

Standard VII

Social Science

Part II



Government of Kerala

DEPARTMENT OF EDUCATION

State Council of Educational Research and Training (SCERT); Kerala

2016

THE NATIONAL ANTHEM

Jana-gana-mana adhinayaka, jaya he
Bharatha-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga
Tava subha name jage,
Tava subha asisa mage,
Gahe tava jaya gatha.
Jana-gana-mangala-dayaka jaya he
Bharatha-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give respect to my parents, teachers and all elders and treat everyone with courtesy.

I pledge my devotion to my country and my people. In their well-being and prosperity alone lies my happiness.

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Typesetting and Layout : SCERT

First Edition : 2014, Reprint : 2016

Printed at : KBPS, Kakkanad, Kochi - 30

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Dear Students,

We are all members of the society. It is the duty of every citizen to embrace its virtues and to react against its vices. Our rich culture and the various comforts we enjoy today are the contributions of the past generations as well. We should not only honour their sacrificial deeds but also guard their achievements and preserve them for future generations.

Our existence is dependent on the bond between man and environment. Hence we should protect our environment and should carefully utilize it for social development with the realization that it belongs to the future generations as well. As members of a democratic nation, we should be able to enjoy our rights and perform our duties. Learning Social Science encourages such insightful deeds and paves the way to excellence. I hope this textbook will help you to gain adequate knowledge, to seek and find more, and to be responsive in the society.

Wishing you the best,

Dr. J. Prasad
Director
SCERT

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Certain icons are used in this
textbook for convenience



For further reading
(Need not be subjected to evaluation)



Questions for assessing the progress



Summary



Significant learning outcomes



Let us assess

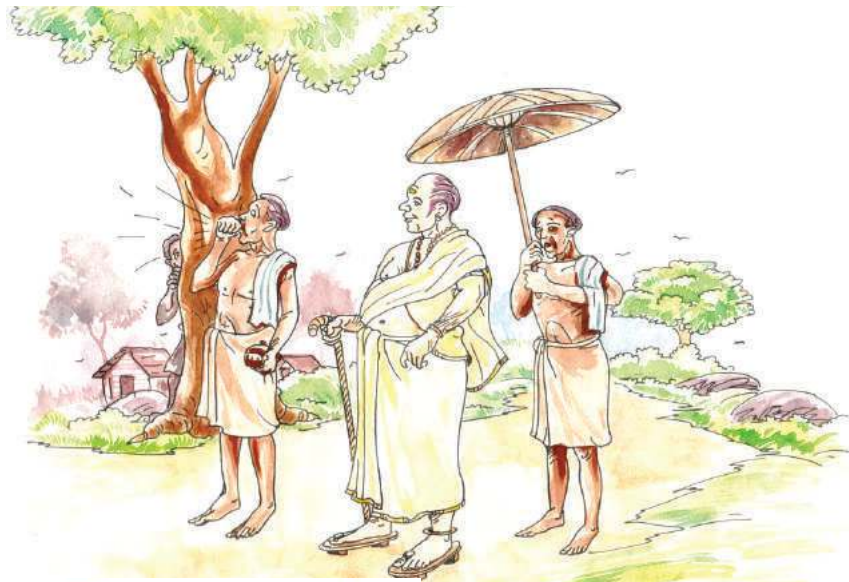


Extended activities



8

Towards a New Kerala Society



തൊട്ടുകൂടാരന്മാർ തീണ്ടിക്കൂടാരന്മാർ
ദൃഷ്ടിവിൽപെട്ടാലും ദോഷമുള്ളൊർ
കെട്ടില്ലാരേതാർ, തമ്മിലുണ്ണാരേതാരിങ്ങനെ-
ഖൊട്ടല്ലഹോ ജാതിക്കോമരങ്ങൾ!

*Manifold are the manifestations of caste:
There are untouchables and unapproachables,
Those whose sight itself is damnation,
And those who do not mix in marriage
Or even in eating food.*
Translated by P C Gangadharan

The above lines are from Kumaranasan's 'Duravastha'.

What can you make out from these lines about the social condition of the then Kerala?

What were the evil practices that prevailed in the Kerala society in the past?

- Caste discrimination
- Child marriage

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Many social evils like the denial of equal opportunity and exploitation prevailed in Kerala due to rigid caste hierarchy. Discrimination was apparent in clothing, occupation, dwellings, language and even names. Women were denied equal opportunities. It is this social condition that prompted Swami Vivekananda to describe Kerala as a 'lunatic asylum'.

- Were any such evil customs prevalent in your locality? Collect information on them with the help of elders.

In a previous chapter, we discussed the evil customs and practices that existed in other parts of India and the social reform movements that were organized to eradicate them.

During the same period several social reform movements were formed in Kerala as well. Let us have a look at the leaders of such movements and their activities.

Wells to resist untouchability

Vaikunta Swamikal was one of the earlier social reformers in Kerala. He was born at Shastamkoyil in Kanyakumari.

During that period, the *Avarnas* (so called lower caste people) were prohibited from drawing water from the wells used by the *Savarnas* (so called upper caste people). Vaikunta Swamikal challenged this social abuse by digging wells, which were free for use by everyone irrespective of caste.

He also began the practice of inter-dining (*Samapanthibhojanam*) where people collected and cooked rice, cereals and vegetables and dined together, irrespective of their caste.

He also:

- raised voice against the evil custom of preventing women of the so called lower castes from wearing upper cloth.
- protested against the prohibition on temple entry.
- formed *Samatwasamajam*, an organization for carrying out social reforms.

The activities of Swamikal inspired the Channar Revolt (otherwise known as Upper Cloth Mutiny) that fought for the right of the Channar women to wear upper clothes and knee-length garments. His stance 'One should get wages for work' also influenced the people. He expressed his contempt towards the British government by referring to it as *ven neecha bharanam* (the rule of white devils).



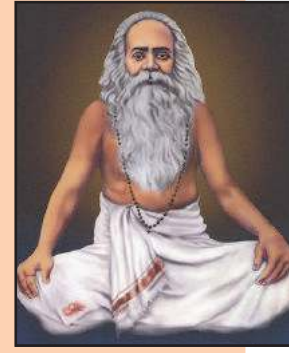
Vaikunta Swamikal

Knowledge and wealth

Chattampi Swamikal was a philanthropist who worked for the benefit and well being of human society irrespective of caste and creed.

He was born at Kannammoola in Thiruvananthapuram.

He argued for the temple entry of the depressed classes and their freedom of movement. He inter-dined with the depressed classes and worked for



Chattampi Swamikal

their social progress. He opposed the Brahminic domination that existed in the society and cooperated with all sections of society in the activities for social reformation. He had in-depth knowledge in Vedas and Upanishads. The important works of Chattampi Swamikal are *Vedadhikaraniroopanam* and *Pracheenamalayalam*. He believed that human progress is possible only by acquiring knowledge and wealth. His perspectives were beyond caste and religion. His *samadhi* was at Panmana in Kollam district.

CHATTAMPI SWAMIKAL



Chattampi Swamikal's real name was Ayyappan. During his Gurukula days, he was assigned by his Guru the duty to monitor and administer the rules in the Gurukula. Thus he earned the name Chattampi (the one who is assigned to administer the rules) and later came to be known as Chattampi Swamikal.

Enlightenment through education

'One caste, one religion, one God for man'.

'Whatever be the religion, men should be good'.

'Be enlightened with education, be strengthened with organisation?'

'People may be different in their clothing, language and religion, but all belong to one caste - humanity. Hence there is no harm in having marital relation with one another or in dining together.'

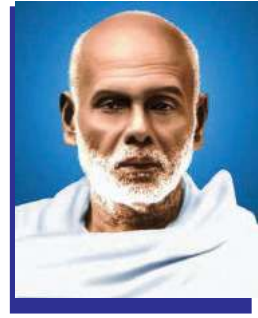
The quotes given above are the major perspectives of Sree Narayana Guru who was a social reformer in Kerala.

Elimination of the caste system was the primary aim of Guru's social activities. He toiled for communal harmony. He organized an All Religion Conference at Aluva and at the main entrance of the venue he wrote thus:

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"This conference is not to argue and win, but to know and inform."

The declaration of Guru that the caste of humanity is being humane, created new waves in the society. His aim was to mould the society into a civilized one.



Sree Narayana Guru

He knew that the upward social mobility of the depressed classes could not be attained through the propagation of ideology alone. So he devised practical ways for social change through poverty alleviation programmes. He suggested setting up of industries for providing employment for people.

He created awareness against the evil customs like *Pulikudi*, *Tirandukalyanam* and *Talikettukalyanam* and advised people to lead a simple life by giving up extravagance and luxury. The Sree Narayana Dharma Paripalana Yogam was founded in 1903 to propagate the teachings of Guru.

Sree Narayana Guru was born at Chempazhanti in Thiruvananthapuram. His major works are *Atmopadesasatakam*, *Darsanamala* and *Daivadasakam*.

The contributions of Guru in the field of social renaissance won the appreciation of Mahatma Gandhi and Rabindranath Tagore.

School - the main place of worship



The consecrations (*pratishtas*) carried out by Sree Narayana Guru shook the foundations of the caste system. The *Sivalingapratishtha* at Aruvippuram, the *Deepapratishtha* at Karamukku temple and the *Saradapratishtha* at Sivagiri were prominent among them. The last consecration by Guru was at Kalavankodam in Alappuzha district, where the *pratishta* was a mirror in which *Om* was inscribed. He gave equal importance to schools and temples and said: "Now people need the establishment of schools, not temples. Schools should be the main places of worship."

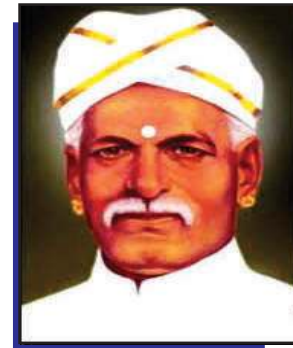


How did the teachings and activities of Sree Narayana Guru influence the social changes in Kerala? Evaluate.

Prepare a wall magazine by including the quotes/messages of Guru.

Education - a social investment

Ayyankali was a reformer who strived for the uplift of the depressed classes. He recognized that education is an investment for resolving social inequalities and to improve the social status of the depressed classes. In 1904 Ayyankali established a school exclusively for the depressed classes.



Ayyankali

When the students from the depressed classes were denied education, Ayyankali proclaimed: 'If our children are denied education, we will grow weeds all over the paddy fields.'

He was born at Venganur in Thiruvananthapuram district. *Sadhujana Paripalana Sangham* was the organization he founded for his reform activities.

The right of *Avarnas* to walk freely along the public roads, school admission of the students from depressed classes and better wages for labourers were the aims of the organization.

As a famous leader of the depressed classes, he became a member of the *Sree Mulam Praja Sabha* (People's Assembly). Gandhiji appreciated the activities of Ayyankali.

Historic journey in *Villuvandi*



In 1893, Ayyankali broke social prohibitions by travelling through the public roads of Venganur in *Villuvandi* (a special type of bullock cart). He started the fight for the right of freedom of movement of the depressed classes by travelling through the major roads of Travancore, thus creating history.

Kallumaala agitation



The womenfolk of the depressed classes used to wear *kallumaalas* (stone chain). Ayyankali called upon them to give up the *kallumaalas*, which was a symbol of inferior status. The *kallumaalas* thus abandoned by the women piled up to a height of four to five feet.



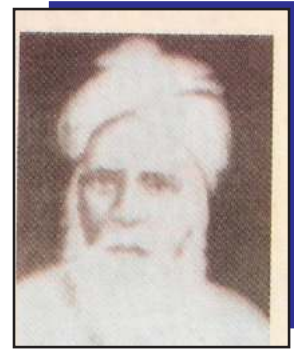
How effective were the activities of Ayyankali in bringing about social change? Evaluate.

Transformation through writings

'The rich have to bear the educational expense of the poor and provide assistance for their higher education.'

'Human progress is possible only through acquiring materialistic education along with religious education.'

'Education is a means to solve the social backwardness.'



Vakkom Abdul
Khader Maulavi

The quotes given are the visions of Vakkom Abdul Khader Maulavi who strived for social reforms in Kerala.

He:

- fought against superstitions.
- promoted English education.
- nurtured women education.
- promoted education that gave importance to science and arts.
- created awareness among organizations to spread education.

He had mastered various languages like Malayalam, Urdu, Arabic, Sanskrit and Persian. He collaborated with the activities of *Muslim Aikya Sangham* established at Kodungallur. He founded the magazines *Muslim* and *Al Islam* and the newspaper *Swadeshabhimani* to spread the light of knowledge.

Swadeshabhimani newspaper



Swadeshabhimani is the newspaper that brought out the corruption and injustice of the Divan of Travancore. In 1910, the newspaper was confiscated and Ramakrishna Pillai, the editor of the newspaper, was expelled from Travancore. When Vakkom Abdul Khader, the founder of the newspaper, was compelled to make an effort to reclaim the press, he took the stance: 'Why should I have the newspaper and press without my editor?'

How far did the activities of Vakkom Abdul Khader Maulavi help the social progress? Prepare a note.

Protest through songs

*No, not a single letter do I see
On my race
But so many histories seen
On so many races*

* * *

*Listen to the plight
Of forefathers
Ploughing the land chained and paired
with oxen and buffaloes*

* * *

*No food, no wage
How unbearable the mere thought!*

* * *



Poykayil Sree
Kumara Gurudevan

Poykayil Sree Kumara Gurudevan propagated his ideologies through songs and speeches that expressed the miseries and agonies of slavery and the protest of the depressed. He was a social reformer who combined knowledge and spirituality for the liberation of the depressed classes. He was born at Eraviperoor in Thiruvalla and was also known as Poykayil Appachan.

He fought against caste discrimination and exploitation and founded the organization *Pratyaksha Raksha Daiva Sabha* for philanthropy, universal brotherhood and world peace. Sree Kumara Gurudevan who strived for social transformation, was a member of *Sree Mulam Praja Sabha* twice.

The anti - war march



During the First World War an anti-war march from Marankulam to Kulathoorkunnu was organized under the leadership of Sree Kumara Gurudevan. The march upheld the slogan 'Peace, Peace for World'. The march was interpreted as an anti-British government move and he was arrested.

Against superstitions

Vagbhatananda was one of the prominent reformers who led movements in Malabar against social evils. He upheld monotheism and founded *Atmavidyasangham* to create public awareness against superstitions and meaningless rituals. In addition to social reforms and poverty alleviation, he gave importance to gender equality.

Complete the table

| Reformers | Movements | Major Activities |
|--------------------------------|-----------------|---|
| Vaikunta Swamikal | Samatwa Samajam | <ul style="list-style-type: none"> • Fought against untouchability • Argued for the right to temple entry and for wearing upper clothes • Organized inter-dining |
| Chattampi Swamikal | | |
| Sree Narayana Guru | | |
| Ayyankali | | |
| Vakkom Abdul Khader Maulavi | | |
| Poykayil Sree Kumara Gurudevan | | |
| Vagbhatananda | | |

Towards gender equality

Due to the caste system and male domination prevalent in the society, the plight of women of different sections varied. The *Namboothiri* women were confined to the four walls of their houses. The working class women of the *Avarna* communities had to face discrimination and exploitation from the *Savarnas*.

The social reformers raised their voice against such exploitations, discriminations and inequalities. The Channar Revolt that we discussed in this chapter was one of the earlier movements that aimed at solving women issues. The *Tolviraku* Revolt at Cheemeni in Kasaragod and *Mechilpullu* Revolt led by Kandakai Kunhakkamma of Kandakai village in Kannur were women's initiatives.

The social activists of the *Namboothiri* community like V.T. Bhattathirippad and M.R. Bhattathirippad rallied against the inequalities and discriminations faced by the *Namboothiri* women. This brought about drastic changes in the status of the *Namboothiri* women. The plays, *Adukkalayil ninnu Arangathekk* written by V.T. Bhattathirippad and *Rithumati* by Premji revealed to the society the tragic plight of the *Namboothiri* women.

Arya Pallam, Devaki Narikkattiri and Parvathy Nenmenimangalam were the leaders who strived to make the *Namboothiri* women self-sufficient by organizing various activities. New ideas were formed and activities were organized for better wages and proper dress code and also against gender

discrimination and occupational exploitation. This helped in the formation of the modern democratic view based on gender equality.



Analyze the circumstances that laid the foundation for the formation of the Kerala society based on gender equality.

The missionary activities

The Christian missionaries played an important role in the social reform movements in Kerala. Their contribution in the field of education is remarkable. Their institutions admitted students from all sections of society, irrespective of caste and religion. This progress in education inspired the social awakening in Kerala. Major missionary groups that functioned in Kerala were:

- London Mission Society
- Church Mission Society
- Basel Evangelical Mission

Reformers like Sahodaran Ayyappan, Pandit K.P. Karuppan and Sayed Sanaulla Makti Thangal also helped in creating a new awakening spirit in social and educational fields of Kerala. They made people aware of the evil effects of the caste system and superstitions, and emphasised the importance of education. Along with their efforts for social reforms, they urged people to propagate the message of harmony.

The progress acquired through these social reform movements guided Kerala in its later development. Let us sum up the positive changes brought about by these reform movements in Kerala.

- Right to move freely along public roads was granted.
- Movements against the discrimination in occupation, naming, dwellings and dress code were formed.
- Caste hierarchy was questioned.
- It was realized that education is the base of all progress.
- Modern education was promoted.
- The importance of women education and gender equality was recognized.



Which are the major fields of reformation that the social reformers in Kerala commonly emphasised on?

Prepare a note on the social changes in Kerala brought about by the social reform movements.



Summary

- Many evil customs prevailed in Kerala.
- Numerous social reform movements came up against the caste system, discrimination and exploitation.
- Social reformers like Vaikunta Swamikal, Chattampi Swamikal, Sree Narayana Guru, Vakkom Abdul Khader Maulavi, Ayyankali, Poykayil Sree Kumara Gurudevan, Makti Thangal, Pandit K.P. Karuppan, Vagbhadananda and V.T. Bhattathirippad strived hard for the transformation of Kerala society.



Significant learning outcomes

The learner can

- find out the major evil customs and practices that existed in Kerala.
- analyse the role of the reformers and movements that fought against the social evils which existed in Kerala.
- evaluate the influence of social reform movement on the social and cultural life of Kerala.



Let us assess

- Evaluate the common features of the social reform movements in Kerala.

Arrange the table properly

| | |
|---------------------------------------|-----------------------------|
| Samatwasamajam | Vakkom Abdul Khader Maulavi |
| Sree Narayana Dharma Paripalana Yogam | Ayyankali |
| Sadhujana Paripalana Sangham | Vaikunta Swamikal |
| Kerala Muslim Aikya Sangham | Sree Narayana Guru |



Extended activities

- Conduct a seminar on 'the social reform movements in Kerala'.
- Collect the pictures and stamps of the social reformers in Kerala and prepare an album with captions.
- Collect information on the programmes conducted by the social and cultural organisations of your locality.
- Conduct a debate on 'The importance of gender equality'.

9

Gandhiji and the Freedom Struggle

There was a huge crowd at the Vaikom quay and along the shore of the Kayal. My fellow students and I somehow managed to wedge through the crowd. I could spot Gandhiji in the boat even from a distance.

The mob roared like the sea...

"Mahatma Gandhi... ki...jai!"

The 'half naked fakir' smiled, revealing his toothless gum.

Greeting the mob he alighted and slowly got into an open car. The car slowly made its way through the crowd to the Satyagraha Ashram.

Amidst the commotion, I longed for something strange!

I yearned to touch the revered Mahatma! I felt I would die if I don't.

What if someone notices? I grew nervous.

I gently touched his right shoulder! I staggered and caught his wrist, to steady myself...

Gandhiji smiled at me.

That evening I rushed home and proudly said to my mother,

"Umma, I touched Gandhi!"

(Adopted from *Amma*, an autobiographical extract from *Ormakurippu*, by Vaikom Muhammed Basheer).

Gandhiji's visit to Kerala to inspire the Vaikom Sathyagraha was a memorable incident in Vaikom Muhammed Basheer's life.

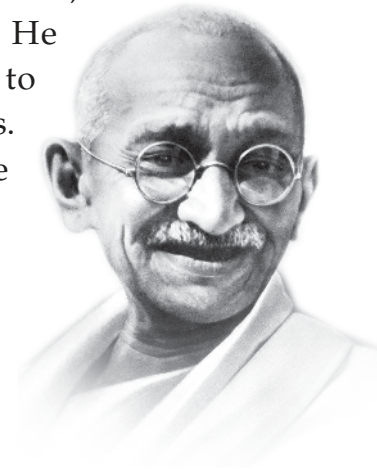
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We have discussed the moderate and extremist phases of the Indian National Movement. The third phase of the National Movement began with the arrival of Gandhiji. The period between 1919 and 1947, when Gandhiji led the movement, is known as the Gandhian phase.



Gandhiji's entry into the National Movement

After an eventful stay in South Africa for many years, Gandhiji returned to India on 9 January 1915. He travelled the length and breadth of the country to discover India and to discern the problems of Indians. Gandhiji led an exemplary life of simplicity. He interacted with common people in their language. He devised a unique method of non-violent resistance known as Satyagraha. He established the Sabarmati Ashram at Ahmedabad in Gujarat for the propagation of his ideas. The leadership of Gandhiji led to massive participation of people in the National Movement.



Satyagraha

Satyagraha means 'holding truth firmly'. It is founded on the principle of non-violence. The satyagrahi condemns sin, but does not condemn the sinner. The satyagrahi believes that the conscience of the sinner can be awakened.

Prepare a note on the early activities of Gandhiji on his return from South Africa.

Earlier Movements

The first strike led by Gandhiji in India was the Champaran Satyagraha in 1917. It was against the exploitation of the indigo farmers of Champaran in Bihar by the British planters. As a result, the British were compelled to adopt measures that brought relief to the farmers.

In 1918, Gandhiji led another strike for the wage hike of cotton mill workers in Ahmedabad. It was the first hunger strike ever employed by Gandhiji in India.

In the same year, Kheda in Gujarat was struck by a natural calamity and there was an immense crop failure. The peasants of Kheda appealed to the British government for the tax relaxation. The appeal was rejected by the authorities and Gandhiji called for a strike for non-payment of tax.

How do the strategies of the earlier movements led by Gandhiji differ from that of the extremist movements? Prepare a note based on your discussion.



For Civil Rights



See the collage.

From this collage we can understand the inhuman treatment of Indians by the British government.

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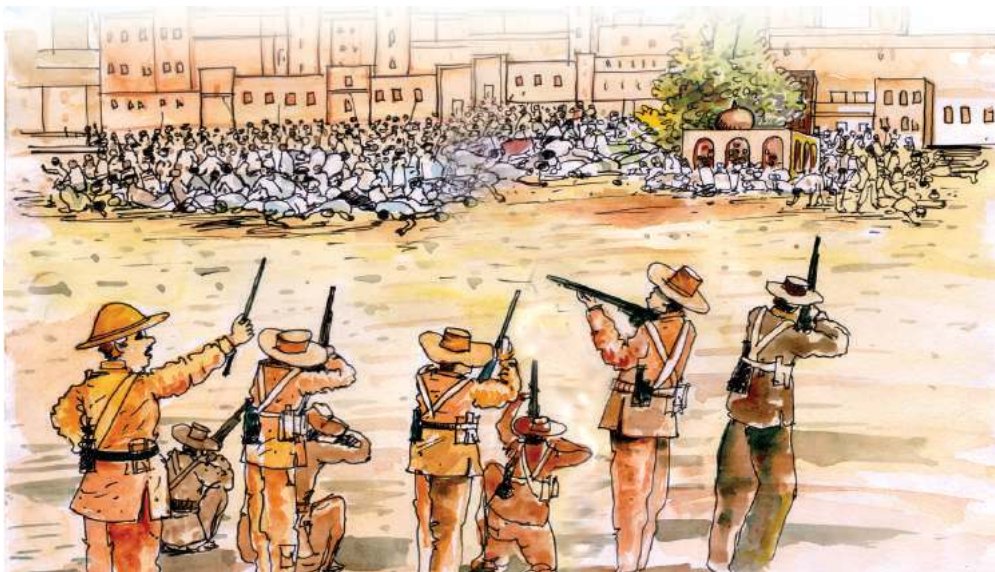
The British authorities implemented several unjust laws that denied civil rights to the Indians. Among them, the Rowlatt Act triggered mass protests. The Act authorized the government to:

- arrest an Indian without any warrant
- detain any Indian indefinitely without trial
- conduct trials in special tribunals
- deny the right of appeal petition

People intensely opposed the Act by organizing marches, hunger strikes, demonstrations, public meetings, and civil-disobedience. Gandhiji called for a country wide protest observing 6 April 1919 as Black Day. The whole nation responded with a hitherto unseen zest.

In Punjab, the leaders of the protest, Dr. Satyapal and Dr. Saifuddin Kitchlew were arrested. A public meeting was held at Jallianwala Bagh in protest. Jallianwala Bagh was a spacious public ground, surrounded by walls on three sides with a narrow exit. The British soldiers fired at the unarmed crowd. More than one thousand people were killed and many more were injured. The army did not permit anyone to nurse the wounded, to give them water or to remove the dead bodies. This dreadful event is known as the Jallianwala Bagh Massacre. In protest:

- Gandhiji relinquished the title Kaisar-e-Hind conferred by the British government.
- Rabindranath Tagore renounced the title of 'Sir' conferred by the British.
- Countrywide protests were organized.



Jallianwala Bagh Massacre - An illustration



What was the approach of the British government towards the peaceful and non-violent protests? Evaluate in the context of the Jallianwala Bagh Massacre.

Prepare a script to enact the Jallianwala Bagh Massacre.



The valiant Uddam Singh

The young Uddam Singh was a witness to the Jallianwala Bagh Massacre. Years later, he went to England and shot dead Michael O' Dyer who had ordered the massacre. Singh was executed on 31 July 1940.



Uddam Singh

Khilafat Movement

The supreme leader of Usmania or the Ottoman Empire, based in Turkey was known as the Khalif. The Khalif was also regarded as the spiritual leader of Muslims the world over. During the First World War, Turkey joined the alliance opposing Britain. The Khilafat Movement was formed to protest against the injustice done to the Khalif in the war by the British. The leaders of the Khilafat Movement in India were Maulana Shaukat Ali and Maulana Muhammed Ali. They are known as the 'Ali Brothers'. Gandhiji believed that the Khilafat Movement would strengthen the solidarity formed among Hindus and Muslims during the Anti-Rowlett Act Movement. He extended his full support and cooperation to the movement. He accepted the presidentship of the All India Khilafat Committee. Khilafat Day was observed all over India on 17 October 1919.



Maulana Shaukat Ali,
Maulana Muhammed Ali

What are the factors that motivated Gandhiji to extend his support to the activities of Khilafat Movement? Prepare a note.

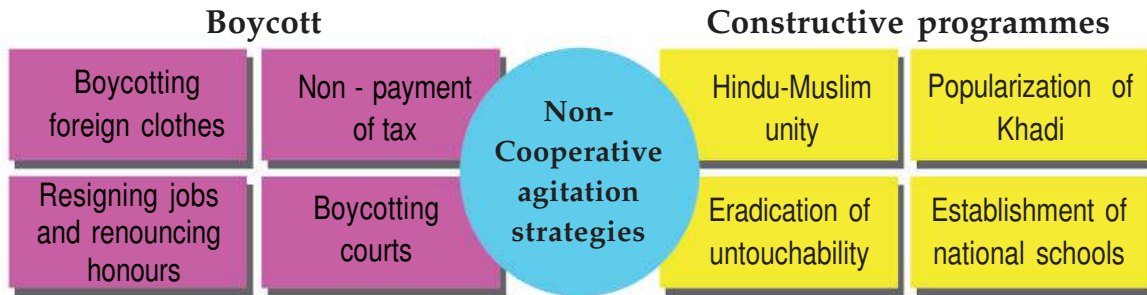
Non-Cooperation Movement

The Non-Cooperation Movement was a mass protest conducted by the Indian National Congress under the leadership of Gandhiji. It was the special session of the Indian National Congress held at Calcutta in 1920 that approved the Non-Cooperation Movement.

■ Social Science VII

In his letter to the Viceroy, heralding the Non-Cooperation Movement, Gandhiji asserted the right recognized 'from time immemorial of the subject to refuse to assist a ruler who misrules'.

The Non-Cooperation Movement was carried out at two levels: by boycotting and through constructive programmes.



Identify the circumstances that turned the Non - Cooperation Movement into a mass movement.

Prepare placards incorporating the ideas related to the Non - Cooperation Movement.

Let's see what happened in Kerala when such protests and movements were being organized all over the country.



Malabar Rebellion

The Malabar Rebellion in 1921 was a remarkable anti British rebellion in Kerala. The tenants of Malabar faced several acts of injustice from the landlords like eviction from agricultural land, imposition of heavy taxes, and unaffordable share of the net agricultural produce (*paattom*). The British officials supported such actions of the landlords. This coincided with the Non-Cooperation Movement and the Khilafat Movement becoming active in Kerala. Gandhiji visited Kerala with Maulana Shaukat Ali.

The Khilafat Movement and the annual Congress session at Manjeri in 1920 created an awakening among the farmers. Majority of the farmers were *Mappilas* (Muslims). At the peak of the anti-British and anti-landlord resentment, the people detained the police who arrived to arrest Vadakkeveettil Muhammed, the then secretary of the Pookkottur Khilafat Committee. There also spread a rumour that Ali Musliar, a leader of the Khilafat Movement, was arrested. It led to the outbreak of rebellion in the taluks of Eranad, Valluvanad, and Ponnani. The rebels were also furious at the landlords who assisted the British. The leaders, Ali Musliar and Varian Kunnath Kunhahammed Haji, were executed by the British.

Wagon Tragedy

Around 90 fighters who had been arrested in the Mappila Rebellion were dispatched to Coimbatore from Tirur railway station, stuffed into a freight (goods) wagon. Gasping for air, they clawed at each other in tormenting agony. By the time the wagon reached Podanur near Coimbatore, 72 had died and the rest were struggling to stay alive. This inhuman event that happened on 10 November 1921 is known as the Wagon Tragedy. The British brutally suppressed the mass movements against landlordism and unjust administration.



Wagon Tragedy - An illustration


The British government brutally suppressed the struggles for freedom. Analyze the statement in the backdrop of the Malabar Rebellion and prepare a note on it.

Prepare a caricature of the Wagon Tragedy.



The Malabar Rebellion is an amalgamation of the peasant struggles and the Khilafat Movement. Evaluate.

Complete the table given below:

| Pictures | Events | Key points |
|---|---------------------------|---|
|  | Jallianwala Bagh Massacre | <ul style="list-style-type: none"> • 1919 • Amritsar in Punjab • Protest against Rowlatt Act |
|  | | <ul style="list-style-type: none"> • • • • |

Chauri Chaura Incident

In 1922, the farmers of Chauri Chaura village in Uttar Pradesh organized a demonstration against the harsh measures of the British. The police opened fire at the procession of around three thousand unarmed farmers. The angry mob retaliated by burning down the police station, which resulted in the death of 22 policemen. Gandhiji called off the Non-Cooperation Movement completely as the incident violated the principles of non-violent resistance.

Discuss the situation that prompted Gandhiji to call off the Non-Cooperation Movement.



How do the strategies of Gandhiji's earlier movements differ from those of the Non-Cooperation Movement?

Vaikom Satyagraha

The National Movement evolved into a platform that opposed social inequalities and strengthened the freedom struggle.

The *Avarnas* were not allowed to use the public roads around the Vaikom temple. The Vaikom Satyagraha in 1924 urged for freedom of movement along these public roads for all sections of the society. In connection with the Satyagraha, Mannathu Padmanabhan led the famous *Savarna Jatha*. Vaikom Satyagraha was a remarkable movement in India against the practice of untouchability in public places. In the beginning of this chapter, we have read about the visit of Gandhiji to Vaikom to support the Satyagraha.

Discuss the relevance of the Vaikom Satyagraha and prepare a note on it.

Fearless of the hangman's rope

Parallel to Gandhian strategies, several armed struggles were also organized during this period. Leaders like Chandra Shekhar Azad, Bhagat Singh, Raj guru and Sukhdev formed the Hindustan Republican Association that aimed at preparing the youth for freedom struggle. They became martyrs for the cause.



Chandra Shekhar Azad



Bhagat Singh



Rajguru



Sukhdev

Savarna Jatha

Extending support to the Vaikom Satyagraha a procession of *Savarnas* (upper caste Hindus) led by Mannathu Padmanabhan, set out from the Vaikom temple to Thiruvananthapuram on 1 November 1924. They submitted a memorandum to Maharani Sethu Lakshmi Bai, requesting the opening of all roads to the Vaikom temple to all, irrespective of religion and caste.





A pinch of salt challenges an empire

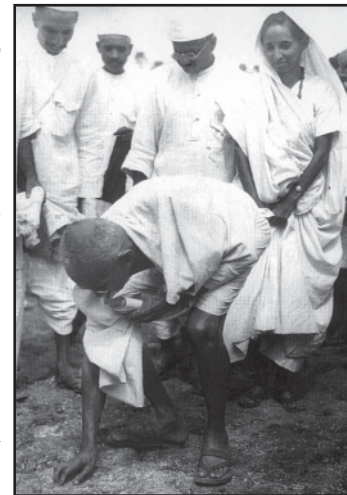
The Congress session held at Lahore in 1929 decided to launch the Civil Disobedience Movement under the leadership of Gandhiji. The aim of the movement was to disobey the unjust laws imposed by the British government. The Indians had to pay tax for making salt. The doubling of the salt tax by the British government fuelled the wrath of the people. Gandhiji realized that salt can be used as a weapon to organize a stronger mass movement. He decided to disobey the salt law.



Dandi March

Declaring the Salt Satyagraha, Gandhiji said: "Either I shall return with what I want or my dead body will float in the ocean".

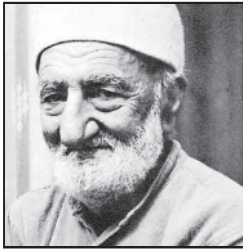
Accompanied by 78 followers, Gandhiji set out from the Sabarmati Ashram and reached Dandi beach by marching 375 km on foot. On 6 April 1930 he launched the Civil Disobedience Movement by taking a handful of salt. Thus salt came to symbolize the Civil Disobedience Movement in the Indian freedom movement.



Breaking of Salt law

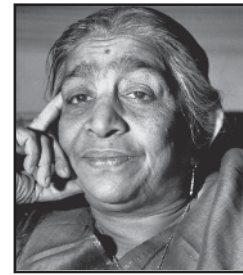
Keralites in Dandi March

C Krishnan Nair, Titus, Sankaran Ezhuthachan and Raghava Pothuval were the Keralites who participated in the Salt Satyagraha with Gandhiji.



Khan Abdul
Ghafar Khan

The Civil Disobedience Movement spread all over India. The movement in the north western region was led by Khan Abdul Ghafar Khan, popularly known as 'Frontier Gandhi'. Several women were also active in the movement under the leadership of Sarojini Naidu.



Sarojini Naidu

The prominent leaders of the Salt Satyagraha campaign in Kerala were K. Madhavan Nair and E. Moidu Maulavi. The major centres of the Salt Satyagraha in Kerala were Kozhikode and Payyannur in Kannur. The breaking of the Salt Law was organized in Payyannur under the leadership of K. Kelappan. Muhammad Abdu Rahman and P. Krishna Pillai who led the Salt Satyagraha at the Kozhikode beach were injured in the police lathi charge. The Salt Satyagraha fanned the flames of the freedom movement among the people of Kerala.

The British government decided to suppress the Salt Satyagraha by all means. Thousands of people including leaders like Gandhiji, Jawaharlal Nehru and Subhas Chandra Bose were arrested.

Dramatize the major events of the Salt Satyagraha.



Discuss the factors that prompted Gandhiji to adopt salt as a weapon for freedom struggle.

Guruvayur Satyagraha

The Gandhian principle of social reconstruction was also a part of the freedom movement. With the aim of creating an egalitarian society, the eradication of untouchability and attaining freedom of worship were also made a part of the freedom struggle. The Guruvayur Satyagraha organized in 1931 in Kerala was one of such initiatives.

The Queen of Nagas



The spirit of the Civil Disobedience Movement spread to Manipur and Nagaland, in North East India. Impressed by the National Movement, the 13-year old Gaidilieu participated in the Civil Disobedience Movement. Acknowledging her role in the freedom struggle, Jawaharlal Nehru described her as 'the Queen of Nagas'.

The trustee of the Guruvayur Temple, the then Zamorin, rejected Gandhiji's request to open the temple to all Hindus irrespective of caste. In protest, K. Kelappan went on a hunger strike before the temple. P. Krishna Pillai and A. K. Gopalan also took up the leadership of the Satyagraha. The Satyagraha that began with the moral support of Gandhiji resulted in securing for all Hindus the right to enter temples.

Ambedkar and Pune Pact

Dr. B.R. Ambedkar was prominent among the leaders who set out to politically empower the depressed classes in India. He recognized that the liberation of the depressed classes can be made possible only through their participation in administration. He participated in Round Table Conferences and urged the British government to involve the depressed classes in administration as a remedy to their social backwardness.



Dr. B.R. Ambedkar

Round Table Conferences



The British government reserved separate electorate for the depressed classes. Sensing that the separate electorate would alienate

The British government organized Round Table Conferences to discuss issues related to India in 1930, 1931, and 1932. Dr. B.R. Ambedkar participated in all three conferences. Gandhiji took part in the second one.

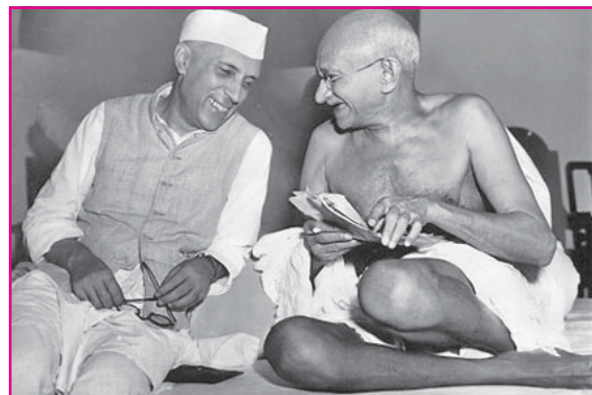
the depressed classes from the mainstream of society, Gandhiji decided to protest by fasting until death. To resolve the issue of the political right of the depressed classes, Gandhiji and Ambedkar met and reached a consensus to give up the separate electorates and to increase the number of reserved electorates for depressed classes in the legislature. This agreement in 1932 is known as the Pune Pact.

Discuss the circumstances that led to the Pune Pact.



Quit India Movement

The Quit India Movement was a remarkable mass movement against the British government. The movement was launched in the All India Congress Committee session held at Bombay on 8 August 1942. The session demanded the British to hand over all administrative powers to the Indians and to quit India.



Gandhiji and Nehru in the Bombay session of Congress

■ Social Science VII

In a speech Gandhiji urged the people:

‘Here is a mantra, a short one, that I give you. You may imprint it on your heart and let every breath of yours give expression to it. The mantra is: "Do or Die". We shall either free India or die in the attempt’.



Kasturba Gandhi

Many Congress leaders were arrested. Gandhiji and his wife Kasturba were imprisoned at the Agha Khan Palace in Pune. Kasturba Gandhi passed away on 22 February 1944 in prison. Her body was cremated in the jail compound itself. Aruna Asaf Ali and Jayaprakash Narayan went underground and led the Quit India Movement while in hiding. Gandhiji described Aruna Asaf Ali as the ‘leader of the Quit India Movement’.



Aruna Asaf Ali

Protesting the arrest of the leaders, country-wide *hartals* and black days were observed and processions were organized. These protests gradually turned into rebellions. Railway stations were destructed, trains were set on fire, government offices were burnt to ashes, communication and broadcast facilities were destroyed, workers boycotted factories, and students quit classes.



The British suppressed the movement brutally.

In Kerala, the Quit India Movement began with a *hartal* on 9 August 1942. Many leaders of the *hartal* like M.P. Narayana Menon, K. Kelappan, E. Moidu Maulavi and A.V. Kuttimalu Amma were arrested. We observe 9 August as ‘Quit India Day’.



How does the nature of the Quit India Movement differ from that of the Civil Disobedience Movement? Discuss.

Complete the table

| Pictures | Events | Key points |
|---|-----------------|--|
|  | Salt Satyagraha | <ul style="list-style-type: none"> • 1930 • Dandi beach in Gujarat • • |
|  | | <ul style="list-style-type: none"> • • • • |

Chronologically arrange the events related to the freedom struggle.

| Events | Years |
|--------|-------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

- Dandi March **1942**
- Malabar Rebellion **1947**
- Vaikom Satyagraha **1930**
- Quit India Movement **1921**
- Non-Cooperation Movement **1924**
- Chauri Chaura Incident **1920**

Subhas Chandra Bose and the Indian National Army

Subhas Chandra Bose believed that India's independence was not the charity of the British, but was to be achieved through struggles. Though his famous proclamation 'give me blood and I will give you freedom', Subhas Chandra Bose urged the people to fight against the British. He took over the leadership of the Indian National Army (INA) founded by Rash Bihari Bose. The ultimate aim of INA was the liberation of India.



Subhas Chandra Bose

Over the Azad Hind Radio, Subhas Chandra Bose addressed Mahatma Gandhi: "India's last war of independence has begun... Father of our Nation! In this holy war of India's liberation, we ask for your blessing and good wishes."

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Gandhiji described Subhas Chandra Bose as 'Netaji'. The slogan 'Jai Hind' is the contribution of Subhas Chandra Bose.

INA and Keralites

Captain Lakshmi, a Keralite, was the leader of the women's wing of INA. Vakkom Abdul Khader was another Keralite who joined INA influenced by the ideas of Subhas Chandra Bose. At the age of 26 he was executed by the British government. Read the letter he sent home the night before the execution.



Captain Lakshmi

My dear father,

I am leaving you forever. My death will be before six in the morning tomorrow. When the clock strikes 12 tonight it will be the death knell that marks the first moment of my last day.

I will die between 5 and 6 am on Friday, the seventh day of Ramzan.

Respected father, doting Umma, my most beloved brothers and sisters, I have no words of solace for you. I am leaving you all. Don't mourn me...

You will indeed be pleased when you come to know from the eyewitnesses how bravely, blissfully, and peacefully I died... You would definitely be proud of me.

Let me conclude,

*Your beloved son,
Muhammed Abdul Khader*

Vakkom Abdul Khader was one among the many martyrs of freedom struggle whose courage and patriotism continue to inspire us.

The British suppressed INA's efforts to attain freedom by means of armed struggle.



Elucidate the influence of the strategies adopted by Subhas Chandra Bose on India's freedom struggle.

Complete the table related to the agitations led by Gandhiji

| Agitations | Methods/features |
|------------------------------------|--|
| Champaran Satyagraha | <ul style="list-style-type: none"> • Satyagraha • Took up the peasants' issues • Agitations against the exploitation by the British |
| Kheda Satyagraha | <ul style="list-style-type: none"> • • • |
| Cotton Mill Strike (Ahamedabad) | <ul style="list-style-type: none"> • • • |
| Agitations against the Rowlatt Act | <ul style="list-style-type: none"> • • • |
| Non - Cooperation Movement | <ul style="list-style-type: none"> • • • |
| Salt Satyagraha | <ul style="list-style-type: none"> • • • |
| Quit India Movement | <ul style="list-style-type: none"> • • • |

Find out the common features of the Gandhian movements by analysing the completed table.

Muhammad Ali Jinnah and Pakistan Demand

We have earlier discussed the formation of the All India Muslim League. A session of the Muslim League was held at Lahore in 1940. The session put forward the demand for the formation of Pakistan incorporating the regions having Muslim majority. Muhammad Ali Jinnah argued that the Muslim League is the sole organization that represented the Muslims in India and hence deserved consideration akin to that provided to the Indian National Congress. The British government encouraged the activities of the Muslim League as a part of their 'divide and rule' policy.

Lord Mountbatten, who was appointed the new Viceroy, worked out a compromise after lengthy discussions with the leaders of the Indian National Congress and the All India Muslim League. He declared that British India was to be partitioned and a new state of Pakistan was to be created along with a free India.

The Indian Freedom Movement is an unparalleled mass movement in history. Gandhiji could unite different sections of Indians against the British. With the peaceful agitations based on the ideals of truth and non-violence, Gandhiji's leadership was able to uproot the British rule that lasted for many years.

The dawn of freedom

On the midnight of 14 August 1947 Jawaharlal Nehru announced:

"Long years ago we made a tryst with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially.

At the stroke of the midnight hours, when the world sleeps, India will awake to life and freedom.

A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of a nation, long suppressed, find utterance. It is fitting that at this solemn moment we take the pledge of dedication to the service of India and her people and to the still larger cause of humanity."

Jawaharlal Nehru became the first Prime Minister of free India on 15 August 1947.



Jawaharlal
Nehru

The dream of a nation had come true.



Summary

- The third phase of the Indian National Movement (1919 to 1947) is known as the Gandhian period.
- The leadership of Gandhiji played an important role in converting the Indian National Movement into a mass movement.
- Truth and non violence were the basic ideals of the Gandhian movement.
- Non - Cooperation Movement, Civil Disobedience Movement, and Quit India Movement were the major mass movements organized by the Indian National Congress under the leadership of Gandhiji.
- In Kerala, the Vaikom Satyagraha and the Guruvayur Satyagraha were organized as a part of eradication of untouchability.
- The Indian National Movement featured several strategies which differed from that of the Gandhian Movement.
- Under the leadership of INA, Subhas Chandra Bose organized several activities with the aim to achieve freedom by means of armed struggle.
- India won freedom on 15 August 1947 and British India was divided into India and Pakistan.



Significant learning outcomes

The learner can

- evaluate the period between 1919 and 1947 in the Indian National Movement as the Gandhian period.
- examine the Gandhian strategies and their influence on the Indian National Movement.
- recognize that it is the duty of every Indian to safeguard independence.



Let us assess

- Evaluate the strategies of various movements from the First War of Indian Independence in 1857 to the Quit India Movement in 1942 and prepare a report on it.
- Prepare a note on the freedom struggles organized in Kerala.

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- Complete the table

| Events in freedom struggle | Regions | States |
|----------------------------|-----------|---------|
| Jallianwala Bagh Massacre | Amritsar | |
| | Malabar | Kerala |
| | Champaran | |
| Cotton Mill Strike | | Gujarat |
| Salt Satyagraha | Payyannur | |



Extended activities

- We observe the following days related to Gandhiji and his movements.



- Identify the importance of these days.
- Prepare a table on the activities in your school to commemorate these days.

- Prepare an album of the leaders of the freedom struggle.
- Conduct a quiz competition on Indian National Movement.
- Collect postal stamps picturing Gandhiji and prepare an album.
- Collect poems on Gandhiji and recite them in your class.
- Collect the famous sayings of and on Gandhiji.
- With the help of elders collect data on the historical events in your locality in connection with the freedom struggle.
- Conduct interviews with freedom fighters.
- Give visual expression to the major events during the freedom struggle.
- Screen films depicting the life and works of Gandhiji.
- Collect information on Gandhiji's visits to Kerala.
- Conduct a seminar on 'The major movements led by Gandhiji.'
- List out the titles by which the following leaders of the National Movement are referred to.

| Leaders | Titles |
|---|---------------------------------|
|  | Mahatma |
|  | |
|  | |
|  | The Nightingale of India |
|  | |



10

Our Constitution

COLOURFUL CELEBRATIONS MARK THE REPUBLIC DAY

New Delhi: The nation celebrated its 65th Republic Day. The Prime Minister paid floral tribute at the Amar Jawan Jyothi to the brave soldiers who have sacrificed their lives for the nation. The President unfurls the national flag in the presence of the chief guest. He then gave away awards and

received the guard of honour from the armed forces. The Republic Day parade along the Raj Path proclaimed the strength and cultural diversity of India. The parade was a rich display of modern military weapons, art forms, and floats from different states.



Republic Day celebrations - A view

You have seen the news report and photographs of the grand Republic Day celebrations held in New Delhi. When do we celebrate the Republic Day? What is republic?

The Indian Constitution officially came into force on 26 January, 1950. India became a republic then and every year we celebrate January 26 as the Republic Day. Republic is a system in which the head of the states is an elected person. Thus our Constitution insists that the President of the country shall be an elected person.



Dr Rajendra Prasad affixes his signature in the Constitution

Who is the first President of Independent India? Find out.

Constitution

What is constitution? Constitution is an authentic document containing the basic ideas, principles, and laws of a country. The laws governing a country originate from its constitution. Every country is ruled on the basis of its constitution.

In a democratic country constitution is framed and modified as per the interests of the people. We are proud of the fact that the Indian Constitution was formed through a democratic process. Our Constitution is the reflection of the ideas and concepts that came up in the debates and discussions all over India during the freedom struggle.

Framing of the Indian Constitution

The framing of the Indian Constitution started with the formation of the Constituent Assembly. The first meeting of the Assembly was on 9 December, 1946. Dr. Sachidananda Sinha was its Acting Chairman. Later, Dr. Rajendra Prasad was elected as the Chairman of the Constituent Assembly. The Constituent Assembly began functioning by forming various committees. The Constitution Drafting Committee was one among them. It was responsible for preparing the draft constitution. Dr. B R Ambedkar was the Chairman of the Committee. He is known as the architect of the Indian Constitution.



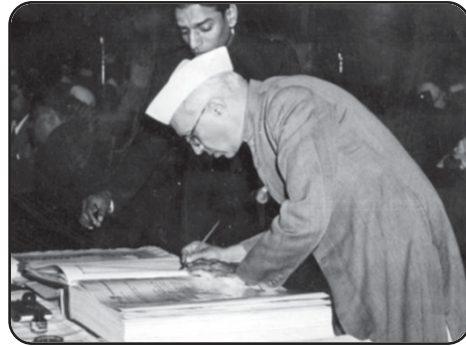
Dr. B R Ambedkar

Indian Constitution – content

- Preamble
- 395 Articles
- 12 Schedules
- 22 Parts
- 98 Amendments (till May 2013)

It took two years, eleven months and seventeen days to frame the Indian Constitution.

The committee headed by Dr. Ambedkar prepared a draft of the Constitution. It was done based on the reports submitted by different committees. After detailed discussions and debates the Constituent Assembly approved the Constitution on 26 November, 1949. This day is observed as the Constitution Day. However, the Indian Constitution officially came into force on 26 January, 1950. India became a sovereign democratic republic from that day.



Jawaharlal Nehru signs the Constitution



Mention the stages in the formation of the Indian Constitution.

The Preamble of the Constitution

Now let us examine the Preamble of the Constitution.

**THE CONSTITUTION OF
INDIA**

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

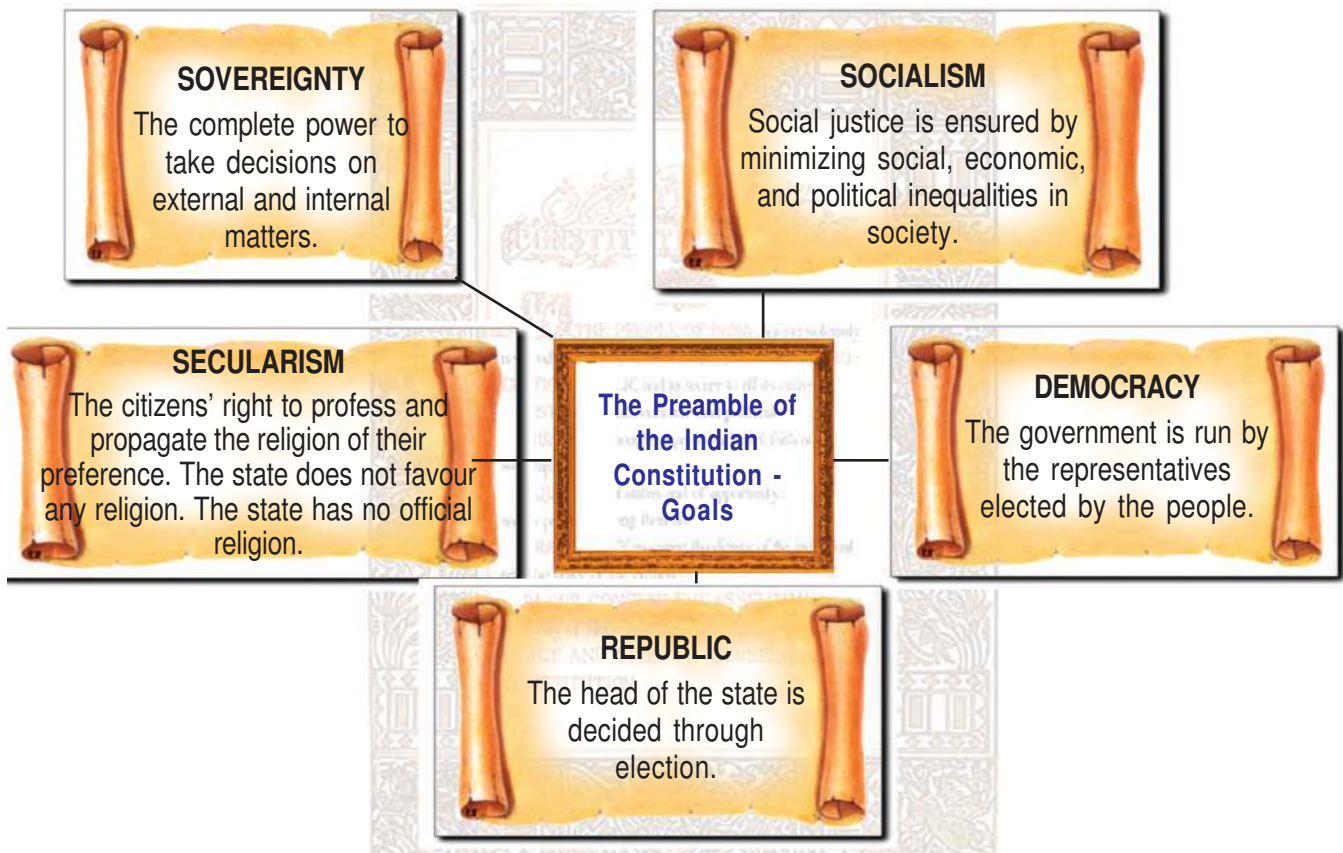
1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)

2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

The Preamble reflects the basic ideals and values of our Constitution.

Jawaharlal Nehru, the first Prime Minister of India, prepared the Preamble in his poetic style. It is described as the essence and key of the Constitution. The Preamble clearly states and proclaims the objectives and goals of the Constitution.

Look at the diagram showing the basic goals mentioned in the Preamble.



You are now familiar with the basic goals of the Constitution from the Preamble. Discuss them in detail in the class. The goals of justice, freedom, equality, and fraternity that are to be ensured by the state for the citizens are also included in the Preamble.



The Preamble of the Constitution includes certain ideals that were put forward by our leaders during the freedom struggle. Identify them.

The main features of the Indian Constitution

The main features of the Indian Constitution are given below.



Let us look at them in detail.

Parliamentary system

The Indian Constitution envisages a parliamentary democratic system.

What is parliamentary democratic system?

People elect their representatives through universal adult franchise to govern the country. The elected members function as a council of people's representatives. This council of representatives is known as the Parliament. The parliamentary system is a form of government formed by the elected representatives. Law making is the major function of the Parliament.

In India there are elected councils of people's representatives at the centre and in the states according to the parliamentary system of government. There is a Parliament at the centre and State Legislative Assemblies in the states. The Prime Minister and other ministers can continue in power till they enjoy the majority in the Parliament. Similarly, the Chief Minister and other ministers can continue in power till they enjoy the majority in the State Legislative Assembly. The parliamentary system ensures the people's authority and control over the rulers through the elected representatives. On the contrary, in the presidential system, the people directly elect the head of the state. United States of America and France are examples.



How is the parliamentary system different from the presidential system?

Fundamental Rights

The Fundamental Rights are guaranteed by the Indian Constitution for the success of democracy and the comprehensive development of citizens. The governments have the responsibility to ensure these rights to their citizens. If the Fundamental Rights are violated, the

citizen has the right to approach either the High Courts or the Supreme Court. The Constitution entrust the courts to issue certain writs to protect the rights of the citizen in such circumstances.

Have you seen this picture in schools?



What does this picture indicate? Free and compulsory education for all children between 6 and 14 years of age is a Fundamental Right. The Right to Education is included in Article 21(a) of the Constitution. It is the responsibility of the country to ensure quality primary education for all children. Given above is the logo of Sarva Shiksha Abhiyan, which is one of the government projects to ensure this responsibility.

Conduct a seminar on the Fundamental Rights, with the help of reading materials.

Fundamental Duties

The Constitution not only guarantees the Fundamental Rights, but also states the Fundamental Duties of every citizen.



Fundamental Rights

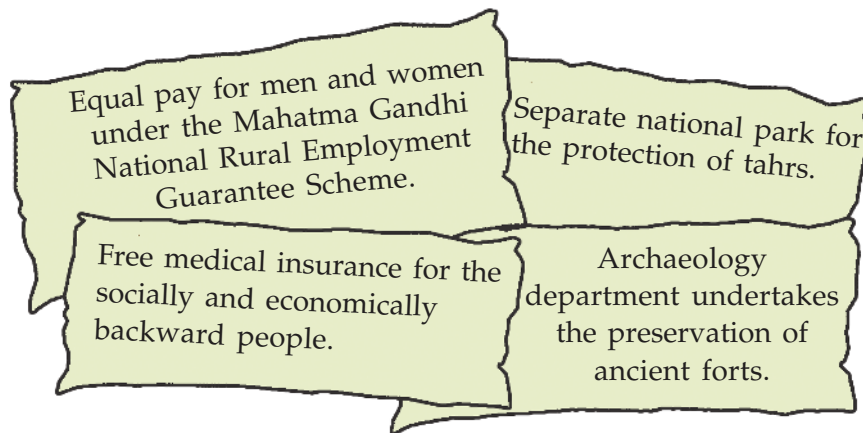
- Right to equality
- Right to freedom
- Right against exploitation
- Right to freedom of religion
- Cultural and educational rights
- Right to constitutional remedies

Fundamental Duties are the duties of each and every citizen towards the nation, that are to be performed compulsorily. The Fundamental Duties insists that citizens should respect the constitution and government institutions, protect environment, and preserve the great Indian cultural heritage. The society will progress smoothly only when every citizen performs his duties while enjoying his rights. The rights and duties are like the two sides of a coin. The rights cannot exist without the duties.

The Fundamental Duties are included in your textbooks. Analyse them and prepare a note.

Directive Principles of State Policy

Look at the news collage below.



Let us find out the Directive Principles reflected in these news headlines.

Provision for

- equal wages for equal work for all, irrespective of gender.
- protection of the environment by conserving forests and wildlife.
- conservation of all monuments of national and historical importance.
- welfare of citizens by building up a system based on economic, social and political justice.

Some principles are laid down in our Constitution as directions for the policy makers and rulers to ensure social justice. They are known as the Directive Principles of State Policy. Some of the Directive Principles included in the Constitution are mentioned above.

The Directive Principles should be followed for the welfare of the people and the development of the state. While framing laws and policies governments are trying to implement them. You have seen that a person can approach the judiciary if his/her Fundamental Rights are violated. But one cannot approach the court to enforce the Directive Principles. They are put into practice through the willpower of the government and the people.



How far are the Directive Principles useful in ensuring the welfare of Indians?

The Rule of Law

‘All are equal before law.’

What does this mean?

It means that in a democracy nobody is above the law and that all are subject to law.

The Rule of Law was developed in its civilized and modern form based on the British Constitution. All modern democracies are based on this concept. Our Constitution fully imbibes this concept and implements it.

Federal System

Look at the news below.

Food Security Bill Passed

New Delhi: The Parliament has passed the Food Security Bill. A guideline has been prepared to ensure the participation of the state and local governments.

The Food Security Bill was passed by the Parliament and it became an Act in 2013. Its aim is to ensure the availability of food for all sections of people in India. This Act is implemented with the support of the states. The state governments are trying to implement it. Thus, the system of government in India shares power with the central, state, and local governments. This is known as the Federal System. Contrary to the Federal system, if all the power is vested in the central government, it is known as the Unitary System. India

is a vast nation full of diversity. The Federal System helps to maintain the unity of India amidst such regional diversity.

Written Constitution

Our constitution is written in the form of a text. It is the world's longest written constitution. There are written and unwritten constitutions in the world. Unwritten constitution means a document which is not written in the form of a text. Constitutional laws and rules exist in different places in different forms like royal decrees, court orders, customs and traditional practices.

Let us look at the table.

Locate these countries in the world map.

Independent Judiciary

There is an independent judiciary in our country

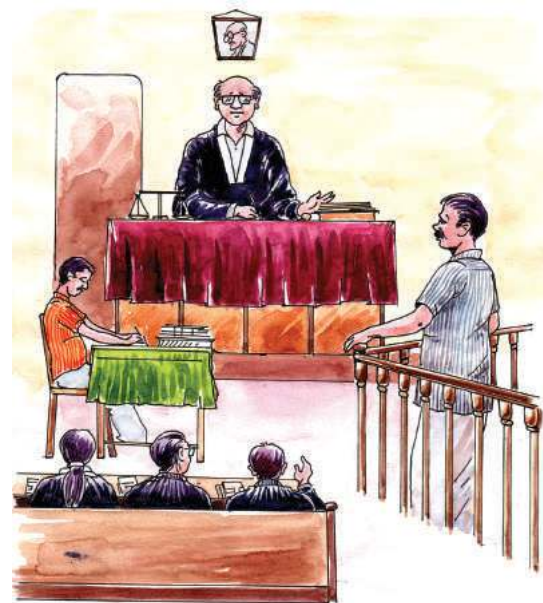
to protect the citizens' rights. The main duty of the judiciary is to legally protect the people and to punish the guilty. The Judiciary is independent from the influence of the Legislature and the Executive – the two other organs of the government. Such an independent judiciary is a unique feature of the Indian Constitution.

Written constitution

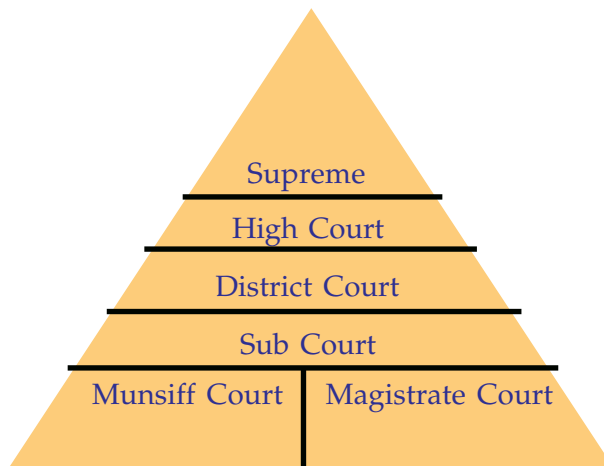
- India
- USA
- France
- Australia
- Brazil
- South Africa

Unwritten constitution

- Britain
- Israel
- New Zealand



Look at the hierarchy of the Indian judiciary.



Which is the highest court in India?

Which is the highest court in a state?

Which is the lowest court that deals with civil cases?

Which is the lowest court that deals with criminal cases?

Conduct an interview with a lawyer to know more about courts. Prepare a questionnaire for the interview.

Constitutional Amendment

Look at the news.

The Right to Education (RTE)

Free and compulsory education for all children between 6 and 14 years of age has been made part of the Fundamental Rights.

Was the Right to Education a Fundamental Right when the Constitution came into force? You have already seen that it was made a Fundamental Right later.

If so, where was education mentioned in the Constitution?

Right to Education became a

Fundamental Right through a constitutional amendment made by the Parliament in 2002.

Additions and deletions made in the Constitution is known as constitutional amendment. The Parliament has the power to modify the Constitution as per the need of the time. But the basic principles of the Constitution can never be changed.

The Right to Property was a Fundamental Right in the beginning. But, it was deleted from the list through the 44th amendment.



How far are the constitutional amendments effective in incorporating periodical changes?

All the citizens, institutions, and organizations in India have to obey the Constitution. We are bound to live as per the Constitution and safeguard it.



Summary

- Constitution is a code of the basic ideas, principles, and laws about the governance of a country.
- There are written and unwritten constitutions in the world.
- The Indian Constitution is the longest written constitution in the world.
- The Constituent Assembly framed the Indian Constitution through a continuous process.
- The Constitution describes the Fundamental Rights and Duties of citizens.
- The additions and deletions done in the Constitution are known as Amendments.



Significant learning outcomes

The learner can

- explain the concept of constitution.
- identify the stages of the framing of the Indian Constitution.
- analyse the Preamble and the basic goals of the Constitution.
- explain the basic features of the Constitution.



Let us assess

- 'The Preamble is the key to the Constitution.' Elucidate.
- Read the following statements and mark the right answer from among the options given.
A. The Constitution is the supreme law of India.
B. New legislation should not be against the Constitution.
I. Only B is true II. Only A is true
III. Neither A nor B is true. IV. Both A and B are true.

- Present the process of the framing of the Constitution in the form of a timeline.
- What does the concept of republic refer to?
- It is desirable to make changes in the Constitution in accordance with the needs of the society. Justify your opinion.
- Prepare a note on the structure of our judiciary.
- Match the persons with their roles.
 - A. Dr. B R Ambedkar - Chairman of the Constituent Assembly
 - B. Dr. Rajendra Prasad - Prepared the Preamble of the Constitution
 - C. Dr. Sachidananda Sinha - Chairman of the Drafting Committee
 - D. Jawaharlal Nehru - Acting Chairman of the Constituent Assembly



Extended activities

- Collect the photos and news related to the people associated in framing the constitution and the phases of framing it and prepare a magazine.
- Prepare a collage on Right to Education and Food Security Act by collecting news reports.
- Prepare a wall-magazine with the photos of the Republic Day celebrations in Delhi.
- Prepare a set of questions for a quiz on Indian Constitution. You should include questions on
 - The formation of the Constitution
 - The fundamental goals mentioned in the Preamble
 - The main features of the Constitution



11

Individual and Society

SATURDAY

12

JANUARY

- *Mother woke me up as usual. I brushed my teeth, washed face and sat with my brother to study.*
- *The milkman arrived by then. Mother prepared tea for us. The newspaper man came and I read the newspaper, sitting near my father.*
- *By the time I got ready for school, grandmother had set food at the table. We all had breakfast together. Soon my friends Rema and Ayisha came. I took my bag and rushed out to join them.*
- *While walking to school, I stepped back to give way to a vehicle. I tripped over a stone lying on the road. Ayisha let out a loud cry. Someone came and took me to the nearby hospital. The doctor dressed up the wound. We took rest for a while and then went to school.*
- *When we reached the class, our friends gathered around me and asked what had happened. It was Rema who replied to everyone.*
- *The bell rang. In the first period Shilpa teacher taught us English. How interesting her class is! Soon I forgot the pain in my wounded knee.*

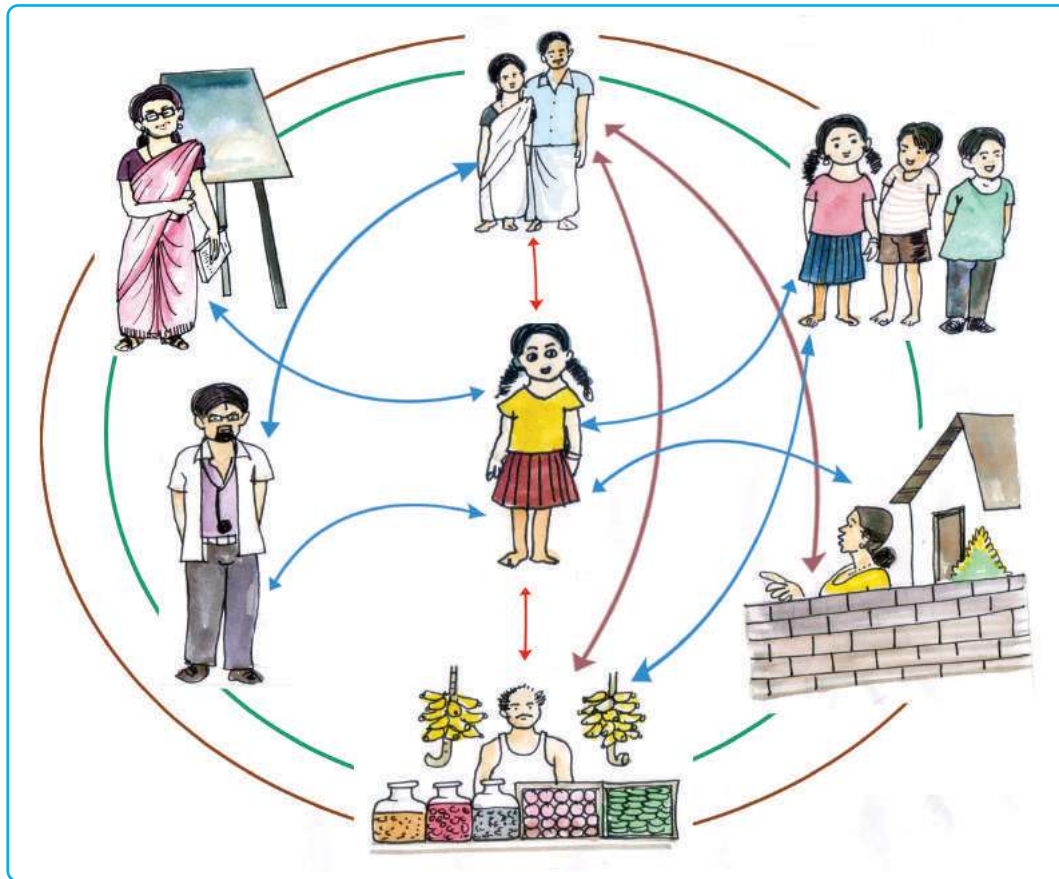
This is the diary entry of Miya, a 6th standard student. We have seen how many different people Miya had to depend on for different needs in the morning.

How many people do you interact with during the course of a day? Who are they?

- Mother
-
-

How important your father, mother, siblings, neighbours, teachers, and friends are in your life! Many persons are related to our life.

The comfort of being together



Observe the above pictures that form a web and identify the situations through which social relationships are created.

- Playing with friends.

-
-
-
-

-
-
-
-

An individual begins to depend on others right from the time of birth. Family, neighbours, friends, and teachers play important roles in the development of an individual. It is from the society that we internalize language, dress code, manners, and culture. An individual establishes relationship with different people at each stage of his life. Society is a large group where such webs of relationships exist. Society forms the foundation for an individual's development and existence.

A society is the larger group to which any individual belongs.

- Green



If isolated...

Can you imagine a child living isolated from human beings? What would be the plight of the child in such a situation?

Let's read the story of Victor.



A few huntsmen found a 'strange creature' among the wolves, while hunting in the forest near the village of Aveyron in France. The sight aroused their curiosity and anxiety. They fired at the wolves and drove them away. Then they chased the creature and trapped it. It had a human form. However, it ran fast using both legs and hands. With much effort they took the growling, scratching and biting creature with them. It was a human child. But he was not able to speak, dress or eat like a human being. He possessed no human characteristics.



Victor

Later, the child was taken to Paris for further research.

Jean Marc Itard, a doctor there, adopted him. The doctor and the nurse who assisted him named the child Victor. They found that he was 12 years old. They trained Victor to speak, eat and dress like a normal human child. It was not easy for Victor to learn all these. He tried to scatter the food and lap it up like dogs. He did not use the bed and blanket in the room, but preferred to sleep in a corner. It was after long days of training that he could utter a few words.

The behavioural patterns, customs and norms of the human society were unknown to him. He could not assimilate the things that an individual learns from the society. Sadly he could not survive with human beings.

The life of Kamala and Amala, two girls found living with animals in Midnapur village of Bengal in 1920, was also similar to that of Victor. The condition of Anna, who had been detained in the dark attic of a house in America was not different from this. She was not even able to walk or talk like a normal child when she was released at the age of 6 from the lonely detention in 1938. These children did not exhibit any sign of normal intelligence.

We have realized that an individual can neither be a social being nor learn the behaviour or language of a society, if he/she is not brought up in a social environment.

What would be the nature of development of an individual in the absence of a social environment? Prepare a note based on group discussion. Use the following hints.

- Physical development
- Intellectual development
- Behavioural pattern

Community and association

Human beings are related not only to society but also to several groups. Which are the groups you interact with?

- Clubs
-
-

It is clear that society consists of different groups. Community and association are the parts of the society.

Community

Community is a group of people living in a definite locality with the feeling of oneness. Living together in a definite locality, organized interaction, close social relationship and common cultural values are the major characteristics of a community. Compared to society, community is a smaller unit. However, the relationship among the members of a community is more intense than that in a society. The community has a crucial role in moulding an individual into a social being.



What could be the reasons for considering the people residing in the same village as a community?

- The feeling of oneness
-
-

Association

You have many clubs functioning in your school. List them out along with their objectives.

| Clubs | Objectives |
|---|--|
| <ul style="list-style-type: none"> • Vidyarangam • • | <ul style="list-style-type: none"> • To promote arts and literature • • |

Each club functions with a unique objective. An association is a group of people striving to achieve specific aims.

Associations are formed with the aim of developing the individual's talent for the common good. Residents' association, trade unions, students' unions, etc. are examples of association.

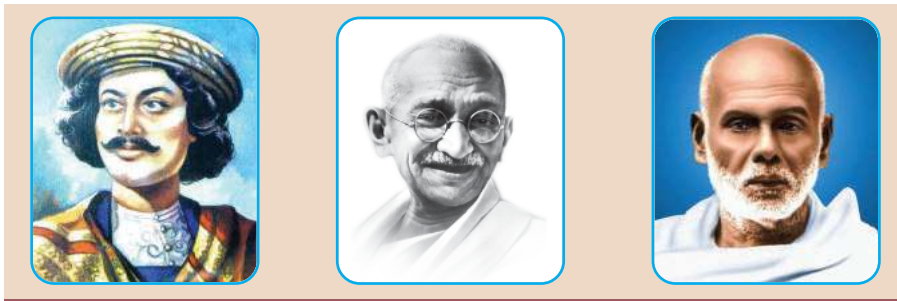
Both community and association have an important role in moulding an individual into an able member of the society.

Association is usually a working together of people to achieve some purpose.

Bogardus

Let's spread the light of virtue

We have seen that society is formed by the association of individuals. Individuals having good qualities play a crucial role in the development and transformation of the society. Let's meet a few such individuals who influenced our society.



Observe the pictures. What are the contributions they made for the well being of the society?

| Raja Rammohan Roy | Gandhiji | Sree Narayana Guru |
|--|---|--|
| <ul style="list-style-type: none"> • • • Promoted education for women | <ul style="list-style-type: none"> • • • | <ul style="list-style-type: none"> • Eradication of untouchability • • • |

It is clear that individuals take part in the development and existence of the society in diverse ways. The creative involvement of individuals bring about positive changes in family, neighbourhood, educational institutions, associations, etc. An individual cannot exist without the society and vice versa. Individual and society are complementary to each other.

Socialization

How does an individual become part of a society? Have you observed infants? Are they able to eat or drink without the assistance from others? They recognize the members of their family after a few months. The child gradually learns to speak and walk. As the child grows, he/she slowly recognizes and internalizes the behavioural patterns and cultural values. Socialization is the process that enables an individual to live in the society.

Socialization is the process by which an individual learns to conform to the norms of the society.

- Ogburn

Fill in the checklist given below and analyze your social relationships

| | Yes | No |
|---|-----|----|
| 1. I like to have a lot of friends. | | |
| 2. I like to spend leisure time with my friends. | | |
| 3. I respect the opinion of others. | | |
| 4. I listen to my friends' problems with compassion. | | |
| 5. I take interest in solving the problems of my friends. | | |
| 6. I share my problems with others. | | |
| 7. I tolerate criticism. | | |
| 8. I like group activities. | | |
| 9. I actively participate in festive occasions. | | |
| 10. I like to take part in arts and sports at school. | | |

Did you complete the check list? If your answer for each statement is 'Yes', give one score for each. Examine the score and analyse your social relationship.

Agencies of socialization

We have seen that an individual cannot be a social being unless he has been socialized. Socialization is a lifelong process. Several agencies help us in this process. Let us identify them.

- Family
- Peer groups
- School
- Mass media
-
-

Family

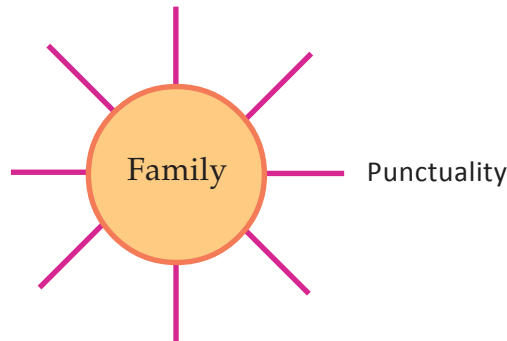
What do you learn from your family?

- Discipline •
- Punctuality •
- Respect and love for elders •

We learn good manners and habits from our parents. Hence, it can be said that family has the most important role in the process of socialization. It is the parents who transact the primary lessons of socialization to a child. It is from the family that we learn to discriminate between good and evil and right and wrong.



What are the qualities we internalize from family as an agency of socialization? Complete the diagram with your answers.



Peer group/friends

While interacting with our friends or peer group, we learn a lot of things. Our participation in sports and games instils co-operative spirit and group consciousness. It enables us to accept both victory and defeat and to go ahead

with motivation from it. Our friends play a major role in the formation of good manners and habits.



Can you share your memories about a friend, who has helped you in developing good manners and habits?

School

Schools help in socialization by

- training students to abide by the rules
- imparting knowledge
- inculcating values
- providing opportunities to interact with students having diverse social background
- developing good habits

The knowledge, abilities and values we acquire from school enable us to be responsible social beings.

Mass media

Which are the important mass media?

- Newspapers
- Periodicals
- Television channels
-

The media influence our views, attitudes and way of life. They help to unite people from different parts of the world into a single society.

Discuss a news item of the previous week that influenced you.

Have you ever noticed that any of the agencies of socialization discussed above can also induce one to do undesirable things?

Let's see a few examples.

- Group of friends destroy public property
- Some friends induce bad habits like alcoholism and drug addiction
- Unhealthy use of the internet leads to deviant behaviour
- Spending time excessively in front of visual media, restricts social relationships

How can we overcome these tendencies through socialization? Discuss.



Summary

- An individual is indebted to various groups in each stage of his/her life.
- Society is the basis for every individual's development and existence.
- Society is a web of social relationships. Individual and society are complementary to each other.
- Individuals influence the changes and progress of society.
- Man cannot be a social being unless he is brought up in society.
- Both community and association have a major role in the development of an individual.
- Socialization is a process through which an individual internalizes the norms of a group. Family, school, peer groups, and mass media are the important agencies of socialization.



Significant learning outcomes

The learner can

- describe the relationship between individual and society.
- explain the crucial role of society in the development of an individual.
- explain that society, community and association are essential for the existence and development of an individual.
- describe the role of socialization in making individual a part of society.



Let us assess

1. Community and association are groups within a society. List out their features in the table provided.

| Community | Association |
|-----------|-------------|
| | |

2. You are familiar with different agencies of socialization. How does each one of them help socialization? Complete the table given below.

| Family | School | Peer group | Mass media |
|--------|---------------|-----------------------|----------------|
| • Love | • | • Broad outlook | • Perspectives |
| • | • | • Group consciousness | • |
| • | • Punctuality | • | • |



Extended activities

- 'A society cannot exist without individuals and vice versa'. Based on this statement, note down your experiences of a day.
- How does the absence of social relationships affect the development of an individual? Enquire.
- You have learned about a few eminent personalities who have influenced our society. Collect the pictures, biographies, and details of the contributions of such great personalities who led social reform movements. Prepare a magazine using the information gathered.

Insolation and Atmospheric Condition

Munnar: The lowest temperature in the last 50 years recorded

Alappuzha: Heavy rains, low lying areas flooded

Nedumbassery: Airport closed for two days due to heavy rains

Ponmudi: Dense fog in the valley

Thiruvananthapuram: Chance of strong winds along the west-coast. Fishermen warned.

Palakkad: Scorching summer heat, four sun burnt

Take a look at the news collage. You might be familiar with similar situations. Have you ever thought of the reasons for such situations? It is due to some changes occurring in the atmospheric conditions. Let us examine the factors influencing the changes in the atmospheric condition and how they do so.

Sun - The energy provider

As we know, the sun is the sole source of energy for the earth. Energy from the sun reaches the earth in the form of rays. This is called insolation. The surface of the earth gets heated due to insolation during the day time. Heat is transmitted to the atmosphere from the heated surface of the earth through different processes. The surface of the earth gets cooled by these processes. The clouds and gases like carbon dioxide in the lower atmosphere absorb the heat radiating from the

Maximum temperature and minimum temperature

Meteorologists consider the atmospheric heat experienced just before the sunrise as the minimum temperature of the day. Heat experienced at 2 pm is considered as the maximum temperature.

earth. Thus the heat required for the survival of life is maintained in the lower atmosphere.

Solar energy is not uniformly distributed on the surface of the earth. As the equatorial region receives vertical rays of the sun, the temperature is very high here. The temperature gradually decreases towards the poles due to the inclination of the sun's rays. The heat received on the surface of the earth is in accordance with the latitude of the place.

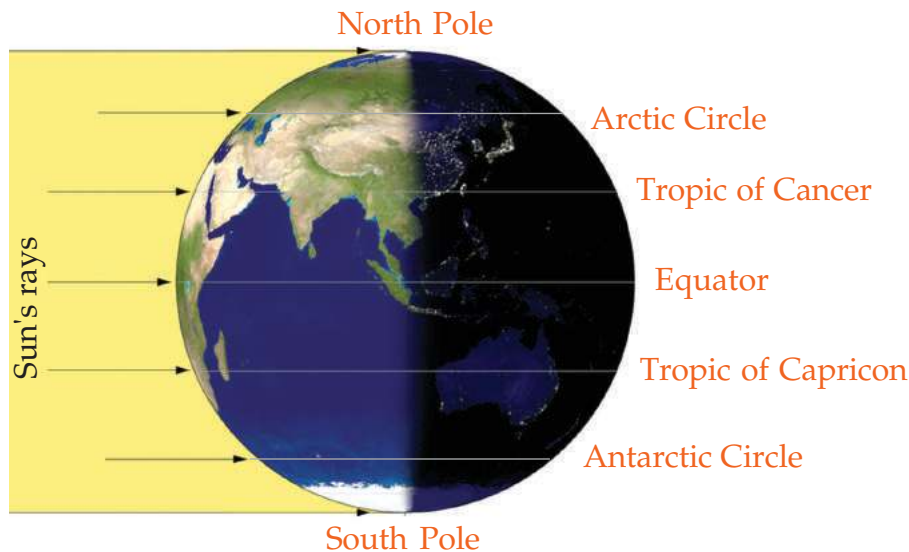


Fig. 12.1

The factors such as altitude, nearness to sea, etc. also cause local variations in the temperature conditions. Let us examine.

The atmospheric temperature decreases gradually with the increase in altitude. Now you might have understood why high altitude regions like Munnar and Wayanad experience cool climate.

The temperature of the coastal regions is regulated by the winds blowing from sea to land during day time and vice versa during night.

How is temperature measured?

Atmospheric temperature is measured using the instrument called

Solar Energy

Earth receives continuous flow of solar energy. The utility potential of this non-conventional source of energy is great in a tropical country like India. As the technology for converting solar energy to electrical energy using solar panels becomes widespread, it will be a relief for our energy crisis.



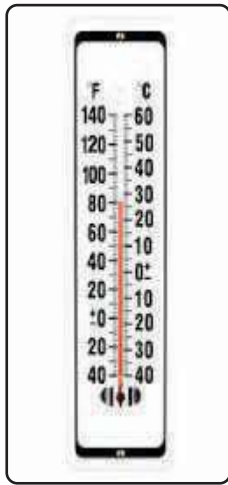


Fig. 12.2 Thermometer

thermometer (Fig. 12.2). It records temperature in degree Celsius ($^{\circ}\text{C}$) or degree Fahrenheit ($^{\circ}\text{F}$).

You can measure the atmospheric temperature using a thermometer. Record the atmospheric temperature at a fixed time every day and display the readings in your classroom.

Let us examine how the variation in the temperature of a region causes other atmospheric phenomena.

Temperature and movement of air

Like every matter, air also has weight. The weight exerted by the air in the atmosphere is the atmospheric pressure.

Barometer is the instrument used for measuring atmospheric pressure (Fig. 12.3) which is recorded in the units hectopascal (hpa) or millibar (mb).

We feel the presence of air, only when it moves. Let us see how the movement of air takes place.

As a result of insolation, the atmospheric air expands, becomes less dense and rises up. This air movement is called air current. Consequently, the pressure decreases. Air moves from high pressure regions to low pressure regions. Such air movement is called wind.

We experience refreshing light breezes to destructive storms on the surface of the earth.



Fig. 12.3 Barometer

Windmills

Electricity can be generated by installing windmills in regions having strong and continuous winds. Making use of this non-conventional source of energy we can overcome increasing energy crisis. Wind energy is being generated in places like Ramakkalmedu in Idukki district and Kanjikkode in Palakkad district, using this technology.





Fig. 12.4 Anemometer

Anemometer is the instrument used for measuring the wind speed (Fig. 12.4). Wind vane is used to find the direction of wind (Fig. 12.5).



Fig. 12.5 Wind vane

Temperature and water in the atmosphere

Observe Fig. 12.6. You might have seen water rising up as water vapour on heating. Likewise, the water on the surface of the earth becomes water vapour and reaches the atmosphere.

The moisture content in the atmosphere is called humidity. The humidity of a place is influenced by factors such as temperature and the quantity of water present on the surface of the earth.

Hygrometer is the instrument used to measure humidity (Fig. 12.7).



Fig. 12.6



Fig. 12.8

Let us see what happens to the water vapour when it reaches the atmosphere.

Fill ice cubes in a cup (Fig. 12.8). Do you notice the fine water droplets that have formed on the cup? As the cup gets cooler, the size of the water droplets increases and they start moving down. From where have these water droplets appeared?



Fig. 12.7 Hygrometer

When the water vapour present in the air comes in contact with the cold surface of the cup, it clings on as water droplets. The process by which water vapour cools down to liquid state is called condensation. The water vapour from the earth, on reaching the atmosphere, condenses to form fine droplets of water. As the atmospheric temperature falls, the rate of condensation increases. The water vapour condenses around the fine dust particles in the atmosphere are called aerosols. The concentration of these water droplets leads to the formation of clouds (Fig. 12.9).



Fig. 12.9 Clouds

Observe the sky and try to identify the clouds of different shapes.

Clouds are not the only form of condensation. Fog, dew, etc. are its other forms.

Have you noticed fine water droplets remaining suspended like smoke over the valleys and water bodies. This form of condensation is called fog (Fig. 12.10).

In cool mornings, condensed water droplets can be found on grass blades and other cold surfaces. This is called dew (Fig. 12.11).



Fig. 12.10 Fog



Fig. 12.11 Dew

You have observed the increase in size and the downward movement of water droplets on the surface of the ice filled cup. As the condensation proceeds, the size and weight of the water droplets increase and they move down under the influence of gravity. Similarly, the increase in size of water droplets in the clouds makes them fall down to the earth. This process is called precipitation. The differences in the atmospheric temperature lead to different forms of precipitation (Fig. 12.12)

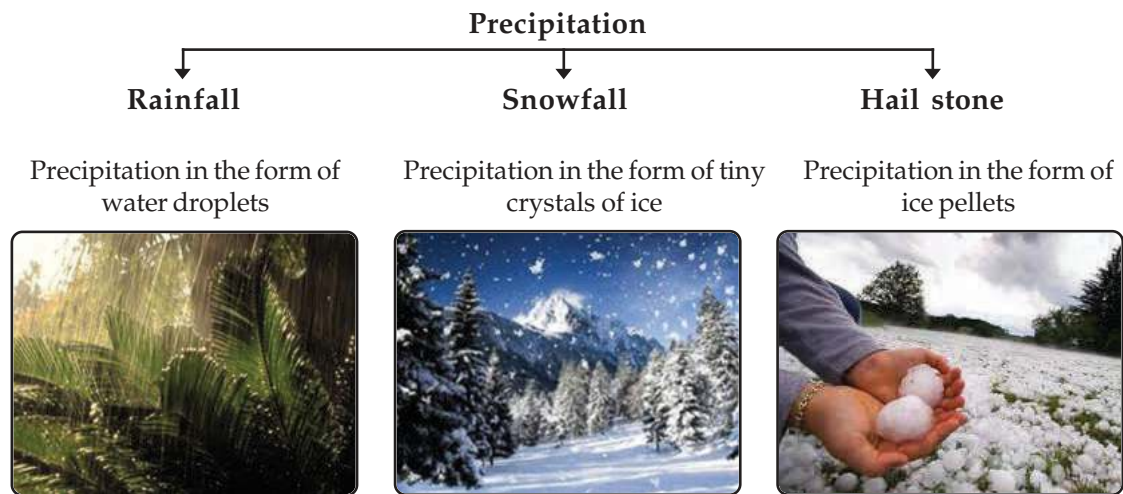


Fig. 12.12 Forms of precipitation

Rain Gauge is the instrument used to measure rainfall (Fig. 12.13). It is measured in the units of centimetre or inch.

You have understood that the atmospheric phenomena such as differences in atmospheric pressure, winds, humidity, condensation, and precipitation are caused by variations in the amount of insolation.

Weather and climate

The atmospheric condition experienced in a particular place at a particular time is called weather. The average weather condition of any region over a longer period of time is called climate.

Certain human activities adversely affect the climate of the earth. Researches have revealed that there is an increase in the average atmospheric temperature due to the increase in the content of gases like carbon dioxide and carbon monoxide. These gases are released into the atmosphere as a result



Fig. 12.13 Rain Gauge

of the excessive use of fossil fuels like coal, petroleum, etc. The use of non-conventional sources of energy such as solar energy, wind energy, etc. instead of fossil fuels can remedy the situation to a certain extent.

The following pictures indicate a couple of sources of gases causing an increase in atmospheric temperature (Fig. 12.14).



Fig. 12.14

Prepare a wall magazine by collecting similar pictures. Present a seminar paper using information from reading materials regarding the human activities causing climate change.

Changes in the climate threaten life on earth. You might have heard that many species have become extinct due to the changes in climate. It is our duty to conserve the fragile balance of the atmosphere so as to avoid such a fate befalling living beings.



Summary

- Solar energy heats the surface of the earth.
- From the heated surface of the earth, heat is transmitted to the atmosphere through various processes.
- Atmospheric temperature is not uniform everywhere.
- Variations in the atmospheric temperature contribute to weather factors such as pressure changes, wind, humidity, condensation, precipitation, etc.
- Climate is the average of weather conditions.
- Certain human activities adversely affect the climate.



Significant learning outcomes

The learner can:

- substantiate that the sun is the most important source of energy of the earth.
- explain the reasons for the variation in atmospheric temperature.
- examine how the changes in temperature contribute to other atmospheric phenomena.
- illustrate the interrelationship among temperature, pressure and air movements.
- conduct simple experiments to recognize the presence of water vapour in the atmosphere and to understand the process of condensation.
- explain and differentiate between weather and climate.
- realize the need to conserve the fragile balance of the atmosphere and engage in environmental conservation activities.



Let us assess

1. Even though the earth receives sunlight regularly, the surface temperature does not increase sharply. Why?
2. Cloudy days are warmer. Why?
3. How are the following atmospheric phenomena related to temperature?
 - Wind
 - Humidity
4. Find examples for the human activities leading to an increase in the atmospheric temperature.



Extended activities

- Measure and record the daily temperature at a particular time with the help of the thermometer in your Social Science lab.
- Measure and tabulate the temperature and pressure at different points of time using a thermometer and a barometer respectively. Find out the relation between temperature and pressure by analysing the table.
- Make a rain gauge with the help of your Social Science teacher. By using it measure the amount of rainfall received during the next rainy season.
- As a part of your study tour, visit a meteorological station and get familiarised with the different instruments and their functions.

13

A Glimpse of India

Rugged mountain ranges clad with snow during most part of the year, mighty rivers, scorching deserts where the day temperature rises as high as 50°C , region that records the world's highest amount of rainfall... . The diversities exist not only in physiography and climate, but also in agriculture. Vast plains where wheat, maize, and sugarcane are cultivated; mountain slopes where cardamom and pepper are grown; lengthy coastal stretches where coconut and paddy are grown... The different groups of people who have tuned their lives to these diversities... Amidst them are diverse religious beliefs, customs, festivals, languages, food, clothing and housing... India is the totality of all these.

This unit discusses the diversities in India's physiography, rivers, climate, soil types, natural vegetation, and animal life.

India is located between the latitudes $8^{\circ}4'\text{N}$ and $37^{\circ}6'\text{N}$ and the longitudes $68^{\circ}7'\text{E}$ and $97^{\circ}25'\text{E}$. It is the seventh largest country in the world and has an area of 3.28 million square kilometres.

In the lap of the Himalayas



Have you noticed the picture above? It shows a house in an interior village in Jammu and Kashmir. You can see the valley of the Himalayan mountain ranges clad with snow in the background of the house built with locally available materials. The part of the Himalayas in India stretches over a distance of 2400 kilometres between Jammu and Kashmir in the North West and Arunachal Pradesh in the North East. A majority of regions in Jammu and Kashmir, Himachal Pradesh, Uttarakhand, Sikkim, Arunachal Pradesh, Nagaland, Manipur, Meghalaya, Mizoram, and Tripura are part of these mountain ranges. Generally this physiographic unit is known as the northern mountain region.

The loftiest parts of the Himalayas remain covered in snow throughout the year. There is no permanent human settlement. Lofty peaks like the Kanchenjunga, and Nandadevi are parts of the Himalayan mountain ranges. The Mount Everest in Nepal is the highest peak in these ranges. Rivers such as the Indus, the Ganga and the Brahmaputra originate from the Himalayan mountain ranges.



Mount Everest

❶ Cold is less severe in the southern parts of the snow clad mountain ranges.
❷ Several hill stations such as Shimla, Darjeeling, Kullu, and Manali are located
❸ in this picturesque region.

❹

The important crops here are potato, barley and several varieties of flowers including saffron. Tea, apple and orange are also grown in this region.

To the extreme south of the Himalayas the hills are of low elevation. Different types of crops are cultivated in this region. This is the most densely populated zone in the northern mountain region.



Apple orchards in Himachal Pradesh

This valley zone is composed of thick deposits of sand, mud and pebbles brought down by the rivers originating from the snow covered Himalayas.



Saffron cultivation in Jammu and Kashmir

Importance of the northern mountain region

Shall we see how the northern mountain region is beneficial to us?

- Influences the climate

It protects us from the cold winds blowing from Central Asia during winter. The northern mountains block the monsoon winds and cause rainfall all over North India.



What would happen if these mountains are not there?

- Natural barrier

To a certain extent these mountain ranges have been protecting us from the invasions of the northwest invaders since ancient times.

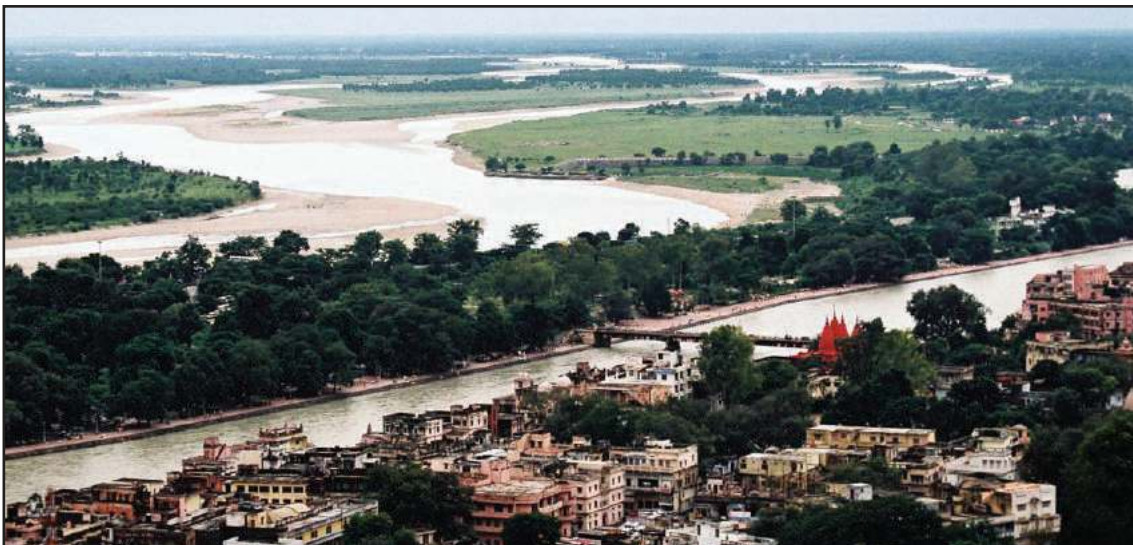
- Source of rivers

The Indus, the Ganga and the Brahmaputra and their several tributaries originate from these mountain ranges.

Try to identify a few other ways in which the northern mountain region is helpful.

The plains of North India

The picture given below shows the vast plain of North India.



The region encompassing the states of Rajasthan, Punjab, Haryana, Uttar Pradesh, Bihar, and parts of West Bengal is a plain. This plain is formed by the deposition of alluvium brought by the Indus, the Ganga, the Brahmaputra rivers and their tributaries. This plain is known by the names 'the North Indian plain' and the 'Indus-Ganga-Brahmaputra plain'. It is a densely populated region in India.

Diverse crops like wheat, maize, paddy, sugarcane, cotton and pulses are cultivated in the North Indian plain.

This plain is described as the backbone of the Indian economy. Why?



Rail, road, and canal networks are comparatively more in this physiographic unit. Why?

The western part of this plain receives only scanty rainfall. Hence, most regions of the state of Rajasthan, located in the north western part of India, is a desert. This region, known as 'marusthali', is sparsely populated. What could be the reason?

While the neighbouring states widely cultivate wheat, maize, and the like, the chief crops of Rajasthan are jowar and bajra. These are crops with low water requirement for their growth.

Through the plateau...

The journey from the northern mountain region to South India reveals a vast plateau region immediately after the North Indian plain. This plateau, covering the whole of the states of Madhya Pradesh, Jharkhand, Chattisgarh, parts of Karnataka, Tamilnadu,

Andhra Pradesh, Odisha and West Bengal, is known as the peninsular plateau. The Deccan plateau is a part of the peninsular plateau. Many parts of this plateau are composed of rocks formed by the solidification of lava in ancient times. The black soil formed by the weathering of these rocks is ideal for the cultivation of cotton. The mountain ranges such as the Vindhya, the Satpura, the Aravalli, the Western Ghats, and the Eastern Ghats are all part of the peninsular plateau.

Anamudi in Kerala is the highest point in this region.

The major crops in the plateau region are cotton, pulses, groundnut, sugarcane, maize, ragi, and chilli. Mining and mineral-based industries are the chief sectors of occupation in this plateau region that is rich in mineral deposits like iron ore, manganese, bauxite, and limestone. The Godavari, the Mahanadi, the Krishna, the Kaveri, the Narmada, and the Tapti rivers originate from the peninsular plateau.

A glimpse of Rajasthan

Thar is a hot desert encompassing a major part of the state of Rajasthan in the north western part of India. Thorn and shrub form the natural vegetation of this scanty rainfall region. Vast sandy expanses and sand dunes are the region's unique features. The people of Rajasthan know the value of fresh water. The rainfall of a day or two in Kerala amounts to the total annual rainfall in Rajasthan. These village folk travel many kilometres in search of water.



A coal mine in the plateau region

To the coastal plains

If we follow the course of the rivers that originate from the plateau, we will reach the coastal plains. India has a coastline of nearly 6100 kilometres. Observe the physical map of India in your Social Science lab. Haven't you noticed the eastern coast adjacent to the Bay of Bengal and the western coast adjacent to the Arabian Sea? Compared to the eastern coast, the western coastal plain is narrow. There are several backwaters on the Kerala coast, which is part of this plain. Paddy and coconut are the major crops along the western coast.

Paddy is prominent on the Krishna, Godavari, and Mahanadi basins in the eastern coastal plain. Fishing is the main occupation of the people along the coast.

Green spots in the ocean

Islands are the land area surrounded by the sea. In maps you might have seen the Lakshadweep islands in the Arabian Sea and the Andaman and Nicobar islands in the Bay of Bengal. The Lakshadweep islands are mostly coral. Agriculture is sparse in Lakshadweep and the people depend on the sea for their livelihood.

Most parts of the Andaman and Nicobar islands are dense forests.

You might have acquired a basic knowledge of the physiographic diversity of India. The following are the physiographic units in India.

- The northern mountain region
- The North Indian plain
- The peninsular plateau
- The coastal plains and the islands

Identify the physiographic units given in the following map (fig. 13.1) and complete the index.

Coral islands

Corals are formed by the accumulation of calcium compounds secreted by coral polyps-tiny marine organism found in tropical oceans. Islands form over these coral reefs of different shapes. The Lakshadweep islands and some islands in the Andaman and Nicobar group were formed in this way. These corals protect the islands from strong waves.



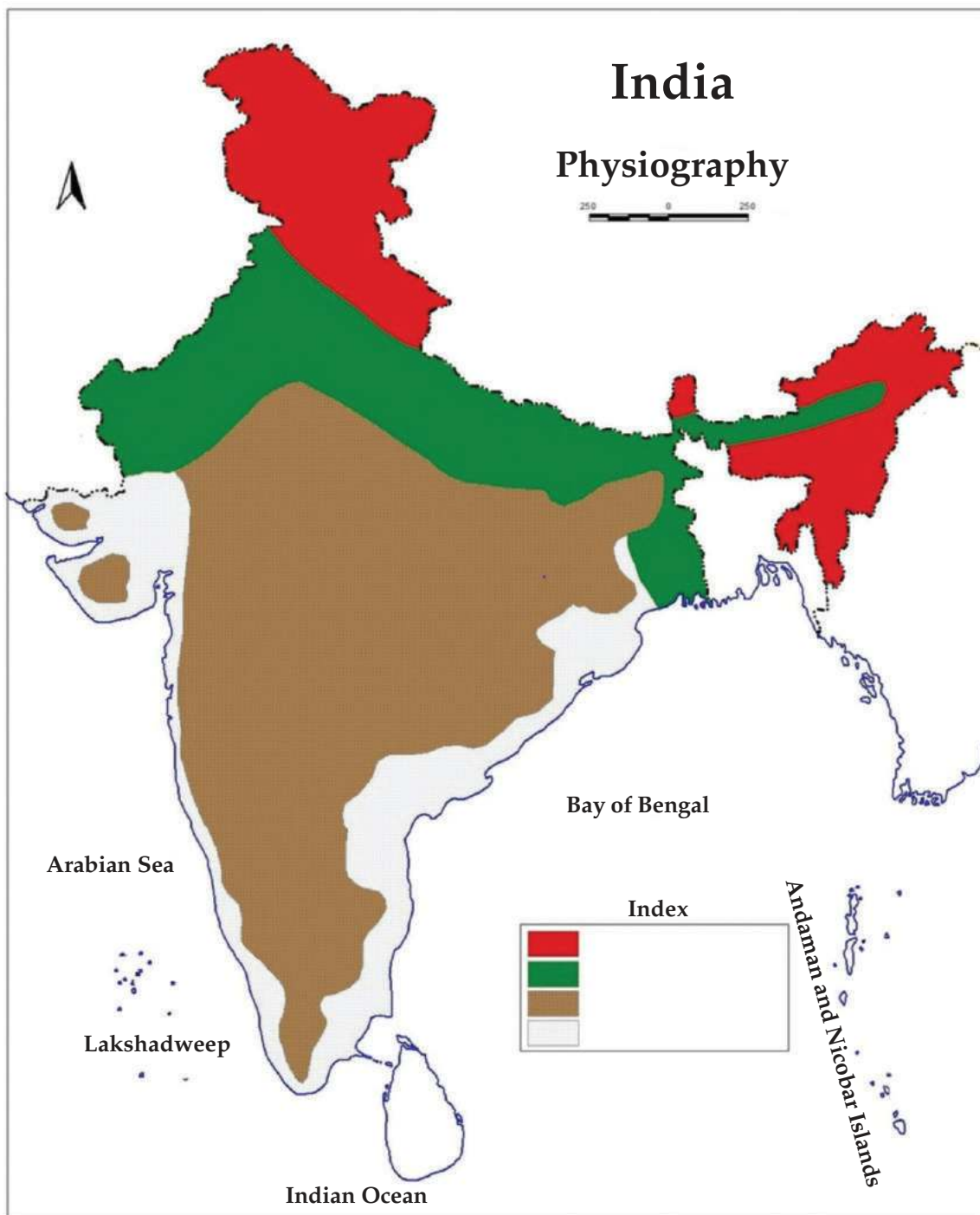
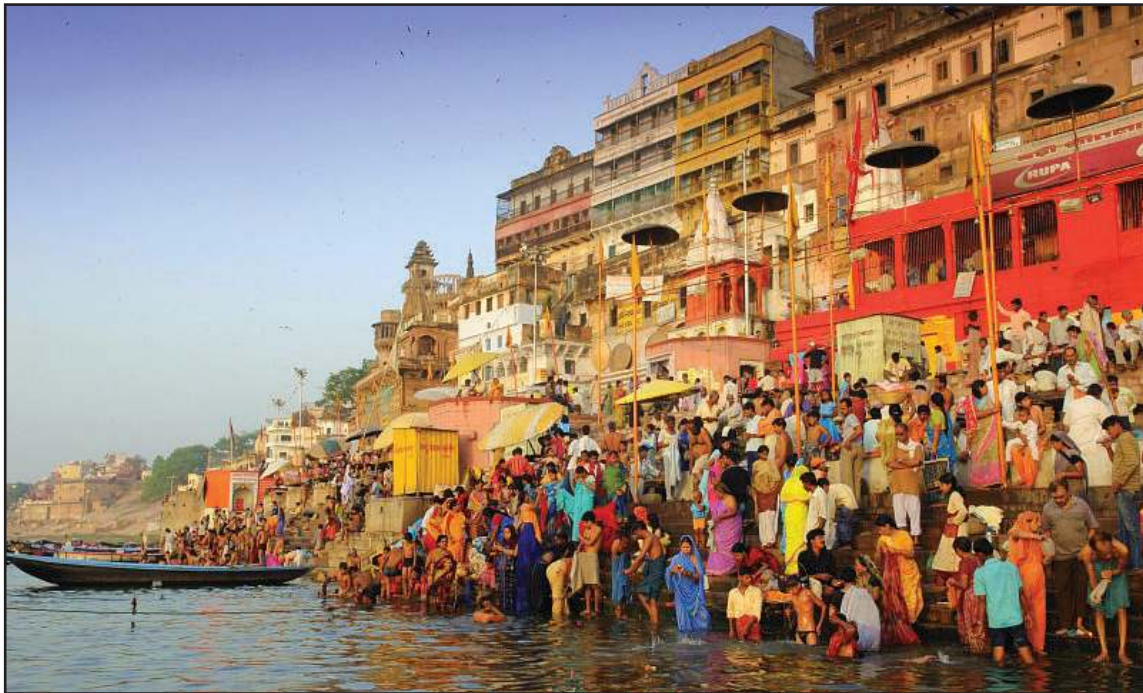


Fig. 13.1

Rivers in India

From ancient times the people of India have always selected river valleys for settlement. Rivers have a profound role in flourishing agriculture and in evolving an agro-based culture in India.

You have already learned the advantages of rivers.



The picture above is of Varanasi town on the banks of the river Ganga. What could have been the influence of the river Ganga in the evolution of Varanasi town? Discuss.

The important sources of water in North India are the Indus, the Ganga, and the Brahmaputra rivers. The rivers that originate from the Himalayas are known as the Himalayan rivers. As they originate from the snow clad mountains, they are perennial rivers. The North Indian plains are formed by the deposition of alluvium brought by the Himalayan rivers. Observe the map and identify the states through which these rivers flow and the oceans which they join.

The rivers that originate from the peninsular plateau are known as the peninsular rivers. The major peninsular rivers are the Godavari, the Mahanadi, the Krishna, the Kaveri, the Narmada, and the Tapti. As these rivers are rainfed, they are non-perennial. Observe the map and classify the peninsular rivers on the basis of the ocean which they join.

| Rivers flowing to the Arabian Sea | Rivers flowing to the Bay of Bengal |
|---|---|
| <ul style="list-style-type: none">•• | <ul style="list-style-type: none">•• |

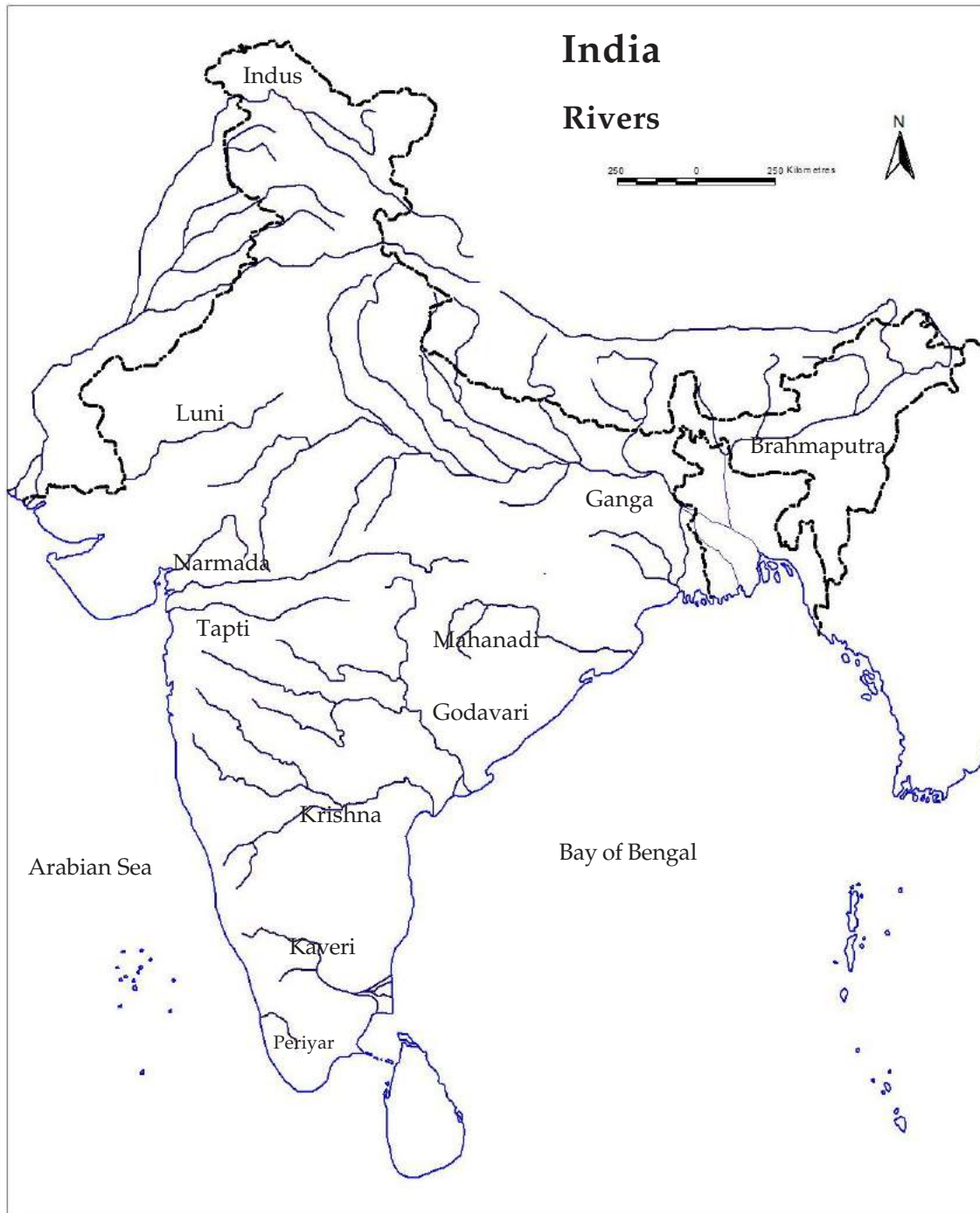


Fig. 13.2

Soil types of India

You have learned the importance of soil in the previous chapter. Soil plays a considerable role in making India an agricultural country. Diverse soil types aid the growth of diverse crops. Observe the map (Fig. 13.3) and identify the important soil types in India.

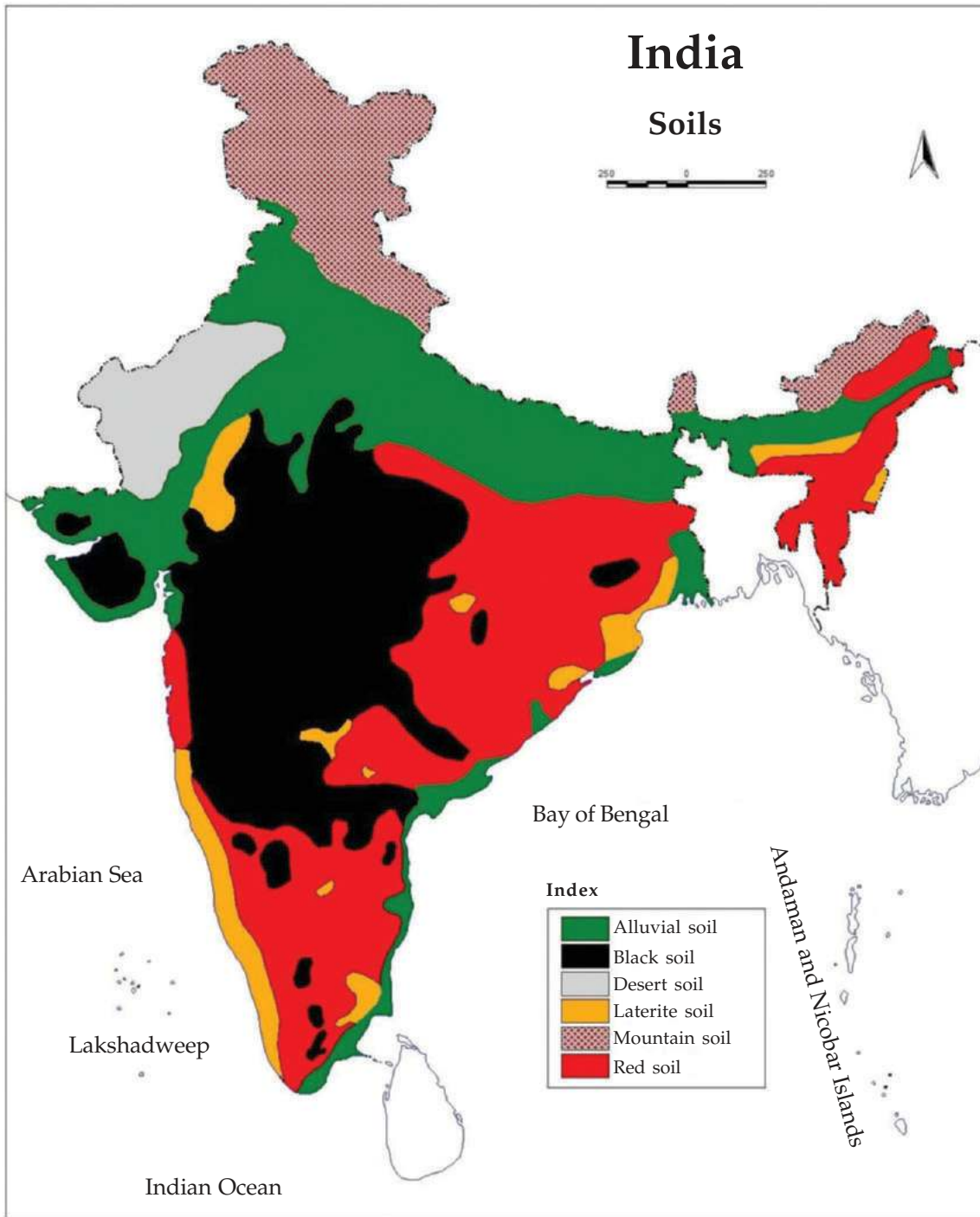


Fig. 13.3

- Alluvial soil
-
-
-
-

The alluvial soil in the North Indian plain and other river valleys is the most fertile one. Our river valleys rich in alluvial soil have long been a lush agricultural region. The black soil of the peninsular plateau is ideal for the cultivation of cotton, sugarcane, etc. Red soil and laterite soil are the other important types of soil in the plateau region. Though less fertile, these soil types are used for agriculture by supplementing with manure. Irrigation is essential for agriculture in the dry soil of the Rajasthan desert. Mountain soil is the soil found in the densely forested mountainous regions. It is rich in humus content.

Climate

The climate of India is diverse. Cherrapunji, which records the world's highest rainfall, is in India. Delhi shivers under a chilling cold of around 0°C during winter, it also experiences a burning heat of above 40°C at the peak of summer. During winter, the temperature in Kargil and Dras in Jammu and Kashmir falls as low as -40°C. In spite of such diversities the climate of India is generally known as tropical monsoon climate.

Three distinct seasons are identified in India.

- The summer season
- The winter season
- The rainy season

The summer season

The summer season in India is experienced from March to May. During this period North India experiences severe heat. Summer is mild along the coast of South India owing to its proximity to the sea. Generally, the whole of India experiences drought during this period, though isolated summer rains are experienced in some regions.

Drought - A natural disaster



Drought is the situation of severe water scarcity due to either the lack of rain or over-exploitation of water. It is estimated that one third of India is drought - affected. The severity of this disaster which cause crop failure, scarcity of potable water, etc. can be reduced by:



- Linking water - rich rivers with the water - deficient rivers of the dry regions.
- Cultivating drought resistant crops.
- Promoting rain water harvesting.

The winter season

The winter season in India is experienced from December to February. During this period, North India experiences severe cold and snowfall occur along the Himalayan mountain ranges.



A winter scene in North India

Though generally the atmosphere remains dry, rainfall occurs in Punjab and surrounding regions during this period. It is ideal for wheat cultivation.

Compared to North India, winter is mild in South India.



The rainy season

There are two rainy seasons in India. The first one is from June to September. During this season, the mountain ranges block the moisture-laden winds blowing from the Indian Ocean and cause widespread rain all along the western coast, the north eastern states, and along the foot hills of the Himalayas. This period, known as the south west monsoon season, is the rainiest period in India.

Cherrapunji: Where rain never ends

Cherrapunji is a village located in the southern slope of the Khasi Hills in Meghalaya. Also known as Sohra, Cherrapunji is the rainiest region in the world.



After a short break, rainy season is back from October to November. During this period, known as the north - east monsoon season, the eastern coast of

India receives the highest amount of rainfall especially along the Tamil Nadu and the Andhra coasts. Kerala also receives these rains.



When the flood threatens...

The flood occurring in different parts of the country during the rainy season is a threat to both human life and agricultural land. The causes for flood in India are the heavy rains during monsoons, construction of houses on the river banks, and the reclamation of paddy fields. The precautionary steps and measures adopted to check and to reduce the damage to life and property caused by this natural disaster are:

- Construction of dams.
- Afforestation.
- Discouraging large-scale constructions in the upper course of rivers.
- Relocating people from the flood affected regions.
- Establishing early warning systems.



Natural vegetation and animal diversity

Haven't you noticed the features of the trees in the background of the picture of the Kashmiri rural house depicted in the chapter? They are coniferous trees. Compare the shape of these trees with that of the trees in your locality. The types of plant species that grow in accordance with the physical characteristics of an area such as physiography, climate, and soil types are its natural vegetation. Animal species also exhibit diversity in accordance with the climate.

Let us examine the various natural vegetation and animal life of India.

Tropical Evergreen Forests



The evergreen forests exist along the Western Ghats and the north eastern states, where there is high annual rainfall. Lion-tailed macaque, different types of snakes, a variety of insects, and different species of butterflies (including the Atlas Moth - the world's biggest moth) are found in these forests.

Deciduous Forests

Deciduous forests grow in areas where only seasonal rainfall is available. It forms the major natural vegetation in the Indian peninsula. Different varieties of deer, hare, peacock, hornbill, several other species of birds, Indian gaur, elephant, tiger, leopard and the like are found in these forests which have a wide variety of animals.



Tropical Thorn and Shrubs



As rainfall is meagre, only thorny and shrub vegetation grow in the Rajasthan desert and in the central part of the peninsula. Camel, vulture, eagle, and several reptiles inhabit this dry region.

Mangrove Forests

These are peculiar plant species that grow in saline soil. The mangrove forests protect the river banks and coastal zones from shelving. The mangrove forests of West Bengal are the natural habitat of the Bengal Tiger. The mangrove roots provide a breeding ground to several species of fishes.



Montane Forests



The coniferous trees that grow in the higher reaches and the mosses in the severely cold regions fall in the category of montane forests. Several rare animals like the musk deer, snow leopard, and the Himalayan tahr have their habitats in these forests. The high ranges of the Western Ghats is the abode of the Nilgiri tahr.

You have understood that compared to other countries India has unique and diverse physiography, climate, soil types, natural vegetation and animal life. This diversity in its physical aspects is the reason for the cultural diversity in India. Despite all such diversities, India stands united as a single nation. The feeling that we all are Indians keep us together.



Summary

- India, located in Asia, exhibits great diversity in physiography and climate.
- The agricultural diversity in India is the result of factors like physiography, climate, rivers, and types of soil.
- The physical diversity of India influences human life.
- These physical features are the reason for the cultural diversity in India.



Significant learning outcomes

The learner can:

- explain the location and size of India.
- state the peculiarities of each physiographic unit in India.
- classify the river systems in India.
- describe the diversities in physiography and climate that lead to diversities in soil types, natural vegetation, and animal life.



Let us assess

1. 'The physiography influences the human life of India.' Elucidate.
2. To which coastal plain of India does the coast of Kerala belong? Mention the general features of this coastal plain.
3. Write any two features of the peninsular plateau.



Extended activities

- Travelogues depicting journeys to different parts of India are available. Read such books.
- Prepare travelogues including the physiography, climate, vegetation, and animal and human life that you observe while travelling. They can be included in the school magazine.
- Prepare a digital album on 'India's Diversity' including the physiographic features, farming practices, natural vegetation, and animal life.
- Prepare an atlas by copying various maps of India, from your textbook and other sources with the help of tracing paper. Each map should highlight a different theme.