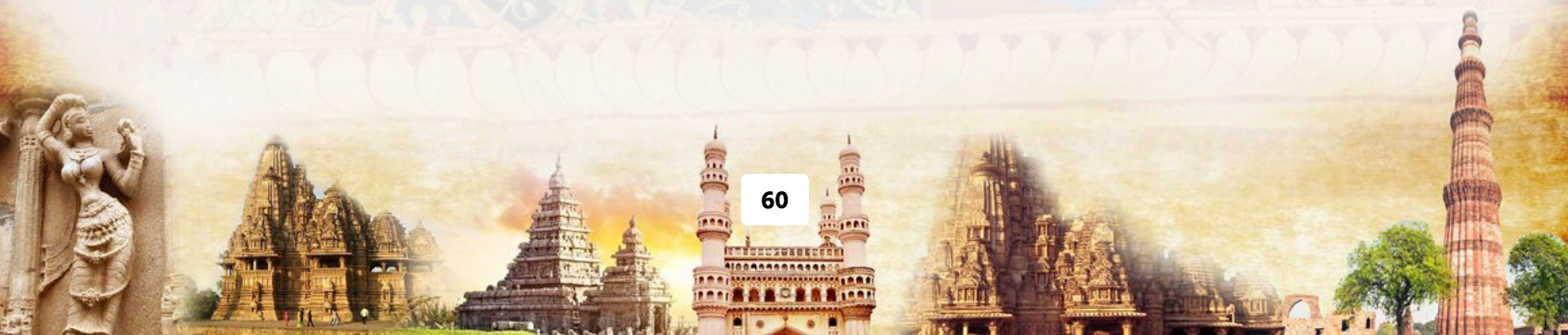
Q.4. Do we notice discrimination against girls in our society. Write two instances of it.

Q.5. What is the legal age of marriage for boys and girls in India?

With the tremendous effort of Indian social reformers and education women have reached the peak of progress. Economic development has also been pushed further by their contribution.

Q.What is the attitude of society towards women now? Tick against the right answer-

- 1. Positive -----
- 2. Negative-----
- 3. Neutral-----



Q. Which kind of freedom does an independent person have?

Independent Person

Freedom to move
without restrictions

First Phase of National Movement:-1870 to 1915

Q. How did the rise of nationalism in India happen?

Role of political organizations after 1870.

Indian people were unhappy with the British rule. So they started questioning. What is a nation and to whom does it belong? The answer came that 'India as a nation, as a country was home to people of different castes, colors, classes, languages or gender and thus belonged to everyone. All resources of the country belonged to its countrymen. People began to identify a common enemy who was exploiting Indian resources. That was the British. Indians decided to oust British from India. In this way, the feeling of national identity and nationalism began in India.

Q. What is Nationalism?

Different political organizations began to be formed all over India to raise voice against the oppressive British rule. Though the organizations were there in different parts of the country but their aim was common. Some major organizations were-

1. Indian Association
2. Madras Mahajan Sabha
3. Poona Sarajanik Sabha
4. Bombay Residency Association.

British passed a few laws which were curbing the freedom of Indians.

1878-Arms Act: Indians were denied to keep arms in their defence.

1878-Vernacular Press Act: This act was enacted to silence those who were critical of the Government.

1883-Illbert Bill: The bill provided for the trial of British by Indian judges. British opposed this Act and stopped it from being enacted.

Q: Should the newspapers be stopped from criticising the government? Give reasons for your answer.

Time Line-1870 to 1914

1870 to 1880-Rise of various other political organisations

1885-Foundation of Indian National congress(INC) by A.O.Hume. W.C. Bannerji was the First President of INC.

1905-Partition of Bengal -The Partition of Bengal was done by Lord Curzon. The main reason for this was to curb the influence of Bengali nationalist leaders and to disrupt the Hindu Muslim unity.

1905-Swadeshi Movement:Made in one's own country.

1906-Formation of Muslim league in Dhaka.

1907-Surat Split-Division of congress in two wings-Moderates and Extremists.

1914-Beginning of First World War .

Q.1. Why did Curzon initiate partition of Bengal?What was the outcome?

Q.2. What was the Swadeshi Movement and why was it started ?

Q.3. Recently P.M. Modi urged "Vocal for Local", Is there any similarity between the Swadeshi Movement and the current one Vocal for Local? Why / Why not?

Social Science (History)

Worksheet :- 22

Date :- _____

The Making of the National Movement : 1870s to 1947

LEARNING OUTCOMES-

1. Students would be able to know the role of Gandhiji in the National Movement.

‘Arrival of Gandhiji and his role in National Movement.’

National Movement became a widespread movement after the arrival of Gandhiji in 1915. After his advent in India for the first year, he visited various parts of the country to understand the situation. After this he participated in the movement of Ahmedabad Mill workers, Champaran Movement of Indigo planters and Anti tax movement at Kheda (Gujarat). He strongly believed in non-violence and used it in the fight for freedom.

In 1919 Gandhiji started his first major satyagrah against the Rowlatt Act. This act imposed ban on freedom of speech and gave more rights to police. This was the first all India conflict against British government. This movement united Hindus and Muslims. On 13th April 1919, General Dyer opened fire at unarmed people at Jallianwala Bagh. Hundred of people were killed in this massacre. In 1920, the British imposed many restrictions against Sultan of Turkey (Khalifa). Indian Muslims were very angry at this and wanted freedom of the Sultan. Gandhiji called upon the Congress and others to run a Joint campaign against the Jallianwala Bagh Massacre. Thus started Khilafat and Non-Cooperation movements. During this movement students left schools and colleges, lawyers gave up their practice and foreign clothes were burnt. This movement became a mass movement.

Q. Why did Gandhiji visit various parts of India? Why did he not participate in any political activity?

In Chauri Chaura a violent crowd of farmers attacked a police station in 1922. Twenty two Policemen were killed in this incident. Gandhiji felt sad and withdrew the Non-Co operation Movement.

Q. Why did Gandhiji withdraw the Non-Co operation movement?

Activity:- Students will make a calendar of various political parties which were formed during the Indian National Movement and write the names of their founders. For example: Indian National Congress, Muslim league, Communist party, Rashtriya Swayam Sevak Sangh etc.

Timeline-1915-1930

1915-Advent of Gandhiji in India.

1916-Lucknow Pact-Congress and league agreed to put a joint front and work together.

1916-1918-Gandhiji participated in Champaran, Kheda and Ahmedabad Mill Satyagrah.

1919-Rowlatt satyagrah, Jallianwala Bagh Massacre.

1920-1922-Khilafat and Non Co-operation Movement.

1922-Chauri Chaura incident and the withdrawal of Non Co- operation Movement.

1929-Lahore session of Congress-The resolution of Poorna Swaraj was passed by the Congress.

1930-On 26th January 1930, Congress celebrated Independence Day throughout the country.

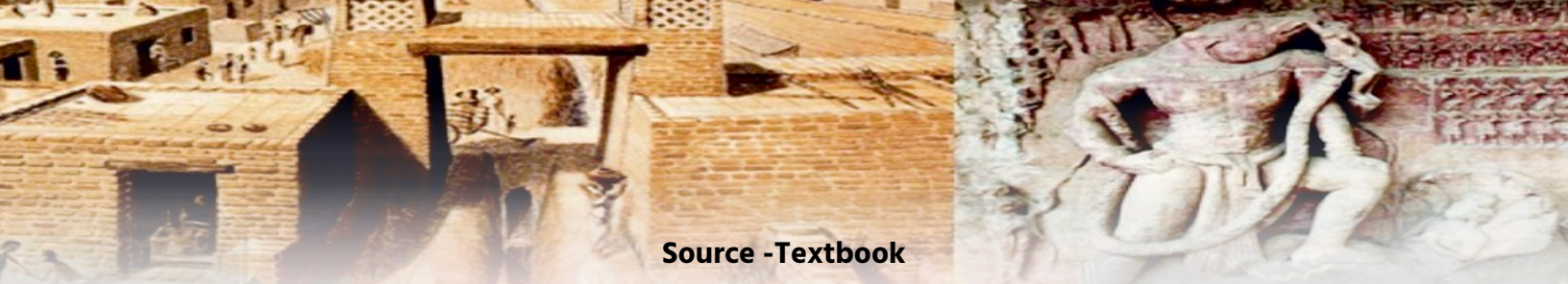
Let us recapitulate:

Q.1. ‘Non cooperation Movement was a mass Movement’ What do you think about this statement? Give reasons.

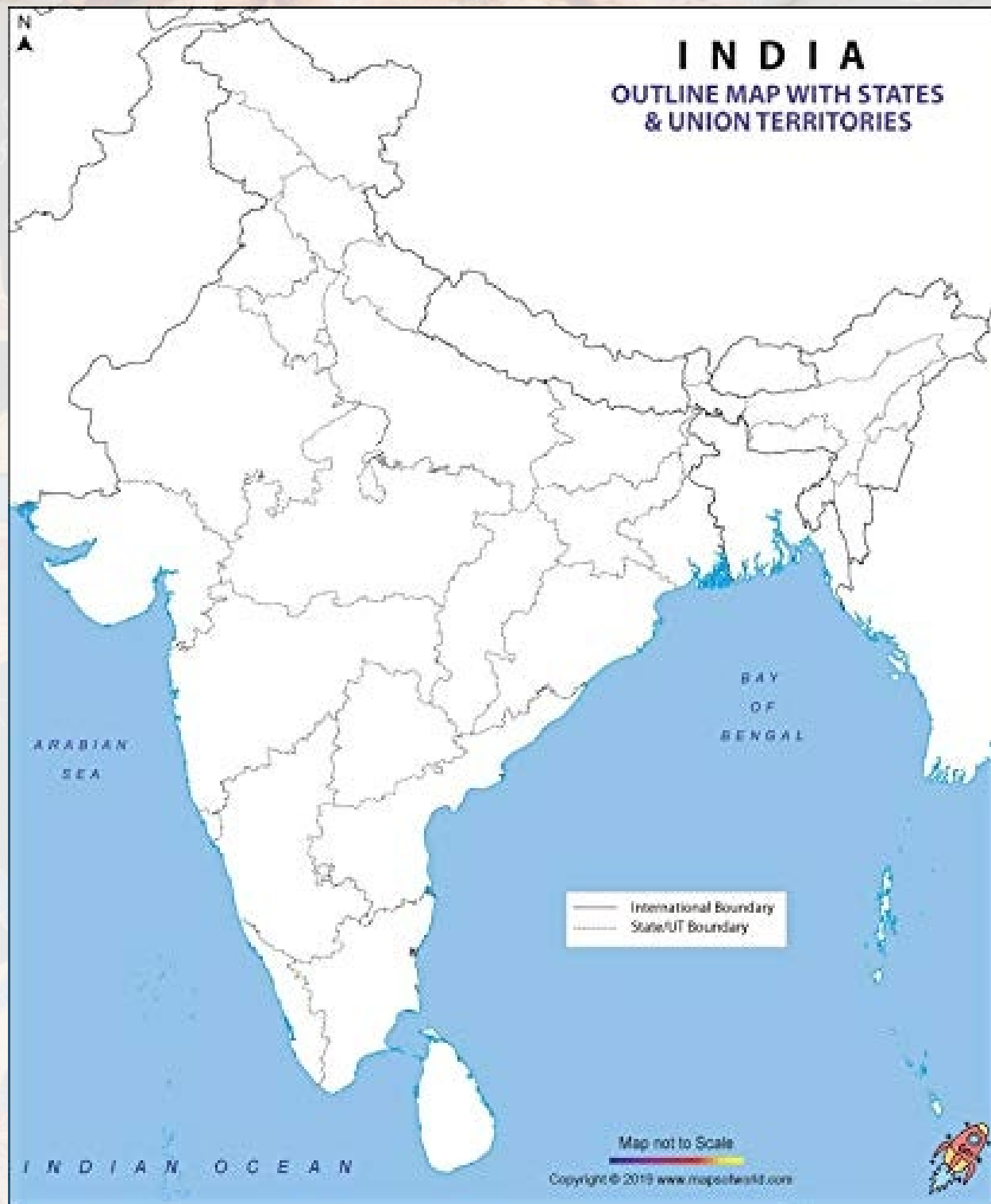
Q.2. If you want to participate in any movement, how will you convince your parents to let you participate in the movement? Write the arguments you will give in your support.

Q.3. What was the role of Non-Violence in India’s struggle for freedom?

Q.4. Mark Champaran, Kheda, Ahmadabad and Chauri Chaura on the map of India?



Source -Textbook



Social Science (History)

Worksheet :- 23

Date :- _____

The Making of the National Movement : 1870s to 1947

LEARNING OUTCOMES-

1. By doing this worksheet students would be able to understand how India got its independence and suffered pain of partition of the country.

PARTITION OF INDIA

The league called for a "Direct Action Day" on 16th August 1946 to assert the demand for Pakistan. Riots broke out in Calcutta. Thousands of people were killed and riots spread to other places as well. The country moved towards violence and division.

India got its Independence on August 15, 1947 but a huge price was paid in terms of its partition. Crores of people became home less, millions were killed and the map of India changed. India and Pakistan became two independent Nations.

Timeline:-1930-1947

1929-Passing of Poorna Sawaraj Declaration

26th Jan.1930-First Independence day was celebrated Gandhiji broke the salt law and started Civil Disobedience Movement.

1935-Passing of Govt. of India Act. Beginning of Provincial Autonomy.

1937-Provincial elections held and Congress formed government in 7 out of 11 provinces.

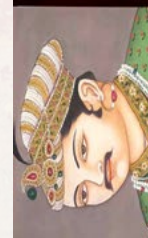
1939-Second World War broke out. Resignation of Congress ministries for the demand of freedom.

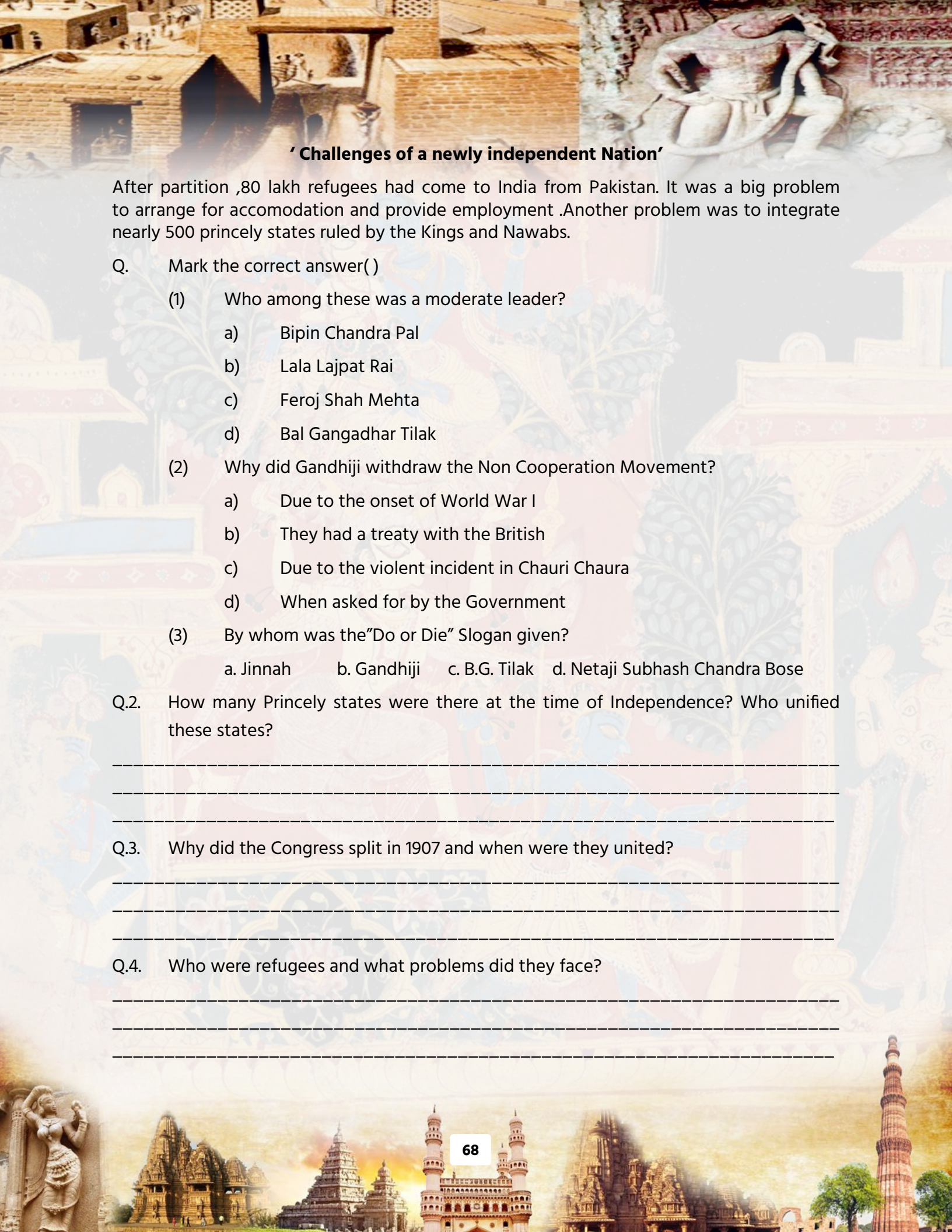
1942-On 8th August Quit India Movement started .

1945-Second World War ended.

1946-Failure of cabinet Mission plan. Outbreak of communal riots in Calcutta.

1947-Independence and Partition.





‘Challenges of a newly independent Nation’

After partition ,80 lakh refugees had come to India from Pakistan. It was a big problem to arrange for accomodation and provide employment .Another problem was to integrate nearly 500 princely states ruled by the Kings and Nawabs.

- Q. Mark the correct answer()
- (1) Who among these was a moderate leader?
- a) Bipin Chandra Pal
 - b) Lala Lajpat Rai
 - c) Feroj Shah Mehta
 - d) Bal Gangadhar Tilak
- (2) Why did Gandhiji withdraw the Non Cooperation Movement?
- a) Due to the onset of World War I
 - b) They had a treaty with the British
 - c) Due to the violent incident in Chauri Chaura
 - d) When asked for by the Government
- (3) By whom was the“Do or Die” Slogan given?
- a. Jinnah b. Gandhiji c. B.G. Tilak d. Netaji Subhash Chandra Bose
- Q.2. How many Princely states were there at the time of Independence? Who unified these states?

Q.3. Why did the Congress split in 1907 and when were they united?

Q.4. Who were refugees and what problems did they face?



Social Science (History)

Worksheet :- 24

Date :- _____

After Independence

LEARNING OUTCOMES-

1. After doing this worksheet students would be able to understand the process of constitution making and its effect.

India’s total population in 1947 was 34.5 crores. It was also divided between high castes and low castes. People fought with each other on the basis of castes and religion. Farmers and peasants depended on the monsoon for their survival. Barbars , carpenters, weavers and other service groups also suffered because they were also depended on farmers income. The new nation had to lift its masses out of poverty by increasing farm produce and by promoting new job creating industries. Unity and development had to go hand in hand.

Ques:-At the time of Independence what were the main challenges before the Nation?

Ques:-Explain about interdependence in rural India.

“Constitution Framing”

Between December 1946 and November 1949,299 members of the Constituent Assembly framed the large constitution of India.

The task of framing of The constitution of India was completed on 26th November 1949 and implemented on 26th January 1950.

Dr. B. R. Ambedkar was the president of Drafting commitee in the Constituent Assembly. The main features of the Constitution are Universal adult franchise, religious freedom, equality before the law,law against untouchability.

All Indians above the age of 21 years were allowed to vote. The powers of the Central Government and State Government were decided. The powers were divided between legislature,executive and judiciary. Central Government has given enormous power for the well being of the country as a whole.

In the Union list, subjects such as taxes, defence and foreign affairs were kept.

In the State list, subjects such as education ,health and sales tax were kept .

In Concurrent list, subjects such as forest, agriculture, pollution control and family planning were kept.

Activity:- Suppose you were student at the time of constitution writing. Being concerned about social equality, Write a letter to the Constituent Assembly to include three measures suggested by you to establish social equality.

Q.1. Write names of two subjects included in the Concurrent list?

Q.2. When was our Constitution adopted and when did it come into force?

Q.3. _____ was the chairman of the Drafting Committee;

- a. Dr.Rajendra Prasad b. Bal Gangadhar Tilak
c. Pt.Jawahar lal Nehru d. Dr.B.R.Ambedkar

Q.4. At the time of Independence, Indian agriculture depended on _____

- a. Canals b. Tube wells
c. Rain d. Dams

Q.5. Number of members in the Constituent Assembly was _____

- a. 399 b. 305
c. 190 d. 299

Activity:- Frame guidelines acceptable to everyone to maintain sanitation and smooth conduct of your classroom.

Social Science (History)

Worksheet :- 25

Date :- _____

After Independence Drafting of Constitution

LEARNING OUTCOMES-

1. By doing this worksheet students would be able to understand about the process of reorganisation of states after independence and the role of planning commission in the development of the country.

Drafting of Constitution

Reorganisation of States

The Indian National Congress had promised that each major Linguistic group would have its own Province. Congress could not honour this promise because India had been divided on the basis of religion. Government worried that it might further divide the country on the basis of language. Going back on their promise created great disappointment. The strongest protest came from south India for separate linguistic states. When Nehru went to campaign there, during the general elections of 1952, Black flags were shown and slogans raised “We want Andhra”. In October of that year,a veteran Gandhian named Potti Sriramulu went on hunger strike demanding the formation of Andhra State. He attracted huge support of people. After fifty eight days of fast,he died. The protests were so widespread and intense that the government was forced to give into the demand. Thus on 1st October 1953, the new state of Andhra came into being, which later became Andhra Pradesh. After the creation of Andhra , other linguistic communities also demanded their own states. A state reorganisation commission was setup which submitted its report in 1956.On the basis of this report ,states were reorganised in India.

Q:- Who died after hunger strike demanding a State on the basis of language?



Q:- Why was State Reorganisation commission setup?

Q:- How many States and Union territories are there in India now?

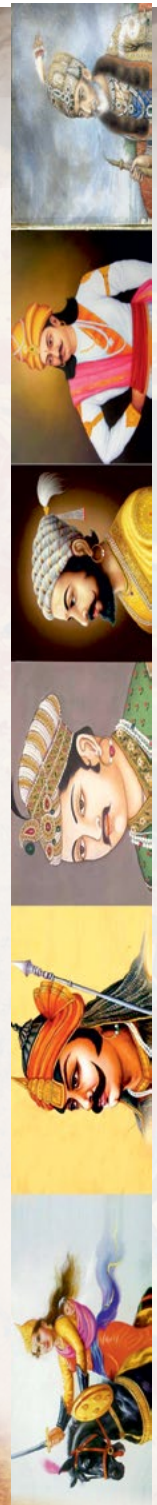
Q:- Does Language diversity help in integration or breaking apart?

In 1950, the government setup a ‘Planning Commission’ to help design and execute suitable policies for economic development. Prime Minister is the Chairperson of Planning Commission. Name of this commission has now been changed to ‘Niti Ayog’.Government decided to adopt the model of Mixed economy. Both the state and the private sector would play important and complementary roles in increasing production and generating jobs.

The first five year plan focused strongly on the development of agriculture, infrastructure and increasing the production of grains.

In 1956, the second five year plan was formulated. This focused strongly on the development of heavy industries such as steel and building of large dams.

Q:- What was the main aim of the second five year plan?



Q:- What is the role of Planning Commission? Who is the Chairperson of the Planning Commission?

Q:- Fill in the blanks:-

- a. An economy in which state and private sector both play a major role is called as ____
- b. _____ death sparked the demand for the bifurcation of Andhra on linguistic basis.
- c. The Government set up _____ in 1950 for the development of the country.
- d. The States Reorganisation commission submitted its report in _____

What we Learnt:-

Our country got freedom after fighting centuries for it. All citizens got the right to vote. Arrangements were made for the weak and suppressed to become equal. The model of mixed economy was adopted. The country has made significant developments through five year plans. But inequality still persists. The country has succeeded in establishing democratic ideals despite challenges in the way of progress.

Social and Political Life

Social Science





SOCIAL SCIENCE

Worksheet :- 1

Student's Name - _____

Indian Constitution

LEARNING OUTCOMES-

After completing this worksheet, students -

- Understand the social and political issues in their area according to the constitution and will be able to explain the fundamental duties with suitable examples.

Our Fundamental Rights

Activity 1

Read the following sentences carefully and tell if the activities mentioned should be done or not.

1. Some people are not allowed to enter the temple just because they belong to a particular caste.
2. You are barred from speaking your mind at the Children's Assembly.
3. A 13 year old child of your age is not sent to school but made to work in a tea shop.
4. You are asked to follow a particular religion only.
5. You were made fun of for wearing a special outfit to celebrate your festival or in a celebration.
6. A person is prevented from going to court to seek justice.

If according to you all the above activities are wrong, then you are absolutely right. All the above sentences are examples of violation of our fundamental rights.

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Activity 2

Such rights which are considered very essential for our life, they are called Fundamental Rights. We have got these from the Constitution and they cannot be taken away.

Let us see what our fundamental rights are.

Right to Equality	All persons are equal before the law. No person shall be discriminated against on the basis of his religion, caste, language, sex etc.
Right to Freedom	All individuals have certain freedoms, such as to move around, to form meetings/organizations, to self-expression and to speak, to choose any occupation
Right against Exploitation	Human-trade, forced labor, and children below 14 years of age cannot be made to work
Right to religious freedom	Everyone is free to follow and propagate any religion
Cultural and Educational Rights	They can open their own educational institutions to protect and develop their education and culture.
Right to Constitutional Remedies	Can go to court to protect fundamental rights.

Which of the fundamental rights are being violated in the following circumstances, fill in the table.

Even after doing the same work in a factory, women are paid less than men.	
A state has banned the entry of persons coming from other states.	
The zamindar in the village makes the poor people work on his fields without giving them wages.	
You are prevented from celebrating the festivals of your choice.	
You are made fun of for speaking in your regional language	

Now let’s think.

- What is the difference between fundamental rights and other rights?

- What are the measures to protect Fundamental Rights?

- Which of the fundamental rights do you consider to be the most important right and why?

- What will you do as a citizen/student if someone’s fundamental rights are being violated in your neighborhood or school?

Discuss with your peers.

- Why are fundamental rights necessary for the development of a citizen?
- What will happen if our fundamental rights are taken away?

New words

Forced Labor - Getting work done without paying wages.





SOCIAL SCIENCE

Worksheet :- 2

Student's Name - _____

Indian Constitution

LEARNING OUTCOMES-

After completing this worksheet, students -

- Understands the social and political issues in their area according to the constitution and will be able to explain the fundamental duties with suitable examples.

Our Fundamental Duties

Activity 1

Today Rahul is very happy, because he is going to travel from Delhi to Jaipur by train. As soon as he sat in the compartment of the train, he saw that some seats of the coach were broken. Some other items were also broken at places. When he went to the toilet, he saw some items were missing there too. On the way, some people pulled the chain and stopped the train. They got down and fled. Rahul was thinking why do people steal or break the goods in trains?

Rahul visited many places in Jaipur. While visiting a fort, he saw some boys scratching the wall with stones and writing their names on it. Some were making the walls dirty by spitting here and there. Rahul got very sad seeing all this.

He came back to Delhi and asked his teacher why do people do such things? The teacher told such actions go against our constitution. Rahul was very surprised to hear this and started asking whether all this is also written in our constitution. The teacher smiled and said - yes, fundamental duties for citizens are also written in our constitution. Which is the religion of every citizen to follow. It is our fundamental duty to protect public property and preserve the national heritage. Now Rahul got more curious. He asked- Sir, what other fundamental duties do we have? The teacher said that 11 fundamental duties have been mentioned in our constitution, some of which are as follows:

1. To abide by the constitution, respect the national flag and the national anthem.
2. Adhering to high ideals.

3. To try to maintain the unity of India.
4. To protect the country.
5. To respect women and to have a sense of harmony and brotherhood for all people.
6. To protect lakes, rivers, forests and wild animals.
7. To protect public property and abstain from violence.
8. It is the duty of parents to send their children in the age group of 6 to 14 years to school.

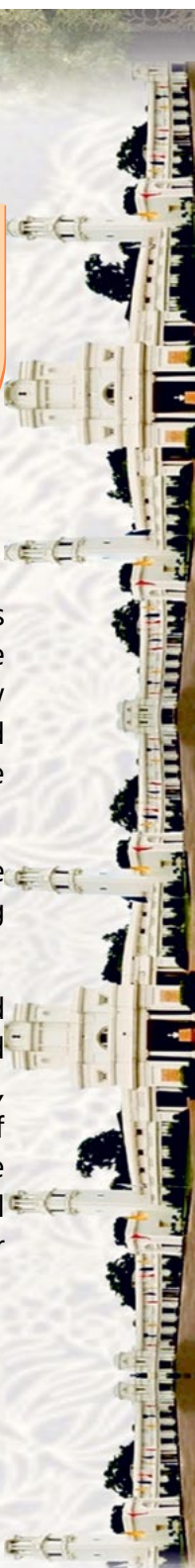
Rahul decided that he would become an ideal citizen and would follow the fundamental duties.

Let's consider

- Why was Rahul sad? What would have you done if you were in Rahul's place?

- What are the Fundamental Duties? Which duties are mentioned in the Constitution of India?

- What is public property?





SOCIAL SCIENCE

- How can the unity of India be maintained? Write your opinion.

Activity 2

What are your duties as a student?

Look at the following examples.

- During the national anthem in the school, some children keep moving.
- Some children damage the plants and trees in the school.
- Some children break the benches and fans in your class.
- Some children make fun of a child who came to study from another state in your class.
- Your neighbors do not send their children to school and take them with them for wages.

Discuss with your peers.

Why should we follow Fundamental Duties? Who would be benefitted/ harmed if the fundamental duties are not followed in above mentioned case and how ?

New Words

abide – accept,
harmony – agreement,
abstain – withdraw



Worksheet :- 3

Student's Name - _____

Secularism

LEARNING OUTCOMES-

- Students will be able to understand the social and political issues in their area in the light of the Constitution of India.

Understanding Secularism

Activity 1

- Imagine that you live in an area where you do not have the freedom to celebrate your festivals. How would you feel, and why?
- You want to take a house on rent in an area of Delhi, but because of your religion no one wants to give the house. How would you feel?

The above examples are of religious discrimination. Can there be more such examples? Discuss with your peers.

Activity 2

The preparations for Dussehra festival are going on with great pomp in Ravi’s colony. Ravi also joined the group of boys of his locality to bring the effigy of Ravana. When they went to the market, Ravi saw that many Muslim artisans were engaged in making effigies. Ravi was very surprised to see this. Artisans said that they also make idols for Durga Puja, Saraswati Puja and Ganpati Puja. They went to a shop to fill firecrackers in the effigy. That shop belonged to a Sikh. Ravi was surprised to see how many people of different religions help in celebrating the festivals of Hindus.

- You too must have celebrated many festivals and you must have seen people of other religions celebrating various festivals around you. Which festivals do you like the most? Make a list of festivals of your choice.
- Which of the following religious places have you visited?

Temple [] Mosque [] Gurdwara [] Church [] Other religious places []





- Look at the annual calendar of your school holidays. How many of those holidays are related to festivals of different religions? Write in your copy.

The above examples are of religious harmony and freedom. You can celebrate any festival. You can go to any religious place. The government also includes all religions in the annual holidays without any bias, so that people of all religions can celebrate their festivals with pomp.

Activity 3

Children, you know that India is a land of diversities. People of many religions live here. Religious freedom in the Indian Constitution means: All people have the right to profess and propagate any religion. India is a secular country. It means that the government will not promote any one particular religion and will treat people of all religions equally. The government will not interfere in religious matters.

The government stays away from matters of religion. The government can make laws to remove religious evils.

Let us understand this with some examples.

- The government exempts people of Sikh religion from wearing helmets while driving.
- The government makes laws on the issue of triple talaq for the people of the Muslim community.
- The government declares child marriage and the practice of Sati illegal.
- The government prohibits caste discrimination in Hinduism.

Are the above examples in line with secular principles or not? The Government of India also keeps distance from religion and also interferes in it. This may sound like a confusing thought. Discuss with your peers about the role of government in secularism. You can also take the help of some more examples for discussion.

Let's think now.

- If people of any religion say that their religion gives permission to kill a new born baby, will the government intervene or not? Give reasons in support of your answer.

- You want to celebrate your religious festival in school, but your teachers do not allow you to do so. Is this an example of secularism or not? Give reasons in support of your answer.

- People of all religions live together in India. Do you agree with this statement? Give an example.



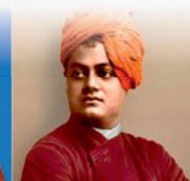
- Show religious unity in India through various types of prayers, pictures or poems etc.

New words

Evils - Harmful customs,

pomp- celebration,

effigy- a sculpture or model of a person.





SOCIAL SCIENCE

Worksheet :- 4

Student's Name - _____

Why do we need Parliament?

LEARNING OUTCOMES-

After completing this worksheet, students -

- 1. Understand the process of election of members of Lok Sabha.
- 2. Show their parliamentary constituency on the map of India.

Process of election of Lok Sabha

Students, you know that we have a democratic government system in our country. Often you must have heard that in a democracy the people choose their own government. Can you tell how the people elect the government?

Parliament has two houses- Lok Sabha and Rajya Sabha. The people elect the members of the Lok Sabha. Let us understand the process of Lok Sabha elections. Representatives from all over the country are elected to the Lok Sabha. For this the entire country has been divided into 543 constituencies. One representative is elected from each region. These representatives are elected for 5 years. They are elected on the basis of ‘universal adult suffrage’. Which means, all persons of 18 years of age and above have the right to vote. The person who gets the most votes is considered the winner. All the elected representatives represent their respective areas. They are called public representatives, Member of Parliament or MP. Earlier Two members are nominated by the President from the Anglo-Indian community. Seats discontinued by 126th constitutional Amendment Bill of 2019. Thus the total number of members of Lok Sabha is 545. Elections to the current Lok Sabha were held in the year 2019.

Fill in the blanks based on the above.

The entire country is divided into _____ constituencies for the Lok Sabha elections. _____ representative is elected from each region. These representatives are elected for _____ years. They are elected on the basis of _____. All the elected representatives _____ of their respective areas and are called _____ or _____.

Let’s think

For which part of the parliament do the people vote for?

What is Universal Adult Suffrage?

The President nominates the members of which community to the Lok Sabha?

What is the constituency?

Show your parliamentary constituency on the map of Delhi.

When were the elections for the current Lok Sabha held and when will the elections for the next Lok Sabha be held?



(Map of Delhi)





SOCIAL SCIENCE

Worksheet :- 5

Student's Name - _____

Why do we need Parliament?

LEARNING OUTCOMES-

After completing this worksheet, students -

Understand the process of formation of government.

Process of formation of government

Let us now see how the government is formed? The two organs of the Indian Parliament are the Rajya Sabha and the Lok Sabha. The members of the Lok Sabha are directly elected by the people. That is why being the people’s representatives, the government is also formed from the members of the Lok Sabha. The political party which has the maximum number of members winning the election is called the party with the majority. For any party to get a majority, it is necessary to get at least 272 seats in the Lok Sabha. The leader of the majority party in the Lok Sabha forms the government. Other parties play the role of the opposition. The ruling party is headed by the Prime Minister, who chooses ministers from among the MPs of his party. These ministers help the Prime Minister in running the government and take charge of various ministries like health, education, defence, finance etc. When no single party gets a majority, it forms a government with other parties, which is called a coalition government.

In the current Lok Sabha elections, (2019) the Bharatiya Janata Party got 303 seats in the Lok Sabha and the government was formed under the leadership of Shri Narendra Modi. The Congress party became the second largest party with 52 members winning the elections. Congress is playing the role of the opposition party.

let’s consider

Why is the Lok Sabha a powerful house?

Which political party gets the opportunity to form the government?

What are opposition parties?

What is a coalition government?

Which political party has majority in the current Lok Sabha and which party is in opposition?





SOCIAL SCIENCE

Worksheet :- 6

Student's Name - _____

Why do we need Parliament?

LEARNING OUTCOMES-

After completing this worksheet, students -
Understand the function and role of Parliament in a democratic system.

Functions of Parliament



MPs are also called public representatives which means- representatives elected by the people. Because in a democracy the people are supreme, so their representatives also have many important powers.

Indian Parliament performs many important functions. The Prime Minister, Ministers and President together form the Executive (Government). The Parliament keeps a close watch on the work of the government. An important function of Parliament is to control, guide,

ask questions and obtain information from the government. Parliament makes laws for the country. Parliament passes the budget of the country. Not a single penny can be spent without the approval of the Parliament. Opposition parties bring the shortcomings of the policies and programs of the government to the public and mobilize public support for their policies.

let’s consider

Who are the public representatives? Give meaning in your own words.

Mention any three functions of Parliament?

What do opposition parties do?

Discuss with your peers

How does the Parliament monitor the work of the government? Discuss the functions and role of opposition parties in a democracy.

New words

Coalition- It refers to the then group or alliance of parties.





SOCIAL SCIENCE

Worksheet :- 7

Student's Name - _____

Why do we need Parliament?

LEARNING OUTCOMES-

- After completing this worksheet, the students -
- Explain clearly the functions of different levels of governments.

Differences in the functions of the Federal Government and the State Government

Activity 1

Students, you know that we have a democratic government system in our country. Here we elect our representatives at many levels, such as Councillors for local governments, **legislators** for the state and **MPs** for the Lok Sabha, all are elected by voting. Do you know that all of them work in your area but their work and rights are different. The constitution has divided the functions between the center and the states. The functions mentioned in the state list belong to the **state** and those in the **federal list** belong to the **central government**. Due to the clear division of tasks, there is no dispute between them. The subjects of national importance are kept in the federal list and the subjects of state importance in the state list, such as defense of the country, relations with foreign countries, Indian Railways, finance etc. are in the federal list. Subjects like trade, prison, agriculture, irrigation, education are in the state list. Some of the subjects in the state list have been given to the local governments such as cleanliness, provision of drains, primary health, primary education, etc. Apart from these two lists, there is another list which is called **Concurrent List**. Both the central and state governments can make laws on the subjects of this list. The subjects which do not come under any list are called **residuary subjects**. The central government has the power to make laws on these subjects.

Central List	State List	Concurrent List	Residuary Subjects
Centre Government	State Government	Centre and State Government	Centre Government

Let's Consider

- How has the work been divided among the different governments?

- What is the difference between the functions of the State Government and the Central Government?

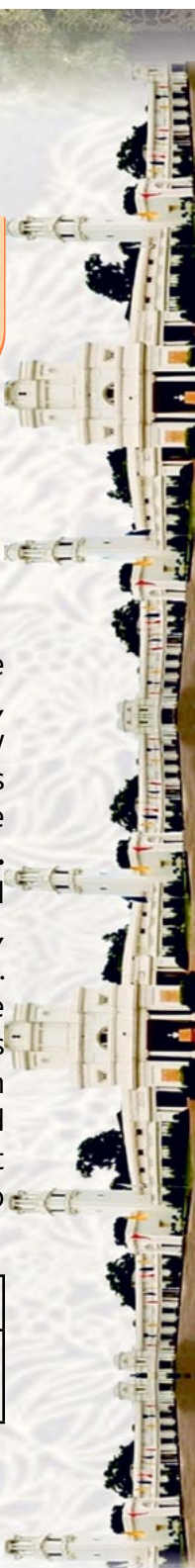
- Pick the functions given below and write them under the level of government they belong to:

Defense of the country, relations with foreign countries, Indian Railways, banks, trade, prisons, agriculture, irrigation, education, cleanliness of roads, system of drains, primary health, primary education.

Federal Government	State Government	Local Government

- Write the names of the people's representatives of your area in the following table.

Member of parliament	Legislator	Councillor





SOCIAL SCIENCE

Activity 2

Worksheet :- 8

Student's Name - _____

Write which government will do the following work?

(Federal Government, State Government, or Local Government)

- Trade Agreement between India and Nepal. _____
- Get the drains and roads paved in your colony. _____
- Launch of new 1000 ₹ note. _____
- Opening of a new school in Dwarka, Delhi for class 12th. _____
- Picking up garbage from houses in your colony. _____
- Starting of new bus service between Old Delhi Railway Station to Rohini. _____
- Starting of new train service between Delhi to Ajmer. _____
- Maintaining peaceful relations with China. _____

Discuss with your peers.

1. What are the benefits of dividing tasks among various levels of governments?
2. People not only use elections to express their agreement or disagreement on the actions of the government, but they also adopt other avenues. Can you tell 3 ways like this through a short play?

New Words

Democracy - Rule of the people

Understanding of Laws

LEARNING OUTCOMES-

After completing this worksheet-

- Students will be able to describe the process of making laws. (eg, Domestic Violence Act, RTI Act, RTE Act.

Students, when we go to school, we also have to follow some rules of the school. Like going to school on time, going to school in uniform, having lunch at proper time etc. Similarly, all the citizens of the country also have to follow some rules so that other citizens of the country can live together in a peaceful manner. These rules which we call law sare made by our parliament. All citizens are equal before these laws, irrespective of caste, religion, sex, colour, whether rich or poor.

Can you tell about any such law which is related to common citizens?

Activity - Let's find out

In the given paragraph,some laws have been talked about. Choose the correct one and write it against the sentence given below.

Before independence in our country, a law named Rowlatt Act-1919 was made by the British, according to which citizens were sent to jail without any reason. Let us know some of the laws after independence. Such as- Domestic Violence Protection Act-2006 for protection to women, Hindu Succession Act-2005, Right to Information (RTI)-2005 to get information from the government and Right to Education (RTE)-2009 was made for free and compulsory children between 6 to 14 years.

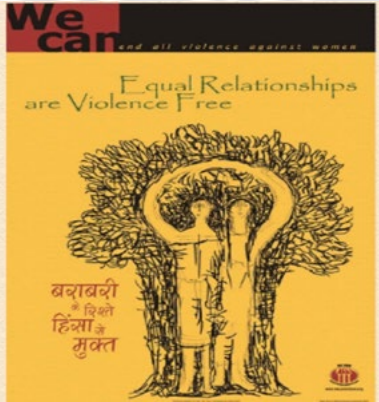
S.No	Sentences	Names of laws
1	To get available information about government work and rules to the citizens.	
2	According to this law, all three sons, daughters and mother can get equal rights in property.	
3	According to this law, it is a legal offense to assault, abuse, etc. women in a domestic relationship.	





4	To provide free and compulsory education to all children in the age group of 6 to 14 years	
5	The law made during British rule, according to which Indians should be imprisoned without any reason	

Just think: How are these laws made?



Activity - Let's find out

Sometimes some people in the society raise their voice to make a particular law. Then this voice starts reaching the people through TV, radio, newspaper, internet etc. Such matters are discussed in the Parliament. After discussion, it is passed by both the houses in the form of law. When signed by the President, it becomes a law and becomes applicable throughout the country.

Come, try it out - How did the Domestic Violence Act 2006 become a law ?
Write these sentences in the correct order-

S. No.	Sentences in mixed order	Write these sentences in the correct order
	Implementation of the law in the whole country after the President signs it.	
	The reach of this voice to the Parliament and the making of a law for the protection of women in the Parliament.	
	Raising voice against exploitation along with other women if the woman is not satisfied with the advice	
	The women taking advice by telling her problem to the government office, lawyer etc.	

Q.1 What rights do women get by Domestic Violence against women law?

Q.2 Why is the law necessary for the citizens of the country?

Q 3. Do you think if men and women can have equal access to rights?





SOCIAL SCIENCE

Worksheet :- 9

Student's Name - _____

Role of Judiciary

LEARNING OUTCOMES-

After completing this worksheet, students -

- Students will be able to describe the working of the judicial system in India.

Our country India is governed by law. That is, here all people are considered equal before the law. Law is at the top. When a person violates the law then that person has to go through a legal process so that justice is done. In this system there are many courts where any citizen can approach for justice. The judiciary also plays an important role in maintaining the system of Indian democracy.

Can you tell what are the functions of the judiciary?

Activity - Let's find out

The work of the judiciary can be broadly divided into the following parts-

1. Settlement of Disputes- It includes the process of resolving disputes between citizens, citizens with the government, between two states, between the central and state governments.
2. Judicial Review- According to this, if any law passed by the Parliament violates the basic structure of the Constitution, then the court can set aside that law. This process is called judicial review.
3. Protection of law- Any citizen of the country feels that his fundamental rights have been violated, then he can go to the Supreme Court or High Court to protect his rights.



Just Think – Can the judiciary give a wrong decision under the pressure of a powerful institution?

No, because in our country there is a system of independent judiciary.

Now you will learn, what is this independent judiciary?

Independent Judiciary- The Constitution of India has kept the judiciary separate from the legislature and the executive. This means that other branches of the state like the legislature and the executive cannot interfere in the work of the judiciary. The courts are not under the government. Nor does it works on behalf of the government. That is why, once a judge is appointed, it is also very difficult to remove him.

Q.1 Which disputes are settled in the judiciary?

Q.2 How does the judiciary protect the law?

Q.3 What do you understand about an independent judiciary?

Q.4 Do you think courts are necessary? If yes, why? If not, why not?





SOCIAL SCIENCE

Worksheet :- 10

Student's Name - _____

Role of Judiciary

LEARNING OUTCOMES-

After completing this worksheet -

- Students will be able to describe the working of the judicial system in India.

There are many such issues and disputes in the country for which people have to go to court. But many times it is not known which court to go to for which dispute?

Can you tell how many types of courts are there in our country?



Activity - Let's find out

There are courts at three different levels in our country These are as follows-

1. District Court at District Level -

Every state of the country is divided into districts. There is a district court in every district. The District Judge sits in these courts. District courts are the lowest level courts. These courts are usually at the district or tehsil level or in a city.

2. Courts at the State Level -

There is a High Court of the State. It is the highest court of its state. Mainly, every state has a high court of the state.

3. Courts at the National Level-

The Supreme Court is the highest court in the country. It is located in New Delhi.

The Chief Justice of the country is the head of the Supreme Court. The decisions of the Supreme Court have to be obeyed by all the other courts of the country.

Just think - How do so many cases get settled in the courts?

Court cases can be of two types:-

1. Criminal or criminal cases-

In this, such cases have been kept which are considered as offenses in the eyes of law. For example- stealing, harassing for dowry, killing etc. In such cases FIR is first registered. After this the police investigates the crime and files the case in the court. If a person is found guilty, he can be sent to jail and can also be fined.

2. Civil or civil matters -

It deals with the violation of the rights of a particular person or matters related to financial matters. For example sale of land, purchase of things, rent, divorce etc. In this, a petition is filed in the court on behalf of the affected party. For example, if there is a dispute between a landlord and a tenant, the landlord files a petition.

Did you know that the mid-day meal that children get in all government and government-aided schools were also arranged by the judiciary after hearing a Public Interest Litigation (PIL).

Q.1 What do you understand about district level courts?

Q.2 How is the Supreme Court different from the District Courts?

Q.3 What is the difference between civil and criminal cases?

Q.4 According to law, if a thief steals, what do the police and the court do?

New Words:-

- Public Interest Litigation- A petition filed in the court for the interest of the public.
- Issues/Disputes:- Matters for which people go to court for resolution.





SOCIAL SCIENCE

Worksheet :- 11

Student's Name - _____

Our Criminal Justice System

LEARNING OUTCOMES-

After completing this worksheet, students -

- Understand the role of various stakeholders in the criminal justice system.

Procedure for filing an FIR

Activity 1

What do you do when you see a crime happening around you?

Right - let the police know. You must have also seen in the movies that the police register the report and arrest the accused. Do the police also decide whether the accused is really a criminal or not?

Let us see the role of police in the criminal justice system and how it works?

In any case, the victim is the first to file a First Information Report (FIR) with the police. The FIR contains the date, time, place, basic facts of the incident and details of the incidents and the names of the perpetrators and witnesses. The name and address of the person who filed the FIR are also written. Only then the police can start its action. Visit the scene of the incident – Search and arrest the accused person – Investigate and collect witnesses and evidence. After that it is the job of the police to file the charge sheet in the court.

The arrested persons have some fundamental rights.

- At the time of arrest, he has the right to know for what reason the arrest is being made.
- Right to appear before Magistrate within 24 hours of arrest.
- The right to avoid any form of abuse or torture during arrest or in custody.

- The statement made in police custody cannot be used as evidence against the accused.
- A child below the age of 15 years and a woman cannot be called to the police station for asking questions.

Now let’s think.

What is a First Information Report (FIR)?

- What is the role of police in investigating crime?
- Why can’t the statement given in police custody be used as evidence against the accused?
- What are the rights of arrested people?

On the basis of your understanding write in the table who these people are.

The Victim	
Criminal	
Witness	

Activity 2

After this stage the court proceedings begin. This includes public prosecutors, defense counsel and judges. You must have seen court arguments in films many times.

A fair trial requires that all persons be given a chance to defend themselves. If a poor person cannot procure a lawyer for himself, then it is the responsibility of the state to provide a lawyer as per Article 39-A of the Constitution. Equality before the law also means that every citizen, irrespective of class, caste, religion and ideological belief, should be given the right to a fair trial. On the basis of the arguments of the lawyers of both the parties, the evidence presented and the statement of witnesses, the judge gives the verdict. If the accused is found guilty, he can send the guilty person to jail or impose fine or give both types of punishment together in accordance with the provisions given in the law. Innocent persons are let off.





SOCIAL SCIENCE

Worksheet :- 12

Student's Name - _____

Understanding Marginalization

LEARNING OUTCOMES-

Understanding the causes and consequences of marginalization in your area.

After completing this worksheet, students -

- Will understand the meaning and causes of marginalisation.
- Will understand the marginalization of tribal communities.

Tribals and Marginalization

(Chanda and Kamala, class VIII girls talking to each other)



Kamala: Oh! Look at this new girl! Ever since she has joined our class, she remains aloof from everyone. Doesn't even talk to anyone.

Chanda: She has come from the state of Orissa. Her language is also different.

Kamala: Yes, I heard that she belongs to a tribal community. I don't know, who are the tribals?

Chanda: Oh! You didn't read the book? It is written in it. The word 'Adivasi' means 'native'. These are communities that have lived in the forests for hundreds of years and are still living in the same way. They used to be very happy. They had complete control over forest wealth, such as precious timber, herbs, animal products, wax, rubber, honey and wild animals such as elephants. But today they are victims of marginalization.

Kamala: (surprised) Marginalization! What is this?

Chanda: Let me explain it to you with an example. When you write in your copy, while writing, you leave the left-hand side of the line blank in the page. The entire page is filled, but that side of the line is left blank. That empty part is the 'margin'.

Kamala: I don't understand. Tell me clearly, what are you trying to say?

Chanda: When our society was progressing, this community then remained 'on the margins'. The benefits of development did not reach them due to which these people were left behind in the race for a better life. Because of their marginalization, they are also called 'victims of marginalization' or 'marginalized group'.

Kamala: So what! They are the lords of the forest.

Now let's think.

- What is meant by fair trial?
- What are the functions of the following parties in the criminal justice system?
Police, public prosecutor, defense lawyer, judge.

Discuss with your peers.

- If only one person does all the work of the criminal justice system, do you think that the victims will get justice? If not, why?

New Words

Misbehave – behave badly, Supervise - Manage,

Impartially – Fairly,

Prejudice - Bias





Chanda: No, their forests have also been taken away from them. The government, private companies and some greedy people have removed them from the forests in the name of various development projects like extraction of precious metals from the land (mining operations), forest and wildlife conservation, various dam projects, timber etc. Now they are forced to work in the cities.

Kamala: This is a very bad thing. But I have seen on television the tribals in colorful costumes, dancing, singing and happy.

Chanda: Yes, that is their traditional dress which they wear on some special occasions. But they don't always stay like this. This is a stereotype, seeing which people, have a wrong concept about them.

Kamala: How do you know so much about the tribals?

Chanda: I am from Jharkhand State. There are many tribes living in my state too and some of them are very good friends of mine.

Kamala: (Cheerfully) Now I understand. Let's go talk to that girl and make her our friend too.

What was your understanding based on the above conversation?

- What do you understand by the term marginalization? Write two or three sentences in your own words.

- Why are the tribals constantly being pushed to the margins? Give two reasons.

- What is the general perception of the people about the tribals?

- Name five products that come from forests and which you use at home.

State which of the following concepts regarding tribals are true, and which are false.

- The tribals are still the masters of the forests. _____
- Tribals always dance and sing in colorful costumes. _____
- Tribals have a good knowledge of wild herbs. _____
- Tribal communities do not like development and progress. _____
- Today tribal people are victims of marginalization. _____



Describe the above picture in your own words.



SOCIAL SCIENCE

To do something

- Collect more information about the tribals, such as pictures related to them, their customs, culture, festivals, lifestyle, their condition in the cities, work (business), etc.
- Which state do you belong to? Name some tribal communities of your state.
- Have you seen any person or family in your neighborhood who is a victim of marginalization? Talk to the person/family and find out the reasons for their marginalization.

Worksheet :- 13

Student's Name - _____

Understanding Marginalization

LEARNING OUTCOMES-

Understanding the causes and consequences of marginalization in your area.

Minorities and Marginalization

Activity 1

You know that people of many religions live in India. Indian population follows many religions: Hinduism, Islam, Buddhism, Christianity, Sikhism, Jainism etc. Since the number of people following the Hindu religion is the highest, they are called the majority. People of other religions are called minorities. Minority means few (less) in number.

Given below are some data from the 2011 census relating to people of different religions in India.

Followers of various religions (in Percentage)

Religion	Hindu	Muslim	Christian	Sikh	Buddhist	Jain
Followers	79.8	15.23	2.3	1.72	0.7	0.4

Literacy Rate in Different Religions, 2011 (in Percentage)

Total	Hindu	Muslim	Christian	Sikh	Buddhist	Jain
74	63	57	74	67	71	86

Basic Amenities, 2008- 2009

Religious Community	House	Electricity	Tap Water
Hindu	65.4	75.2	43.7
Muslim	63.8	67.5	35.8
Christian	69.3	86.2	48.0
Sikh	91.3	96.0	49.3

(Source: Above data is taken from NCERT Class 8 Textbook Chapter - Social and Political Life, pages 88-89)





SOCIAL SCIENCE

Worksheet :- 14

Student's Name - _____

Answer the following questions by looking at the data carefully.

- 1 Which religion has the largest number of people and which has the least?
- 2 Which religion has the highest and which has the lowest literacy rate among people?
- 3 Which religious community has the most and which has the least basic amenities?

Activity 2

In Activity 1, you have seen that among the minority communities, the Muslim community has the lowest literacy rate and even the basic facilities are available to only a few people of this community. They are considered as marginalized groups because they are socially, economically and educationally behind other communities in the society. Can you describe the reasons for that?

Many customs, dress and behavior of the Muslim community appear to be quite different from other people of the society. Due to which others make some assumptions about them and distance themselves from them. This is the reason that Muslims tend to live together in separate settlements, which is called Ghettoisation. (The term ghettoization is usually used for an area or settlement in which people mainly of the same community live.) This can be because of various social, cultural and economic reasons. Fear or animosity can also compel a community to unite as they feel safer among the people of their community. This community usually does not have many options to get out of there, due to which it is cut off from the rest of the society. Marginalization is thus associated with feelings of deprivation, prejudice and powerlessness.

Now let's think.

- What are the reasons for the low literacy rate in the Muslim community?
- What are the reasons for marginalization of the Muslim community?
- What do you understand by the term Ghettoisation? What can be the reasons for ghettoisation of a community?

New words

Prejudice - Forming an opinion or taking a decision without checking the facts.

Literacy - literate means being able to read and write.

Dealing with Marginalization

LEARNING OUTCOMES-

To understand the laws made by the government for the marginalized sections and their consequences.

After completing this worksheet, students -

Will understand the laws made by the government for the marginalized sections.

Laws for the Marginalized Sections

Activity 1

Imagine that you have gone for a walk in a forest. There you saw that a private company is snatching the land of the tribals and also forcing them to labor. You want to help the tribals. Which law would you use for this?

Now let's see which laws are there to protect the marginalized groups of society.

Activity 2

We know that some communities in the society have been left behind in the race of development. These are called marginalized groups, such as tribal communities, scheduled castes and women.

These communities constantly protested and raised their voice against discrimination and inequality in the society. They struggled and tried to change these conditions throughout their long history. They put pressure on the government that as citizens of a democratic country, they should get equal rights and their rights should be protected.

The government has made many laws for the development of these communities and to give them respect and equal status in the society, so that they can be brought into the mainstream.





Fundamental Rights - ‘Right to Equality’ Article 15 of the Constitution prohibits discrimination. According to this, no citizen of India shall be discriminated against on the basis of religion, race, caste, sex or place of birth.

‘**Untouchability**’ has been abolished in **Article 17**. This means, no one can stop Dalits from studying, going to temples and using public facilities. Doing so is now a punishable offence.

Reservation Policy - To promote social justice, reservation has been made for Scheduled Castes, Scheduled Tribes and Other Backward Classes in educational institutions and government jobs, so that they can get better education and good jobs, and attain higher socio-economic status.

Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act 1989 - This Act states that those who force undue work, occupy their land or behave unfairly with women and the people of Scheduled Castes and Scheduled Tribes will be punished severely. .

Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006 - This act has been made to remove the historical injustice done to the tribals. The Act recognizes the rights of forest communities to land around their houses, cultivable and grazing land, and non-timber forest products. It has also been said in this law that conservation of forest and biodiversity also comes under the rights of forest dwellers.

Mere enactment of laws will not bring social justice and respect to the marginalized groups in society. For this it is also necessary to change the beliefs and mindset of the society.

Activity 3

You know the laws made for marginalized groups. Now if you see the following incidents happening in the society, then which law will you resort to to stop them and why? Write in the table.

Incident	Law	Why
Some people are preventing a woman from drawing water from a village well because of her caste.		
Some people are preventing the forest dwellers from grazing their cattle in the pasture located near their house.		
Some people are making fun of tribal women because of their dress and are treating them indecently (badly).		

- Which two fundamental rights will you use to stop discrimination in the society?
-
-

- How helpful can the policy of reservation be for achieving social justice?
-
-
-
- By which law, has the government tried to stop the injustice being done to the tribals?
-
-
-

Complete the following table.

List of plans	What is this plan about?	In your opinion, how will this promote social justice?
Arrangement of stipend for scheduled caste and tribe students.		
To recognize the rights of tribals to land around their houses, to cultivable and grazing land.		
Special schemes for girls in government schools.		

To do something -

- Can injustice and discrimination happening in the society be stopped only by making laws? Discuss with your peers.
- After the implementation of the laws made for Scheduled Castes and Scheduled Tribes, there has been a change in the life of these communities.

Discuss with your peers in favor and against the above topic.

- Find some poems that discuss a social issue. Present them in front of your classmates. Discuss poems in small groups. Understand what the poet is trying to say.
- Find one of the marginalized communities in your area. Let’s say you are a member of that community. Now write a poem or a song or make a poster etc. to express your feelings as a member of this community.





SOCIAL SCIENCE

Worksheet :- 15

Student's Name - _____

Public Facilities

LEARNING OUTCOMES-

After doing this worksheet, students :

Will be able to understand the role of government in providing public facilities and will be able to identify the various public facilities available in their area.

Role of government in Public Facilities

Activity 1



Imagine that you live in an area where there is no water availability. You have to fetch water from far away. In such a situation, what problems will you face every day?

Imagine that one morning you woke up and saw that there was no water in the house. What are some things that you cannot do without water?

Activity 2



Ramgopal has just changed his house. Earlier, in the area where he lived, the water tanker used to come only once a week. There used to be long lines to get water and there was also a lot of push and pull. For the rest of the day they had to buy water from the market. The roads in his area were also broken and the sanitation system was also not good. It used to upset Ramgopal very much.

Ramgopal is very happy to live in the new house. Here water is supplied for 8-10 hours a day. The roads are also paved. There is a park near the house. The area is cleaned and well maintained.

Let's think.

- Have you also seen some areas which are facing water scarcity? If yes, then explain, how do people arrange water?
- What if we have to buy water from the market at expensive prices? Will everyone be





able to afford water?

- Do you think that the distribution of water in all areas is adequate and equitable? Explain with an example.

Activity 3

The ‘Right to water’ has been recognized as a part of the ‘Right to life’ in **Article 21** of the Indian Constitution, that is, water should be available to all citizens in sufficient quantity at a low cost. It is the responsibility of the government to provide clean, potable water to all. Like water, electricity, public transport, schools, hospitals are also essential things. These are called public facilities. It is the responsibility of the government to provide public facilities to all the citizens. They cannot be left to private companies. For the provision of public facilities, the government collects tax from the public.

Let’s think.

- Why is the ‘Right to water’ considered a part of ‘Right to life’?

- Why is the government responsible for providing public facilities?

- What are the public facilities available in your area? Fill in the table.

Public Facilities	Is it available?	How to improve it?
Water		
Electricity		
Roads		
Public transportation		
Other public facilities		

Discuss with your peers.

Why can’t the responsibility of providing public facilities be left to the private companies?

New words

Public facilities - Facilities that are used by all the people of the area.

Right to Life - Rights which are essential for living.

Public Transport - The means of transport that are used collectively by all people to travel from one place to another, for example, bus, train, metro train etc.

Private company- A company that operates for profit.





SOCIAL SCIENCE

Worksheet :- 16

Student's Name - _____

Law and Social Justice

LEARNING OUTCOMES-

After Completing this worksheet, students :

Will be able to understand the efforts being made by the government regarding minimum wages for laborers.

Role of Government as a Regulator of Economic Functions

Activity 1



We know that every person must do some work for the upkeep of his family. He does many types of work to earn his living. Your parents must also be working somewhere. Talk to them and fill out the following table.

Table

Question	Father	Mother
What work do they do?		
Where do they work?		
How many hours do they work in a day?		
What are the safety measures at their workplace?		
How many holidays do they get in a month?		
What is the total remuneration (wages) received in a month?		
Is this earning enough for the family?		
Are they happy with their work and the wages (salary) they get?		
What else are they doing to improve their working conditions and situation?		

From the above table you get to know the conditions under which your parents work and how much wages they get.

Find out whether their wages are as per the minimum wages fixed by the government or do they get lesser wages.

Activity 2

Usually companies, contractors, businessmen want to earn maximum profit. In the desire of profit, sometimes they do not give their due to the laborers and sometimes they do not even pay their entitled wages. Not paying workers their wages is illegal. A law for minimum wages has also been made to ensure that the workers do not get less wages. Under this law, no worker can be given wages less than the minimum wage. The minimum wage is increased every few years.

- Why is a law required for a minimum wage?
- Who decides the minimum wage?
- Find out what is the minimum wage fixed for workers in your state.





SOCIAL SCIENCE

Worksheet :- 17

Student's Name - _____

Law and Social Justice

LEARNING OUTCOMES-

After Completing this worksheet, students :

Will be able to understand the efforts being made by the government regarding security arrangements at work places and environment protection.

Role of Government as a Regulator of Economic Functions

Activity 1



The value of a labourer is still not considered high in our country. Unemployment is so high that if one worker leaves the job, he is immediately replaced by another. In exchange for a small salary, many people are ready to work even in an unsafe environment. By taking advantage of this weakness of the workers, the employers escape the responsibility of ensuring safety at the workplace. Due to which many accidents at construction sites, mines and factories occur, which make headlines in newspapers.

The government not only fixes the minimum wage, but also takes care that adequate arrangements are made for the safety of the workers at the workplace. The 'Right to life' has been given in Article 21 in the list of Fundamental Rights, for the implementation of which security laws also need to be properly implemented.

For this, government inspectors inspect factories and workplaces to see that there is proper lighting, clean air, water, and sanitation, and that safety standards are properly followed.

- Do you think it is important to enforce safety laws in a factory?

- If the safety standards are not followed even after monitoring by the government, then who is responsible for it?

- Can you mention some other situations where laws or rules exist, but people do not follow them due to laxity in their implementation. For example, speeding of motor vehicles on roads, not wearing helmets, seat belts and using mobile phones while driving.

- What are the problems with enforcing the laws? Can you give some suggestions to ensure their implementation?

- Take a visit to a construction site or factory operating near your home with your teachers or parents and find out what workers' safety measures are in place there.
- Look through old newspapers or magazines and read the news of an accident. Where and why did that accident happen? Who was responsible for it?





Activity 2



Often you must have seen vehicles emitting smoke on the roads. You must have also seen the smoke coming out of the chimneys of factories and the hot dirty water of factories flowing in the drains.

We know that all these pollute the environment. Before 1984, there were very few laws to protect the environment and the system to implement these laws was even more weak. The environment was considered a free commodity. The industries were free to dump their waste in the air and water without any restrictions. Be it rivers, air or underground water, the environment was getting polluted and people’s health was being played with.

The courts held the ‘Right to a healthy environment’ as part of the fundamental ‘Right to life’ and included pollution-free air and water as a ‘Right to life’ under **Article 21** of the Constitution. Now it is the responsibility of the government to lay down laws and procedures to curb pollution, clean rivers and impose heavy fines on those who are guilty.

- What is the effect of pollution on our health?
- Why don’t factories take care of the environment?
- What measures are being taken by the government to reduce pollution on the roads?
- What are the sources that pollute the environment in your area? Discuss with your peers about pollution in air, water and soil. What are the steps being taken to prevent pollution? Can you suggest any other solution?
- How was the environment viewed in the past? Has there been any change in thinking now?

Some of the important laws related to the protection of various stakeholders are given in the table below. The other two columns explain why and for whom this law is necessary. Fill in the blanks based on the discussion in the class.

Law	Why is it needed?	In whose interest is this law?
Minimum wages law. It has been stipulated that no one’s wages should be less than a specified minimum amount.	Many workers are not paid the right wages by their employers. Because workers need work, they are unable to negotiate and agree to work for very low wages.	This law has been made to protect the interests of all the workers especially the farm workers, construction workers, factory workers, domestic servants etc.
Laws ensuring adequate security arrangements at the workplace. For example, the warning alarm, emergency door, etc. are working properly.		
Laws that prevent factories from spreading pollution into the air or water.		
Law relating to formation of trade union organization.	By organizing in unions, workers can raise their voice for fair wages and better working conditions with the help of their combined strength.	





SOCIAL SCIENCE

Worksheet :- 18

Student's Name - _____

Law and Social Justice

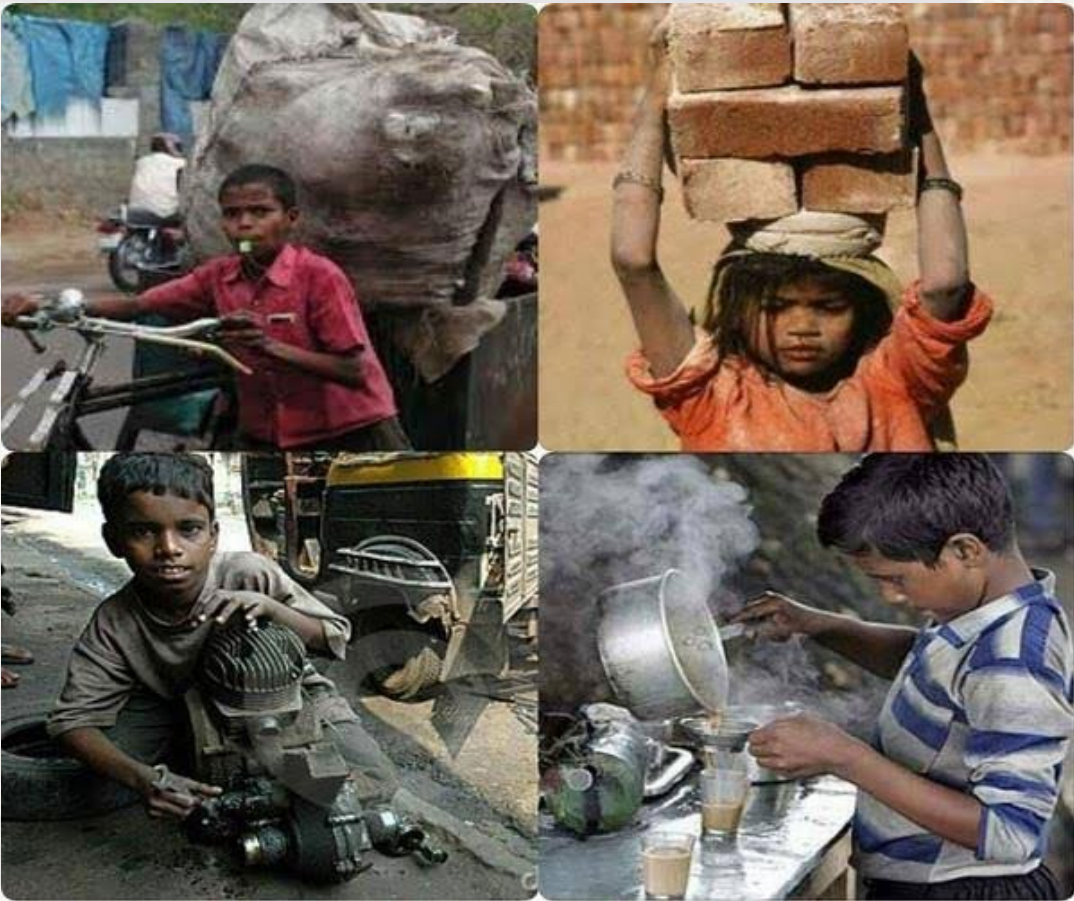
LEARNING OUTCOMES-

After Completing this worksheet, students :

Will understand the provisions made by the government for the protection and promotion of child rights.

Role of Government in Protection and Promotion of Child Rights

Activity 1



What are the children doing in the above pictures?

.....

.....

.....

.....

Often you must have seen small children working in tea shops, at dhabas, in factories or on the streets. At the age of going to school, these children earn money for their family by working and are engaged in labour for their whole life. Without going to school, will these children be able to progress in life? Discuss the condition of these children with your peers.

Activity 2

Our constitution says that all people should get equal opportunities for development. Thus all children also have the right to go to school. The constitution also states that no child below the age of 14 years shall be employed in any factory or mine or any other hazardous occupation.

According to the 2011 census, more than 40 lakh children in the age group of 5 to 14 years are employed in various occupations in India. Many of these children work in hazardous conditions. In 2016, the Parliament amended the Child Labor Act, 1986, that children below 14 years of age and adolescents (i.e. children between the ages of 14 and 18) shall not work in hazardous occupations. Forcing children to labor is now a serious crime.

Let’s think now.

- Why do some children have to work?
.....
.....
- What laws have been made by the government to stop child labor?
.....
.....
- Find out about children around your home who do not go to school and work as laborers. Talk to their parents and tell them the importance of school.
.....
.....





SOCIAL SCIENCE

Worksheet :- 19

Student's Name - _____

Law and Social Justice

LEARNING OUTCOMES-

After Completing this worksheet, students :

Will understand the provisions made by the government in Right to Education (RTE Act) for the protection and promotion of child rights.

Role of Government in Protection and Promotion of Child Rights



Children are the asset of any country. Educated children can become better citizens of the future. Keeping this in mind, the government passed the Right to Education (RTE Act), so that education is easily available to all children.

The Free and Compulsory Education Bill, 2009, is an education bill which was passed by the Indian Parliament in 2009. With the passing of this bill, children have got the fundamental

right of free and compulsory education. Article 21 of the Constitution provides for compulsory and free education for children between the ages of 6 and 14. 21(a) Elementary Education has been made a fundamental right of all citizens by the 86th Amendment. This law came into force in India from 1 April 2010.

Key provisions

- Free education will be provided to the children of 6 to 14 years.
- Private schools will have to provide free education to 25 percent of the poor children in the age group of 6 to 14 years. There will be ten times fine for collecting fees from these children.
- The age for free education for children with disabilities has been raised to 18 years.
- It will be the responsibility of the state and central government to provide free education to the children.

Fill in the following blanks :

The Free and Compulsory Education Bill, 2009, is an education bill which was passed by the Indian Parliament in the year _____. With the passing of this bill, children have got the fundamental right of _____. Article 21 of the Constitution provides for compulsory and free education for children from the age of ____ to _____. In 21(a) by the _____th Amendment, _____ education has been made a _____ right of all citizens. This law came into force in India from _____.

- Why is Free and Compulsory Education Bill important? State its main provisions.

- What are the rights given to children in the constitution? Why are these rights necessary for the development of children?

- List the facilities available to all students free of cost in your school.

- Why is it the responsibility of the government to provide free education to all children? Discuss with your peers.

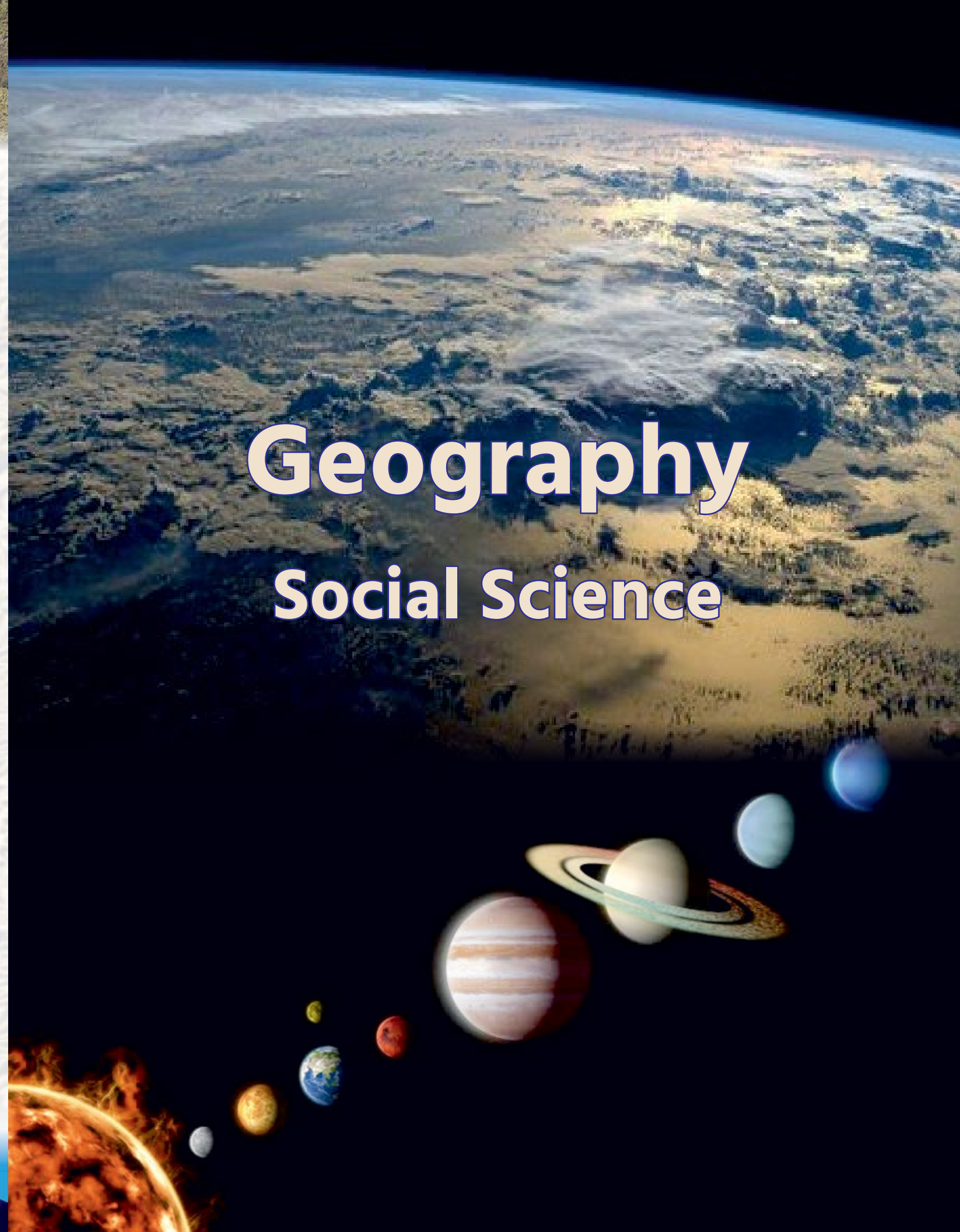




CONSTITUTION OF INDIA



Geography Social Science



Resources

LEARNING OUTCOMES-

To analyse uneven distribution of natural and human-made resources on the Earth

RESOURCES: Anything that can be used to satisfy the need or has value.

What makes a thing a resource: Utility or usability makes an object or substance a resource.
E.g., Water, textbooks etc.

- Some resources are economically valuable while some are not.

E.g.: a beautiful scenery does not have an economical value like gold, but both are equally important to satisfy human needs.

- Some resources may gain value with time.

E.g.: granny's home remedies have no economic value at present but once, patented and sold, they become commercially valuable.

Role of time and technology in changing substances to valuable resources:

- Both factors are related to needs of people.
- People's ideas, inventions, knowledge and discoveries with time and advancement of technology lead to formation of more resources.

E.g.: Fire	→	Cooking
Wheel	→	Modes of transport
Landline phones	→	Mobile phones
Grindstones (Silbatta)	→	Mixer grinder

Q 1: Choose the correct answer:

A. Which of these have utility?

- (a) Ball (b) Water (c) Electricity (d) All of these

B. Which of these have economic value?

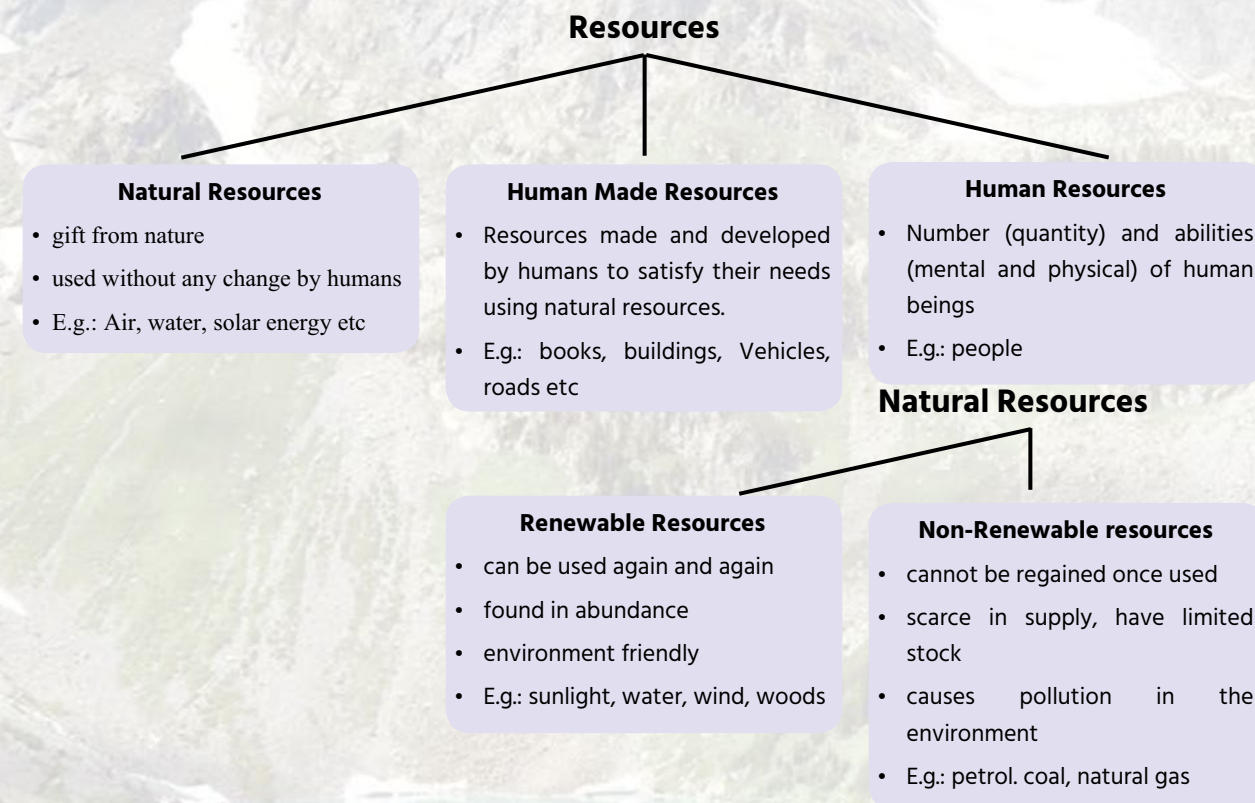
- (a) Landscape (b) Metals (c) Home remedies.

Q 2: State True/ False

- a) Air is commercially valuable.
b) Resources are equally distributed all over the Earth.

Q 3: "Resources have value"-discuss?

Q 4: In your surroundings, find out and list some things that were considered resources previously but with time and advent of technology, their place is taken by other useful resources?



Enrich your vocabulary

- Human Resource development: Improving quality of people's skills and abilities to create more resources. Includes trainings seminars, workshops etc.
- Stock: Amount of resources available for use.

Q1: Choose the correct answer:

- A. Technology is:
- a. Natural resource
 - b. Man-made resource
 - c. None of these
- B. Coal is an example of:
- a. Renewable resource
 - b. Human resource
 - c. Non-renewable resource

Q2: Match the following:

- | | |
|---------------------------|-----------|
| a. Renewable resource | Air |
| b. Man-made resource | Petroleum |
| c. Non-renewable resource | Forests |
| d. Natural resource | Textbooks |

Q3: State whether True or false and if false, correct it

- a. Example of human resource is building.
- b. Wind energy is an example of non-renewable resource.
- c. Renewable resources have limited stock.

Q4: Classify the following into natural, human and human-made resources:

- a. Flyovers
- b. Plumber
- c. Wind
- d. Medicinal plants
- e. Editor of newspaper
- f. Tropical forests
- g. Farmer

Resources



LEARNING OUTCOMES-

To justify judicious use of natural resources such as water, soil, forests etc. to maintain development in all areas.



Resource Conservation: Concept of careful usage of resources where enough time is provided for the resources to get naturally replenished.



Sustainable development: Wise and cautious utilization of resources that takes care of the needs of the future generations besides meeting the requirements of the present.

Methods: 5Rs mechanism:



- 1. Learning to **refuse** waste / minimizing waste
- 2. **Reducing** Consumption e.g., while printing documents, using both sides of paper to avoid wastage.
- 3. **Reusing** things e.g., Use of rechargeable batteries, paper bags (instead of single use plastic bags)
- 4. **Repurpose** - using one thing for multiple purpose e.g., coffee mugs can be used as pen/pencil holders, binder clips can be used for holding power cords /chargers in place
- 5. **Recycling** things - converting waste into new materials. e.g., old notebooks → recycled paper → paper bags/ binded notebooks



Need of 5Rs: To decrease the amount of things we use and simultaneously also decrease the amount of things we throw away. Since, we have limited space on Earth to dispose all the waste, it is important to use the resources efficiently and create less waste.



It is important to ensure:

- Using renewable resources sustainably
- Strict conservation of diversity of life on Earth
- Gradually reducing the damage caused to nature

Aims of sustainable development:

- 1. All forms of life must be respected and cared for.
- 2. Quality of human life must be improved.
- 3. Striving to conserve Earth's vitality and diversity.
- 4. Minimizing depletion of natural resources.
- 5. Change in personal attitude and practices towards environment.
- 6. Enabling communities to care for their own environment

Q1: Match the following

Resources	Recycled form
a) Bamboo sticks	Shopping bags
b) Discarded clothes/wool	Baskets
c) Old newspapers	Watering plants/flushing
d) Waste water	Mats

Q2: Which of the following is not the component of 5Rs?

- a) Reduce
- b) Reserve
- c) Recycle
- d) Reuse

Q3: Write two duties and responsibilities of humans towards sustainable development?

Q4: List two ways on how you can contribute towards 5Rs mechanism?

Land, Soil, Water, Natural Vegetation and Wildlife Resources

LEARNING OUTCOMES-

To justify judicious use of natural resources such as water, soil, forests etc. to maintain development in all areas.

LAND: An important natural resource.

- Around 30% of the earth's surface is covered by land and not every part is habitable.
- 90% of population lives in 30% of land and remaining 70% is uninhabited.

Sparsely populated / uninhabited 70% land	Densely populated area
<ul style="list-style-type: none"> • Rugged topography (uneven series of mountain ranges) • steep slopes of the mountains • low lying areas (prone to waterlogging) • desert areas • Thickly forested areas. 	<ul style="list-style-type: none"> • Plains • River valleys • lands suitable for agriculture

Enrich your vocabulary

- **Habitable** - Capable of being lived in.
- **Topography** - physical characteristics of an area of land.

LAND USE: Agriculture, forestry, mining, building houses, roads, industries etc.

Factors determining use of land

Physical factors	Human factors
<ul style="list-style-type: none"> • Soil • Topography • Climate • Availability of water and minerals 	<ul style="list-style-type: none"> • population • technology

Classification / Division of land on the basis of ownership

Private land	Community land/ Common Property Resources (CPR)
<ul style="list-style-type: none"> • Owned by individuals 	<ul style="list-style-type: none"> • piece of land owned by a community • used for procuring fodder, fruits, nuts & medicinal herbs

Due to ever-growing demand of land by people for expansion of agricultural and commercial activities, environmental threats like land degradation, landslides, soil erosion, desertification etc. are on rise, which makes it necessary to conserve land resource through:

- Afforestation- Planting trees on an area of land to form a forest.
- Land reclamation - land fill / creating new land from oceans, seas, riverbeds
- Regulated use of chemical pesticides & fertilizers.
- Checks on overgrazing of animals

Q1. Which natural resource covers around 30% of total area of Earth's surface?

Q2. Uneven distribution of population in the world is due to varied characteristics of

- _____
- (A) Vegetation
- (B) Land and climate

(C) Settlements

Q3. An example of CPR is:

(A) A company

(B) Community land

(C) Individual building

Q4. Polar areas are _____ (sparsely / densely) populated.

Q5. Why is there a need to conserve land and how can humans conserve it?

Q6. "Some regions are sparsely populated while others are densely populated"-Give reasons?

Q7. Look at your surroundings and write/draw the land use based on your understanding?

Land, Soil, Water, Natural Vegetation and Wildlife Resources

LEARNING OUTCOMES-

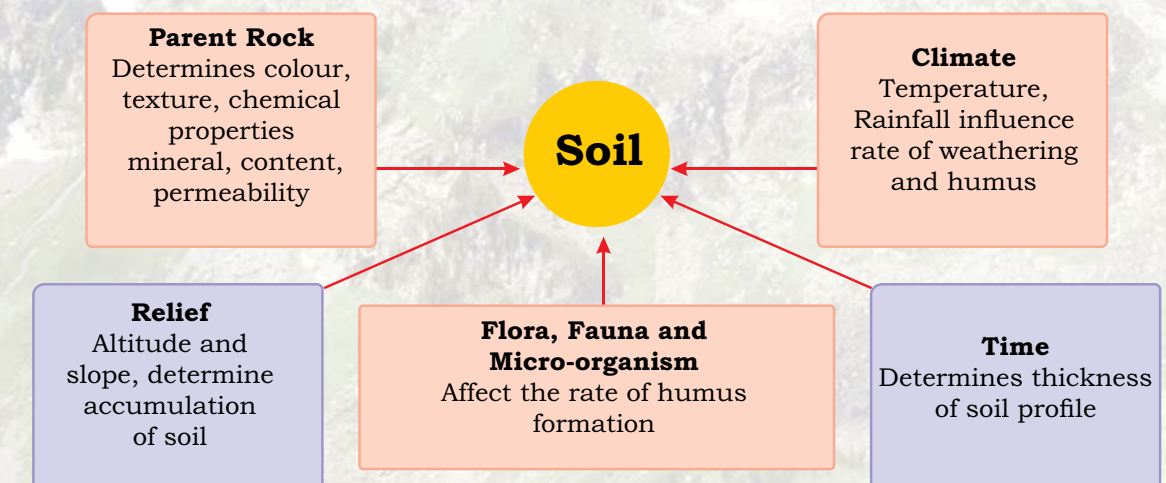
To justify judicious use of natural resources such as water, soil, forests etc. to maintain development in all areas.

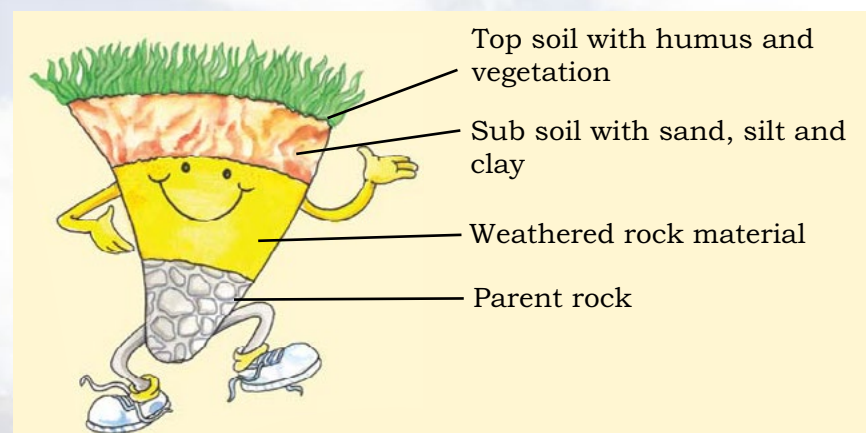
Soil: It is the thin layer of a grainy substance that covers the surface of the Earth.

Constituents of Soil: Organic matter, minerals and weathered rocks.

Factors of Soil formation:

- 1-centimeter-thick soil cover is formed in a hundred years.





NCERT Fig 2.3
Soil Profile

Degradation of Soil:

Takes place due to both man-made and natural factors viz. overuse of pesticides and chemical fertilizers, deforestation, overgrazing, rain wash, landslides & floods.

Conservation measures:

1. **Mulching:** Layer of organic matter like straw is used to cover bare grounds between plants leading to soil moisture retention.
2. **Contour barriers:** built with stones, grass & soil. In front of these barriers, trenches are made to collect water.
3. **Rock dam:** Gullies & further soil loss are prevented by piling up rocks to slow down the flow of water
4. **Intercropping:** Different crops are grown in alternate rows and are down at different times.
5. **Terrace farming:** On the steep slopes, broad flat steps or terraces are made so that flat surfaces are available to grow crops. It reduces surface runoff & soil-erosion.
6. **Shelter belts:** Rows of trees are planted in coastal areas to check wind movement and protecting the soil cover
7. **Contour ploughing:** Ploughing parallel to contours of a hill slope to form a natural barrier for water to flow down the slope.

Enrich your vocabulary

- **Retention walls** - Vertical sloped rigid walls used for supporting soil.
- **Weathering of rocks** - Breaking down or dissolving of rocks & minerals on Earth's surface.
- **Soil erosion** - displacement of upper layer of soil by agents like water, ice, snow, air etc

Q1 Multiple Choice Questions (MCQs)

- 1) Terrace farming method is common in _____ regions.
 - a) forest
 - b) mountains
 - c) coastal
 - d) plains
- 2) The moisture of soil can be retained by the process of _____.
 - a) Contour barriers
 - b) Mulching
 - c) Rock dams
 - d) Planting grass.
- 3) _____ is used to conserve soil.
 - a) Clearing the forest
 - b) Cattle grazing
 - c) Intercropping
 - d) Landslide
- 4) Overgrazing is responsible for causing _____.
 - a) Soil depletion
 - b) Floods
 - c) Earthquake
 - d) Landslide

5) Which part of soil is fit for vegetation?

- a) Sub soil
- b) Top soil
- c) Weathered rock material
- d) Parent rock

Q2: What are the 2 major threats to soil as a resource and how you can overcome these?

Q3: _____ is a technique to avoid situation of landslides.

Q4: Name two soil erosive agents?

Land, Soil, Water, Natural Vegetation and Wildlife Resources

LEARNING OUTCOMES-

To justify judicious use of natural resources such as water, soil, forests etc. to maintain development in all areas.

WATER:

- Renewable natural resource that constitutes 3/4th of Earth's surface.
- 2/3rd of Earth's surface is Ocean (saline in nature & thus, unfit for human consumption).
- Only 2.7% of world's water resources is freshwater, of which 70% exists as ice-sheets, glaciers in Antarctica, Greenland etc.
- Only 1% of fresh water is fit for human consumption in the form of drinking, washing, agriculture, industries, generating electricity etc.

Water cycle: The constant motion, cycling through the oceans, the air, the land and back again, through the process of evaporation, precipitation and run-off.

Problems of water availability:

Factors leading to water source drying and water pollution are:

- Increasing population
- Increasing urbanization
- Rising standards
- Rising demands for food and cash crops.

ALERT !!

A dripping tap wastes 1200 litres of water in a year. Be cautious.

Steps to conserve Water resources

- Surface runoffs get slow and ground water is replenished by forest and other vegetation covers. **Water harvesting** helps to save the surface runoffs.

- Proper lining of canals used for irrigating fields minimizes losses by water seepage.
- Water losses through seepage and evaporation can be effectively checked by sprinkler irrigation.
- Drip / trickle irrigation is useful in dry regions with high rates of evaporation.

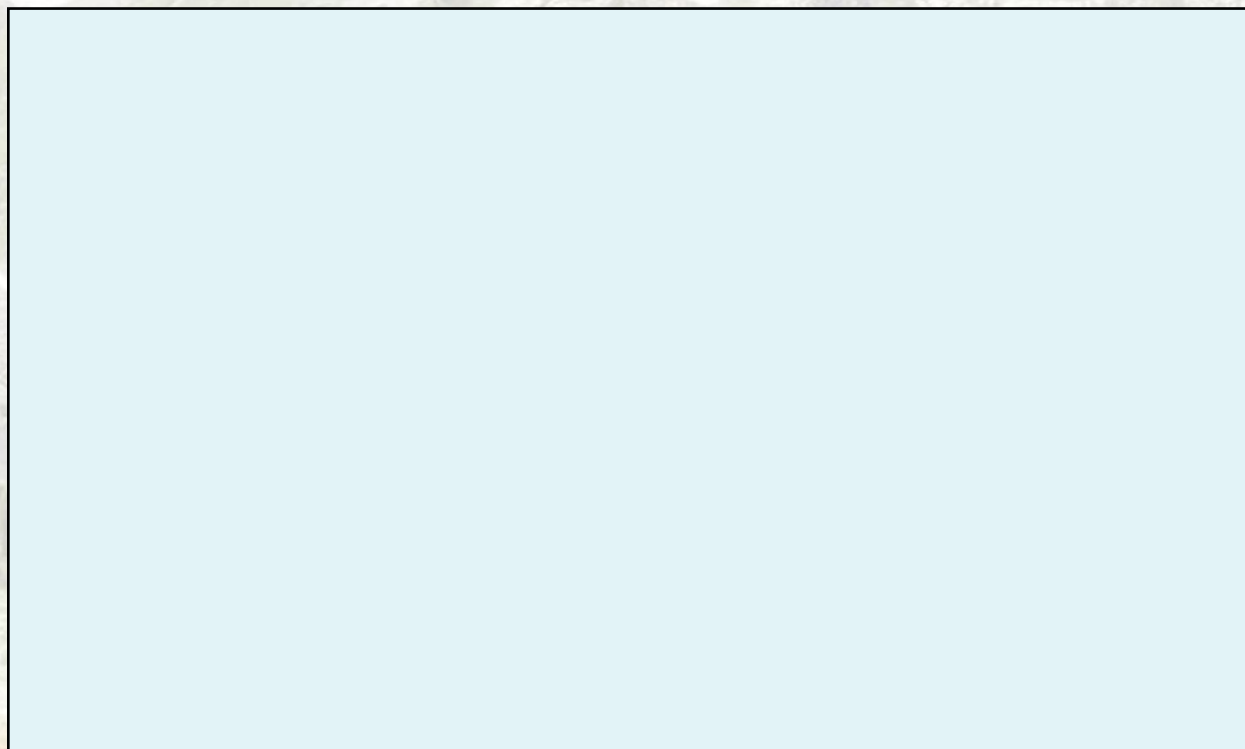
Q1: MCQs:

- Evaporation of water takes place due to:
 - Floods
 - Nitrogen cycle
 - Water cycle
 - Landslides
- Low lying areas are susceptible to:
 - Water logging
 - Landslides
 - Weathering
 - Illegal mining

Q2: Nearly 97% of Earth's total water is in the form of _____

Q3: "Water is precious to us" - describe & suggest measures for its conservation?

Q4: Draw and label -"Water Cycle"?



Natural Vegetation and Wildlife:

- It's existence is present only within the narrow zone of contact between lithosphere, hydrosphere and atmosphere, known as **BIOSPHERE**.
- Survival of living beings in biosphere is interrelated & interdependent.
- The life- supporting interdependence of plant and animal kingdom is collectively called an **ECOSYSTEM**.
- Fauna of ecosystem -Animals, birds, insects & aquatic life forms.
- Birds feed on insects that also act as decomposers.
- All animals - big or small are essential to keep balance in the ecosystem.

Distribution of Natural Vegetation:

- Temperature & moisture - factors affecting growth of vegetation.
- Major vegetations on Earth - Forests, grasslands, shrubs & tundra.

Conservation of Natural Vegetation and Wildlife-

- Human interference /man-made factors like constructional activities, deforestation & climate change along with natural factors like soil erosion, forest fires, tsunامي, landslides etc. result in loss of natural habitats of plants and animals.
- **Poaching** (hunting animals illegally) leads to sharp downfall in the number of particular species.
- Protection of natural flora & fauna - through national parks, wildlife sanctuaries & biosphere reserves.
- Protection of marine bio resources - Conservation of lakes, wetlands etc.
- Awareness programmes at regional & community levels
 - ❖ Social forestry, Van Mahotsav etc.
 - ❖ Bird watching, visiting nature camps to raise awareness.
- Prohibition of trading in several species of birds & animals have been enlisted under an international convention CITES (Convention of International trade in endangered species of Wild Fauna and Flora).

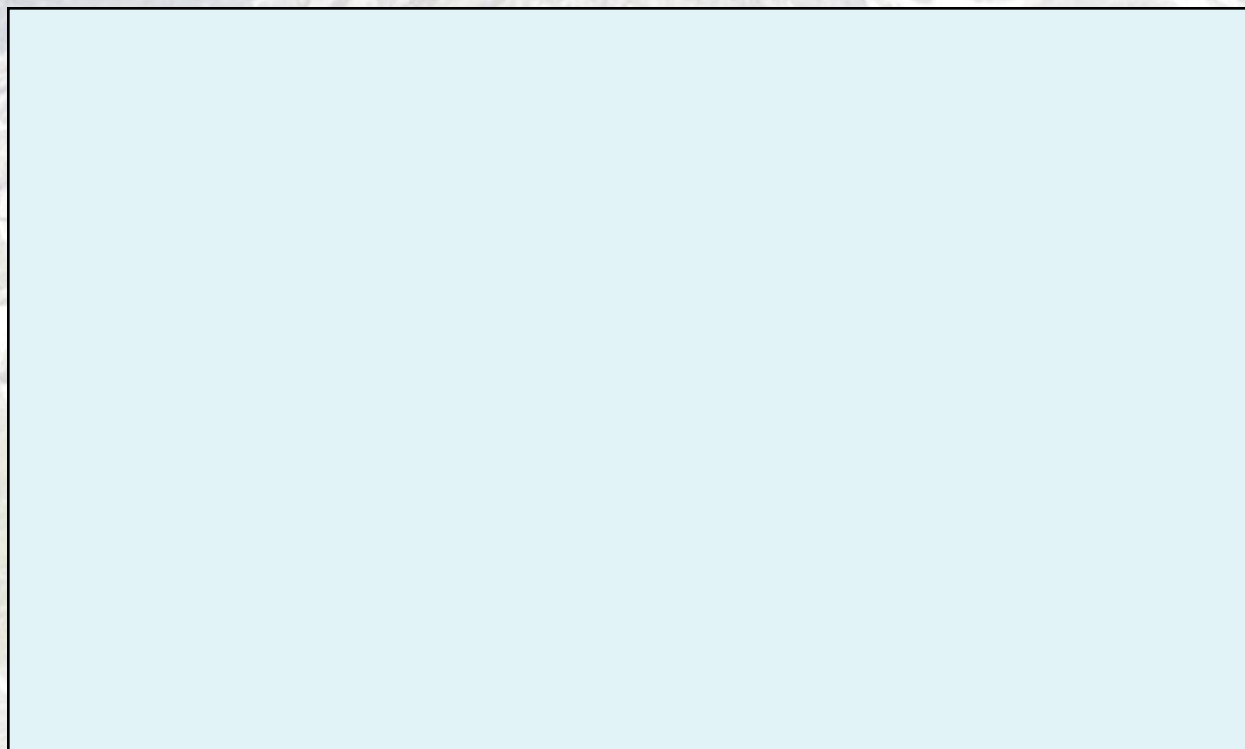
Q1: MCQs:

- The zone of Earth's atmosphere where life exists is called:
 - Biosphere
 - Lithosphere
 - Hydrosphere
 - Troposphere

- 2) The life supporting system is known as
a) Earth b) Biosphere c) Ecosystem d) Vegetation

Q2: What is the threat to vegetation and wildlife? What is the need to conserve them and how can we do this?

Q3: Prepare a collage on pictures depicting importance of wildlife?



Mineral and Power Resources

LEARNING OUTCOMES-

Students will be able to locate distribution of important minerals eg. coal and mineral oil on the world map.

Dear students, have you ever been to mountains for vacation ? Mountains are made of rocks and provide minerals. For eg. Iron, oil, gold, salt etc.

Many substances are found on the Earth's surface, known as minerals. A mineral is termed as a naturally occurring material which possesses a definite chemical composition. There is an unequal distribution of minerals all over the world. There may be a different concentration of different minerals in a particular zone. (Sometimes minerals cannot be accessed due to remote conditions. Eg. Arctic ocean, Antarctica).

Collect some substances available at your home and categorise them on the basis of their shine, hardness etc.

Forms of Minerals

- Approximately three thousand types of minerals are found on the Earth's crust.
- Minerals are divided into two categories depending upon the composition namely metallic and non metallic.

Metallic minerals

Ferrous	Non-ferrous
<ul style="list-style-type: none">• Examples- Gold,silver, copper etc.	<ul style="list-style-type: none">• Examples- iron ore, manganese and chromites etc

Non-metallic minerals- Absence of any kind of metal. Examples-limestone, mica and gypsum. Coal and petroleum are also examples of non-metallic minerals.

Minerals can be extracted by three ways namely mining, drilling and quarrying.

Mining- process of taking out minerals from rocks buried under the Earth’s surface.

Drilling- deep wells are bored to take petroleum and natural gas out from the Earth’s surface.

Quarrying- minerals that lie near the surface are simply dug out by this process.

Mineral Distribution

Minerals can be found in various types of rocks. Normally, metallic minerals can be identified in igneous and metamorphic rocks. Non-metallic types of minerals are found in sedimentary rock formations of plains and young fold mountains.

Continent wise distribution of minerals is discussed in the following:

Asia: Largest iron ore deposits are identified in India and China.

World’s largest tin producers are China, Malaysia and Indonesia.

Huge deposits of manganese, bauxite, nickel, zinc and copper .

Europe: Countries like Russia, Ukraine, Sweden and France make Europe one of the leading producers of iron ore.

Sufficient quanta of Zinc, copper, lead, manganese and nickel deposition is found in Europe.

North America: rich in terms of minerals which consist of iron ore, nickel, gold, uranium and copper.

South America: High-grade iron ore is largely produced in Brazil.

Countries like Venezuela, Argentina, Chile, Peru, and Columbia are leaders in producing gold, silver, zinc, chromium, manganese etc.

Africa: World’s largest producer of diamond.

Australia: Largest producer of bauxite in the world.

Sufficient production of gold, diamond, iron ore, tin and nickel .

Antarctica: Large deposition of coal in the Transantarctic Mountains.

Prediction of a large deposit of iron in the Prince Charles Mountains of East Antarctica.

Distribution of Minerals in India

Iron: Jharkhand, Orissa, Madhya Pradesh, Goa and Karnataka.

Bauxite: Jharkhand, Orissa, Maharashtra and Tamil Nadu.

Mica: Bihar, Jharkhand, Rajasthan and Andhra Pradesh

Copper: Rajasthan, Madhya Pradesh, Karnataka, Jharkhand and Andhra Pradesh.

Limestone: Jharkhand,Bihar,Madhya Pradesh,Chhattisgarh,Orissa and Gujarat

Gold: Karnataka

Salt: Various seas,lakes and rocks.

Q1: Categorise the following basis of composition?

Limestone, Bauxite, Silver, copper, gold

Q2 : State True/False :

- (A) Coal is extracted by means of drilling. ____
- (B) Non- metallic minerals are lustrous. ____
- (C) Gold is non -ferrous mineral. ____
- (D) Metallic minerals are found in sedimetary rocks. ____

Q3 : Explain any two ways of extracting minerals?

Q4: List 5 minerals available at home and write the things made from them ?

Q5: Label copper, iron-ore and gold producing countries on world map?



(World Map)

Worksheet :- 7

Student's Name _____

Mineral and Power Resources

LEARNING OUTCOMES-

Students will be able to locate distribution of important minerals eg. coal and mineral oil on the world map.

Dear students, Have you ever thought that each and every thing used at your house/ school is a mineral?

Uses of Minerals

- Various industries are completely dependent upon minerals.
- Hard minerals are generally used in gems and placed in different forms of jewellery.
- From coins to pipes, every single item is made of copper.
- There is extensive use of silicon in the computer industry.
- Aluminium, obtained from bauxite is utilized in automobiles and aeroplanes, bottling industry, buildings and kitchen cookware.

Students, can you guess whether minerals can be reused or not?

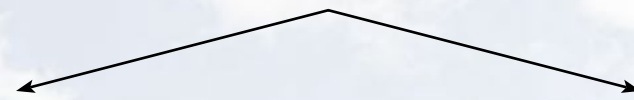
Conservation of Minerals

Minerals are such resources of nature which are not renewable (formed in thousands of years). Their wastage must be reduced. They can be conserved by :

- **reducing wastage in the process of mining.**
- **process of recycling.**

Students, you start your daily routine by using electrical appliances eg. Fan, watching TV, using mixer-grinder etc. and spend your day using them for different purposes. Energy and power stand a very important place in our lives. We need power resources in the field of agriculture, industry, transportation, communication etc.

Power Resources

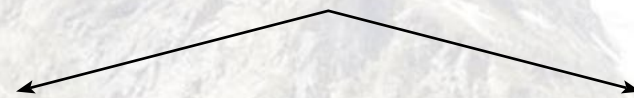


Conventional

Non-conventional

Conventional Sources of energy: Resources which have been commonly used for a long time. Eg: firewood (largely used in cooking and heating) and fossil fuels (created by conversion of remains of plants and animals buried under the Earth by heat and pressure. They are non-renewable in nature. Few other examples are:

Petroleum:



Advantages

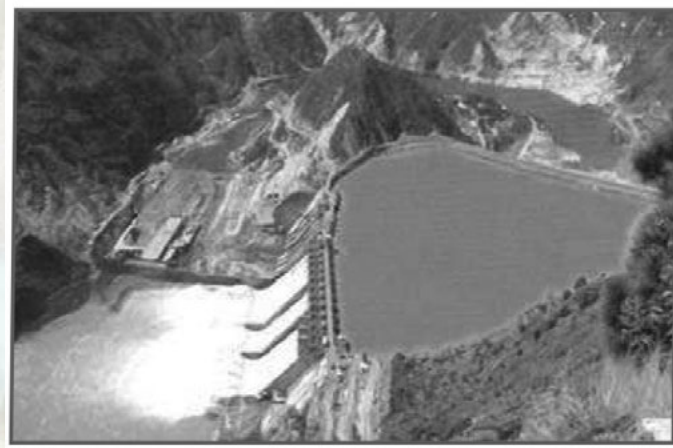
Disadvantages

Black gold - valuable
Useful for transportation

causes environmental pollution

Non-Conventional Sources of Energy: Fossil fuels are falling short due to their increasing usage. There is a huge possibility of conventional sources of energy getting exhausted. Another demerit of using conventional sources of energy is increasing environmental pollution. For that purpose, the requirement of non-conventional sources of energy is realized. Also, they are renewable in nature.

- Examples of non-conventional sources of energy are as follows:



NCERT Fig. 3.8

Q1: Write the merits of non-conventional sources of energy over conventional sources?

Q2: Which sources of energy would you suggest for

- (A) Rural areas
- (B) Coastal areas
- (C) Mountains
- (D) Arid regions

Q3: Fill in the blanks?

- 1) _____ is also known as black gold.
- 2) Minerals are _____ (renewable/non-renewable) resources.
- 3) _____ is an inexhaustible resource.

Q4: Write two ways of conserving resources in your daily routine?

Agriculture



LEARNING OUTCOMES-

Student will be able to describe major crops, types of farming and agriculture practices in his/her own area/state.



Dear students, you go to your hometown/village on every vacation. What do you observe on the way?



Can you guess the main occupation of your villagers and some important qualities related to their occupation?



Agriculture word comes from Latin word ager' or 'Agri' meaning field and 'culture' meaning, cultivation.



- **Agriculture**, also known as **farming**, is the art and science of cultivating the soil, raising crops and rearing livestock.
- Agriculture is a **Primary activity** (activities which are connected with extraction and production of natural resources)
- 50% of persons in the world are engaged in agricultural activity.
- 2/3 of India's population is dependent on agriculture as India has the land and climatic conditions favorable for carrying out agricultural activities.
- the land which can be used for cultivation and on which the crops are grown is known as **arable land**.



Farm System: The farming system has three components:



- **Input:** includes seeds, fertilizers, machinery and labor..
- **Process:** is the processing activities, like tilling, ploughing, sowing, irrigating, weeding.
- **Output:** is the end product including crops, wool, dairy and poultry products.



Type of Farming

Farming depends upon the geographical conditions, demand of produce, labor and level of technology. There are two types of farming:

A. Subsistence farming

- i. is carried out at a low scale for a small output
- ii. is practiced to meet the needs of the farmer's family
- iii. uses very low-end technology and most of the labor is manual
- iv. Main crops -Wheat, rice etc.

Two forms of **Subsistence farming are Intensive and Primitive.**

Intensive Subsistence Agriculture

- i. farmers use simple tools
- ii. practiced in areas having fertile soil and receiving plenty of sunshine throughout the year
- iii. more common in the thickly populated areas in monsoon regions of south, southeast and east Asia
- iv. is practiced in the tropical and sub-tropical areas of West Bengal and Andhra Pradesh
- v. Rice is the main crop grown through intensive farming in addition to wheat, maize, pulses and oilseeds on the same plot of land.
- vi. This type of cultivation produces very little and is mainly to fulfil farmer's personal needs.

Primitive Subsistence Agriculture

Shifting cultivation/ 'slash and burn' agriculture	Nomadic Herding
<ul style="list-style-type: none">• where after cultivation the land is left and the cultivator moves to a new plot.• is common in areas where the rainfall is heavy• crops grown are maize, yam, potatoes and cassava	<ul style="list-style-type: none">• Herdsmen move from place to place with animals for fodder and water along defined routes• Practiced in semi- arid and arid areas like Rajasthan, Jammu and Kashmir, Sahara and Central Asia Sheep, goats, camels and yak are reared• provide milk, meat, wool.

B. **Commercial farming**

- i. involves activities on a larger scale and yield a much larger produce
- ii. is where minimal manual labor is involved and machines do most of the work
- iii. The crops grown and the animals reared are sold in the market.

Commercial farming

Commercial Grain Farming	Plantation
<ul style="list-style-type: none">• Commercial purpose.• Main crops-wheat and maize.• Practised in Europe, North America & Asia	<ul style="list-style-type: none">• estates grow single crop e.g. tea, rubber, cashew, coffee etc.• requires large amount of labor & capital investment.• common in tropical and sub-tropical regions like India, Sri Lanka, Malaysia and Brazil.

Mixed Farming

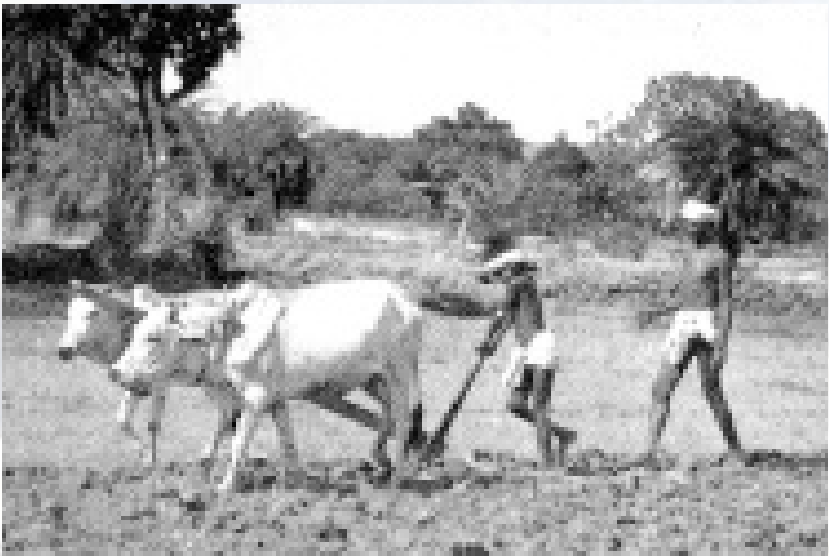
- Land use – Livestock rearing, growing food and fodder crops.
- Popular in Europe, New Zealand, Australia.

Q1: Match the following:

- | | |
|-------------------------|--|
| (i) Organic farming | (a) The practice of ploughing against the slopes on the hill |
| (ii) Mixed farming | (b) In which organic materials and natural pesticides are used |
| (iii) Contour ploughing | (c) In which herdsmen move place to place with their livestock |
| (iv) Nomadic Herding | (d) Farms, farms animals and farmers together |
| (v) Farming ecosystem | (e) in which crops are raised and livestock are kept on the farm to have animal products |

Q2: Look at the pictures given below and answer the following questions:

Picture-1



- i. What is shown in the above figure?
- ii. Which method is used in the picture for the purpose of ploughing?

Picture-2



- i. What type of agriculture is shown in the above picture?
ii. What are the by-products of this form of agriculture?

Q3: Write a short note on "Slash and burn" agriculture?

Q4: Tick the correct option:

- A. The important inputs like seeds, fertilizers, machinery etc. form a system called as
(a) Barter system (b) Water System (c) Farm system (d) All of these.
- B. Which of these is not commercial farming?
(a) Commercial grain (b) Plantation (c) Mixed (d) Organic
- C. Across the globe, more than ____% of people are engaged in agriculture?
(a) 25 (b) 40 (c) 30 (d) 50
- D. Arable land is _____
(a) where crop is grown
(b) where mining takes place
(c) where trees are cut.
- E. Nomadic herding is practiced in _____
(a) Rajasthan (b) Tamil Nadu (c) Kerala (d) Telangana

Worksheet :- 2

Student's Name _____

Agriculture

LEARNING OUTCOMES-

Students will be able to analyze the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute, etc., and locates these countries on the world map.

TYPES OF CROPS:

Kharif Crops

- Sown in June-July when rains first begin (Monsoon crop).
- Harvested in September-October.
- Requires lot of water and hot weather to grow.
- Example: Rice, Jowar, Bajra, Maize, Cotton, Groundnut, Jute, Sugarcane, Turmeric, Pulses (like Urad Dal) etc.

Rabi Crops

- Sown in October-November
- Harvested in April-May.
- Requires warm climate for germination of seeds and maturation and cold climate for the growth.
- Example: Wheat, Oat, Gram, Pea, Barley, Potato, Tomato, Onion, Oil seeds (like Rapeseed, Sunflower, Sesame, Mustard) etc.

Zaid Crops

- Grown between March-June between Rabi and Kharif crop seasons.
- Early maturing crops.
- Example: Cucumber, Bitter Gourd, Pumpkin, Watermelon, Muskmelon, Moong Dal etc.

Students, different crops play a vital role in our meals. Let's understand some major crops and their various characteristics in the tabular form given below:

Major Crops:

Crop	Climatic requirements	Soil required	Regions of cultivation
Rice	High temperature, high rainfall and humidity	Alluvial soil	China, India, Egypt, Japan & Bangladesh Leading state in India – West Bengal
Wheat	Moderate temperature, bright sunlight (during harvesting) & rainfall (in the growing season)	Loamy soil	USA, Ukraine, Russia, Canada, Argentina, Australia and India. Leading state in India – Uttar Pradesh
Maize	Moderate temperature, rainfall and lot of sunshine	Loamy soil	China, North America, Russia, Canada, India and Brazil Leading state in India – Andhra Pradesh
Millets (Coarse grains)	Low rainfall, high to moderate temperature	Sandy soil	China, Brazil, India, USA & Pakistan. Leading state in India – Karnataka
Coffee	High temperature & adequate rainfall	Loamy soil	Brazil, India & Columbia Leading state in India – Karnataka
Tea	A cool climate & well-distributed high rainfall throughout the year	Loamy soil	Kenya, India and China Leading state in India – Assam
Cotton	High- temperature, light rainfall 210 frost-free days	Black and Alluvial soil	USA, India & Pakistan. Leading state in India – Gujarat
Jute (Golden fiber)	High temperature, high rainfall and high humidity	Alluvial soil	India, Bangladesh Leading state in India – West Bengal

Q1: Multiple choice questions:

- Which of the following crop does not require loamy soil?
(A) Millets (B) Maize (C) Tea (D) Wheat
- “Coarse grain” is another name of _____.
(A) Coffee (B) Rice (C) Maize (D) Millets
- _____ is also known as “golden fiber”.
(A) Rice (B) Coffee (C) Jute (D) Cotton
- _____ is abundantly cultivated in Kenya.
(A) Maize (B) Tea (C) Wheat (D) Rice
- Which fiber requires frost free days to grow?
(A) Cotton (B) Jute (C) Tea (D) None of these.

Q2: Look at the picture given below and answer the following questions:



- What is shown in the above figure?
- Which form of soil is required for its plantation?

Q3: Collect some seeds of wheat, maize, pulses, coffee beans and other crops available at your home and find out in which type of soil they grow?

Q4: Locate some countries known for production of wheat, maize, tea and coffee on world map?



(World Map)

Worksheet :- 10

Student's Name _____

Agriculture



LEARNING OUTCOMES-

Student will be able to draw inter-relationship between types of farming and development in different regions of the world.



Students, you must have seen village fields in your hometown. Today, we will discuss about the farmers and farming in a developing country in comparison with a developed one.



CASE STUDIES

A. Farm in India



i. **Intensive subsistence agriculture** is practiced on small farms in developing countries like India that have large populations

- ii. **A typical Indian farmer**
- has a farmland of about 1.5 hectares.
 - buys high yielding seeds from the market to grow at least two crops a year, which are usually food crops like rice, wheat and pulses.
 - operates on a low scale, using traditional methods for agricultural operations and rely on indefinite and temporary sources for the supply of essentials.
 - takes advice of elders as well as government agricultural officers regarding farming practices.

- iii. intensive farming practices are easy to use as the size of the farms are small and labor is easily available.
- iv. the new farming practices include using tractors for ploughing the fields which they can either purchase or take on rent.
- v. the main source of irrigation is a tube well near the field.
- vi. family members of the farmer help him in carrying out farming activities.
- vii. some farmers also rear livestock like buffaloes and hens and sell milk and eggs produced by these animals at the nearest available cooperative stores.
- viii. a cooperative society is a business, owned and controlled equally by the people who use its services or who work at it. The cooperative society guides these member farmers in taking care of their livestock.
- ix. the agricultural co-operative society, along with banks, serves in lending funds to the farmers to buy HYV-seeds and farming implements.
- x. the farmers in India have to sell the produce themselves and since there is a shortage of storage facilities. They sometimes have to sell their produce at low price.

B. Farm in the USA



- i. Farmers in developed countries like the USA, Canada and Australia practice commercial agriculture on large farms.
- ii. The farms are big, ranging from 250 to 300 hectares in size with their house on the farm.
- iii. Crops are grown at commercial level and include wheat, maize or corn, soybean, cotton and sugar beet.

iv. A typical farmer in the USA

- operates on a much larger scale and is more like a businessman.
- regularly analyses the type of soil and the water resources available and decides which crop to grow
- takes adequate steps to protect their crop from pests by taking help of the fertilizer plant that enables him to choose the best pesticides
- has a computer linked to a satellite providing a complete picture of the field and as a result
- there is no need for supplementing farming income.
- relies heavily on machines, like tractor, seed driller, leveller, combined harvester and thresher.
- has the advantage of automated grain storage facilities and dispatch facilities to marketing agencies and so can wait for a good price for their farm produce.

Q1: Fill in the blanks:

- a) Main source of irrigation for an Indian farmer is _____
- b) _____ type of farming is practiced in developing countries.

Q2: State true / false?

- a) Farms in USA operates on a low scale. _____
- b) A farmer in USA has computer linked to a satellite providing complete picture of field. _____

Q3: Find out the difference between the lifestyle of farmers in the USA and India on the basis of pictures collected from books, magazines, newspapers and the internet?

Industries

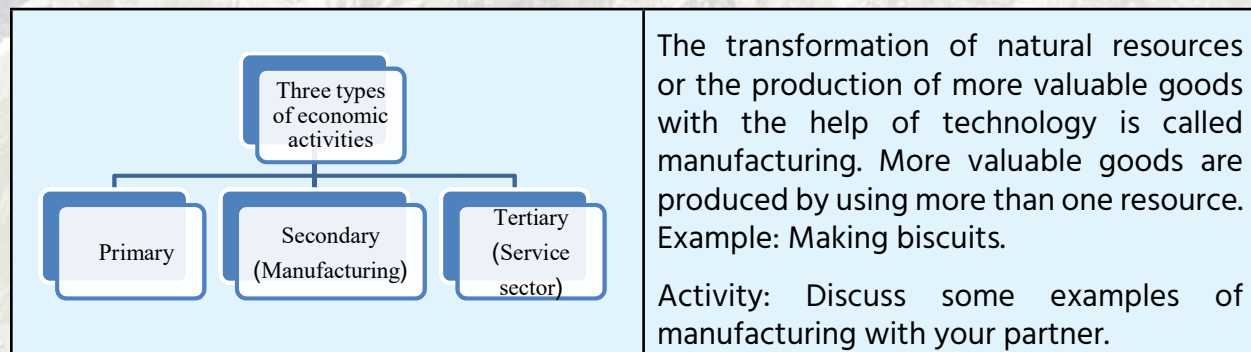
LEARNING OUTCOMES-

The learner classifies different types of industries based on raw materials, size and ownership.

Dear children, in a society, a person do many things to fulfil his needs. The activities which are done for the purpose of earning money are called economic activities such as running a shop, working in an office etc.

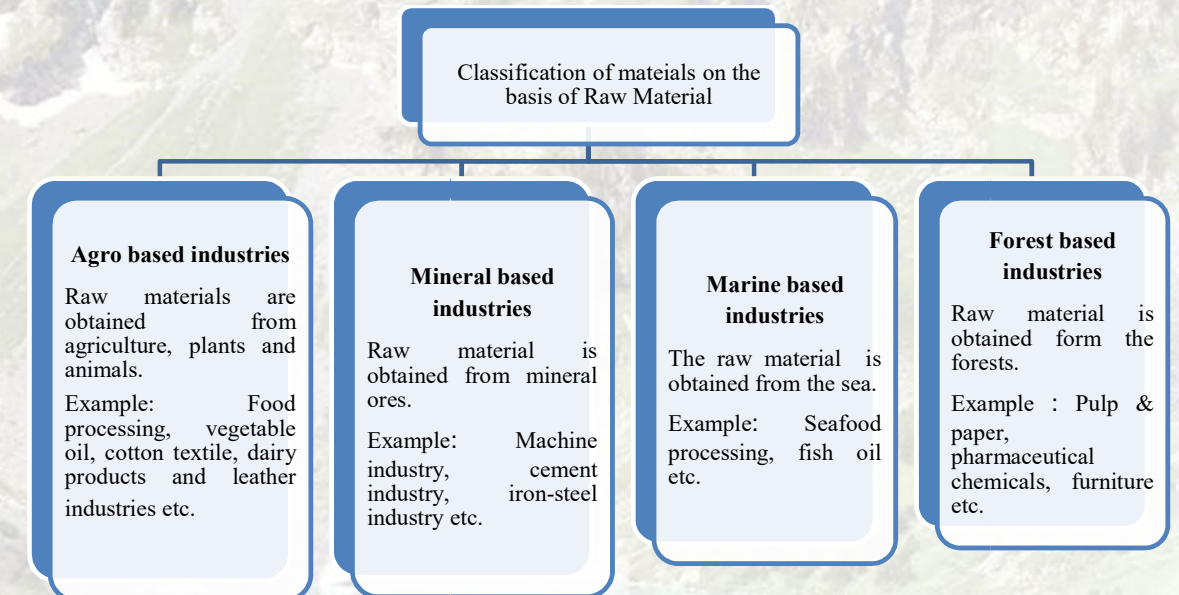
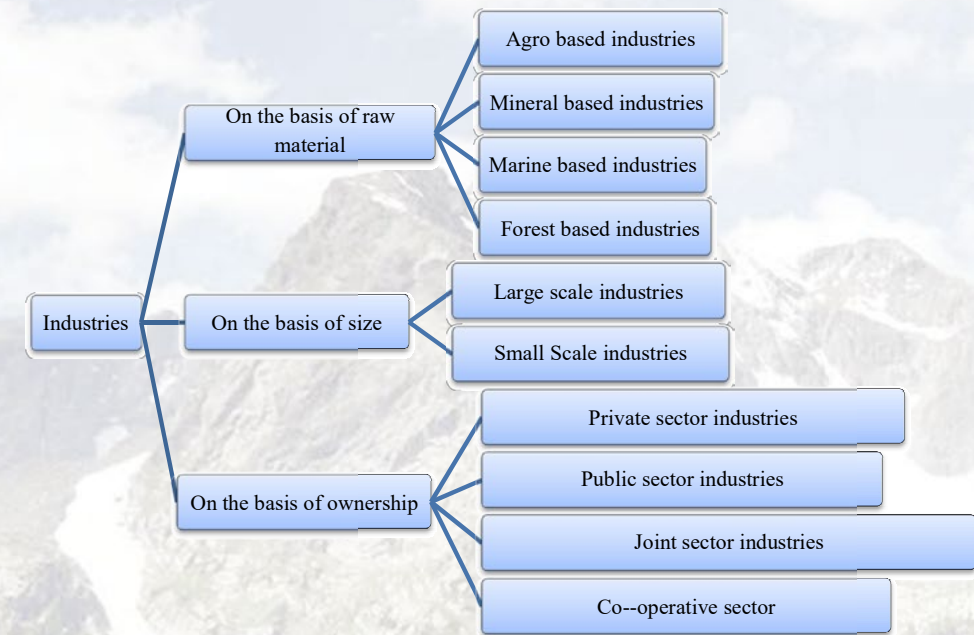
The activities which are done not to earn money but to provide services to others or to fulfil human feelings are called non-economic activities. Like cooking of food by your mother at home.

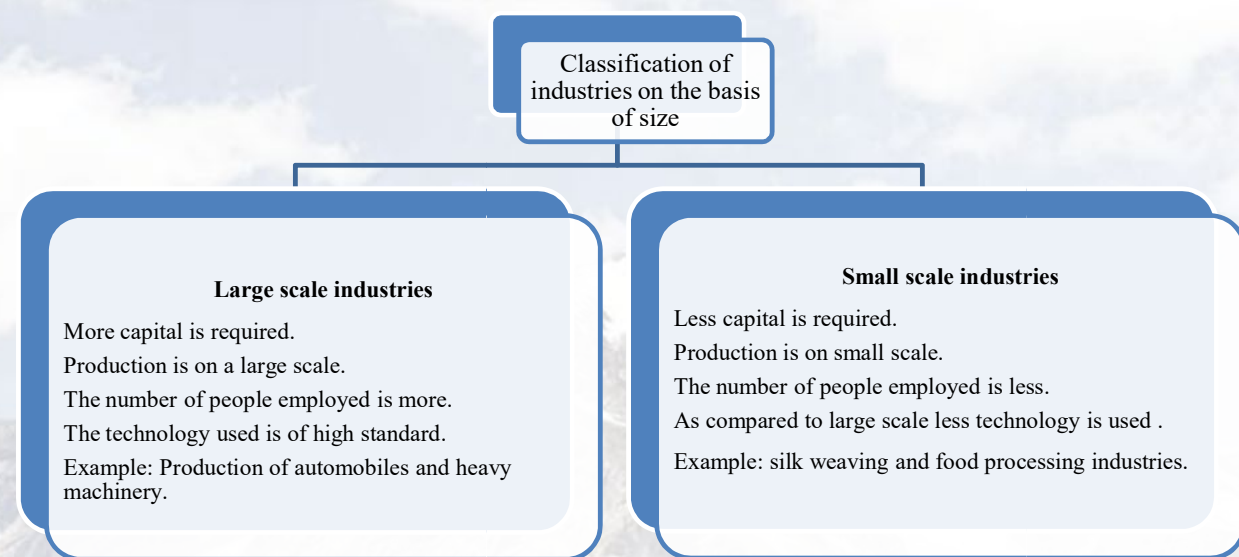
Activity: Can the same work be economic for one person and non-economic for another? Discuss.



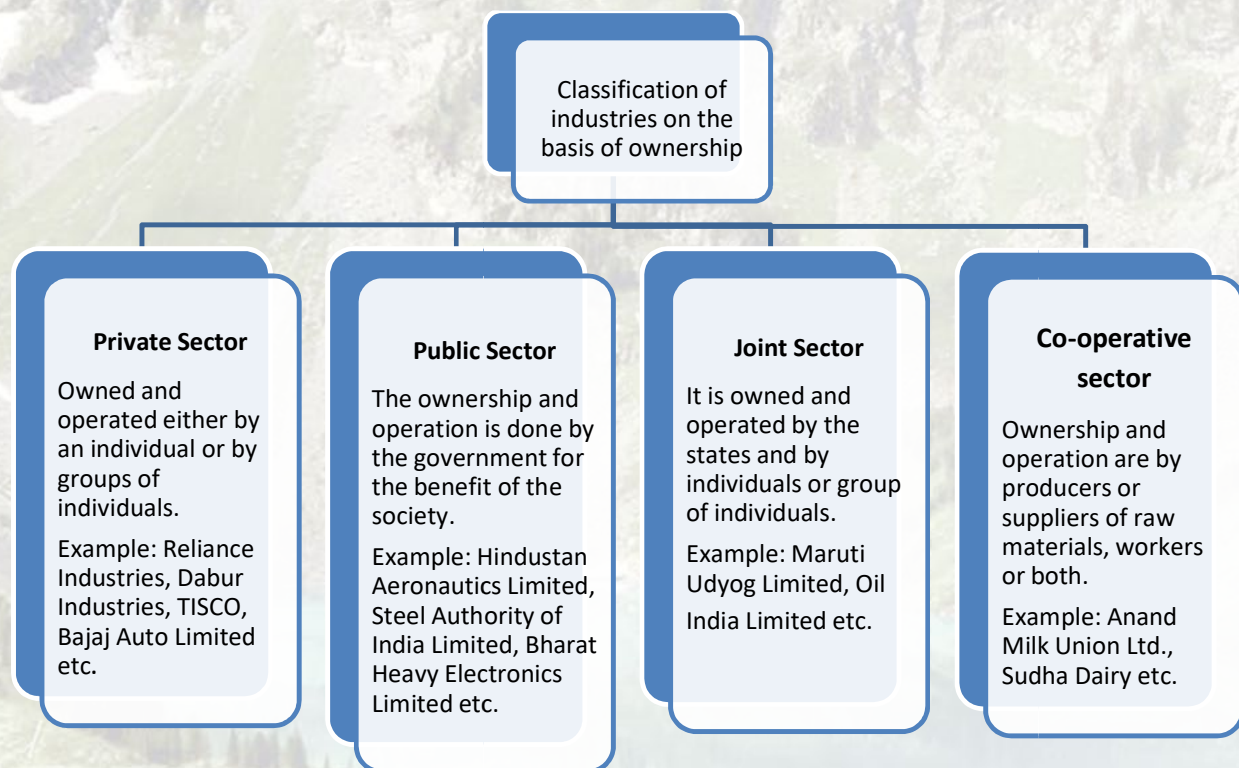
Any economic activity in which production of goods or services, extraction of minerals or smelting (cleaning) is done on mass scale for market is called industry. More capital and higher technology are often used in industries.

Classification of Industries





Cottage or household industries are a type of small scale industry where products are manufactured by hand (handicrafts). Examples: Basket weaving, pottery and other handmade items.



Practice:

Question 1: From where do we get raw material for industries?

Question 2: How do industries make resources more useful?

Question 3: Why is manufacturing considered as a secondary activity?

Question 4: List the raw materials and final products of some industries.

Question 5: Find out the type of ownership of the industrial materials you use in everyday life.

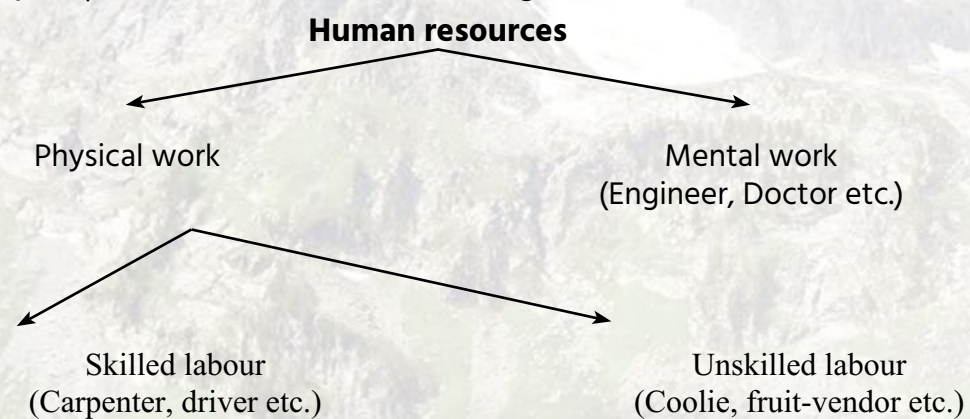
Human Resources

LEARNING OUTCOMES-

Student will be able to draw bar diagram to show population of different countries / India / states.

Dear students, do you know what do your parents do to fulfil your needs? Have you ever thought that your family members can also be a resource? It means the people with their demands, abilities and needs, convert the available resources into other resources and thus, they become **human resources**.

Work done by your parents is divided into two categories:



Distribution of Population: The way in which people are spread across the Earth's surface.

- This distribution of population in the world is extremely uneven. Some areas are very crowded (South and South East Asia, Europe and North Eastern North America) while some are sparsely populated (high altitude areas, tropical deserts, high mountains etc.)
- More than 90% of the world's population lives in about 30% of the land surface.
- 60% of the world's people stay in just 10 countries. All of them have more than 100 million people. Almost three-quarter of the world's people live in two continents - Asia and Africa.

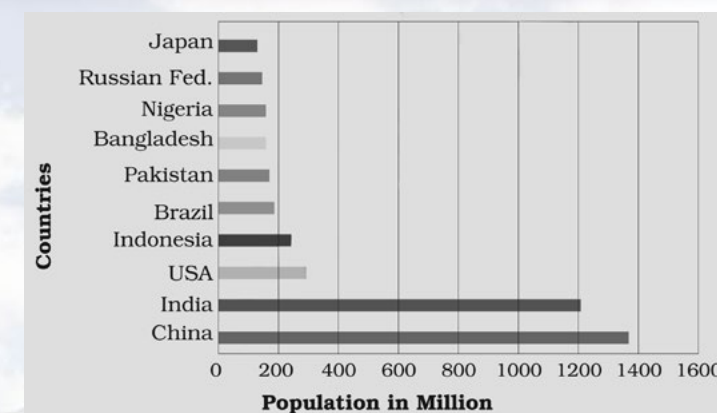
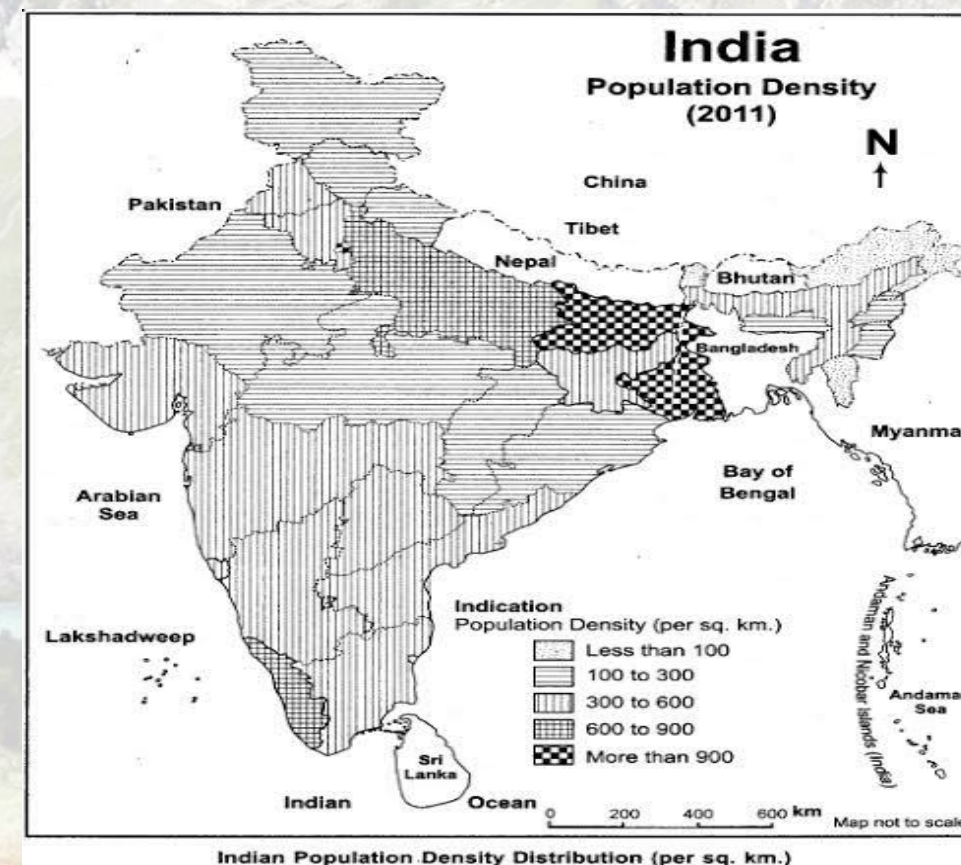


Fig. 6.2: World's most populous countries

Density of Population: Number of people living in a unit area of the Earth's surface. It is denoted as "per square km".

- The average density of population in the whole world is 51 person per square km.
- South Central Asia has the highest density of population.
- China is the most densely populated country in the world.



Q1: Choose the correct answer:

- A. 60% of World's population lives in _____ countries
(a) 5 (b) 10 (c) 2
- B. The most densely populated country in the World is _____
(a) India (b) China (c) America

Q2: Make a list of the occupations of your neighbourhood / relatives and classify their work on the basis of physical and mental labour?

Q3: Human is the biggest resource? Explain.

Q4: Locate 5 highly populated countries of the world on world's map?



(World Map)

Human Resources

LEARNING OUTCOMES-

Students will be able to interpret the world map for uneven distribution of population.

Students, if you are asked to choose a place to live in, what would that be? Would it be mountains, city or an island? Which climate will suit you? What profession / occupation would you prefer there?

There are some points which you should keep in mind while choosing a habitat (place where someone lives). Following are the factors, which affect the distribution of population:

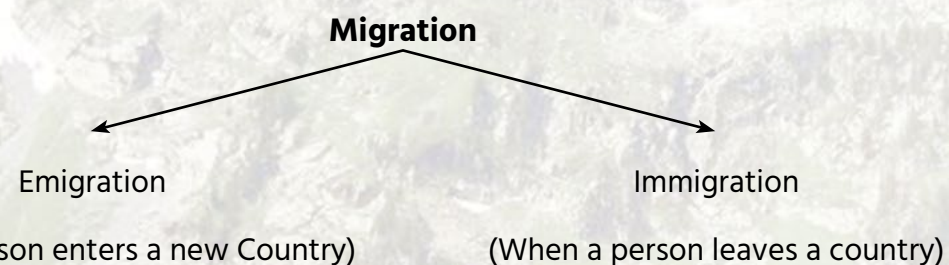
- 1) Topography:** People always prefer to live on plains (suitable for agriculture, manufacturing) rather than mountains, plateaus. Most of cities, villages are situated on the banks of river and not on the mountains etc.
- 2) Climate:** People avoid extreme climatic conditions like very hot (deserts) or very cold (polar regions). They prefer moderate weather conditions.
- 3) Water:** People prefer the areas where fresh water is available rather than the areas, where salty water (sea) is available.
- 4) Minerals:** Areas with mineral deposits are densely populated rather than the areas having no / less mineral deposits.
- 5) Social factors:** Areas having better education, health, infrastructure (housing) facilities are densely populated because people get easy access to such facilities. For example: metropolitan cities like Delhi, Mumbai etc.
- 6) Economic (related to money) factors:** Industrial sectors or developed cities offer more employment opportunities. Thus, people are more attracted towards those areas where economic conditions are favourable.

Population change is the change in number of people during to a specific time. It happens due to change in **birth rate** (number of live births per 1000 people) and **death rate** (number of deaths per 1000 people). Difference in both is called **natural growth rate** which brings population change.

If Birth rate > Death rate, population increases
 If Birth rate < Death rate, population decreases
 If Birth rate = Death rate, population remains stable.



Suppose, during this COVID-19 pandemic times, you leave your present place of living and move to your native place, this situation known as Migration also brings change to population.



Population Composition (Structure of population): It helps to know number of males or females, their age group, their literacy rate, their occupation, their income levels and health conditions etc. in a particular country at a particular time period.

The best way to study population composition is the **population pyramid**

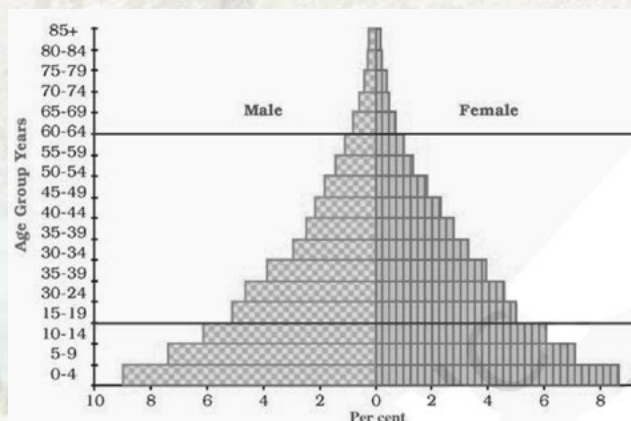


Fig. 6.6: Population Pyramid

Conclusion:

Skilled, educated, abled youth of a nation is the future of that country. India does not lack human resources, but the need of hour (Immediate action required) is to educate, train and provide them good opportunities of health, employment etc. The biggest asset (Capital) for a nation is the human resource it possesses.

Q1: Imagine you are living in a small town. What factors will attract you to move to a metropolitan city?

Q2: MCQs:

- A. Which of the following is not the region where few people live?
 - a) High altitude areas
 - b) Plains
 - c) High mountains
 - d) Equatorial Forest area
- B. Movement of people in and out of an area is called _____.
 - a) Birth rate
 - b) Death rate
 - c) Migration
 - d) Growth rate
- C. If birth rate is more than death rate of a nation, it's population
 - a) Increases
 - b) decreases
 - c) Remains stable

Q3: State True/False:

- A. Distribution of population in the world is even. _____
- B. Population density is high in rural areas. ____
- C. Difference between death rate and birth rate is called natural growth rate. _____
- D. The greatest resource of a nation is its human resource. _____

Q4: World's population is rising at a higher pace. Think and give reasons based on your understanding?



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