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Class 7

**HISTORY, GEOGRAPHY
SOCIAL & POLITICAL LIFE**

Syllabus

UNIT I—HISTORY: OUR PASTS-II

When, Where and How

- (a) Terms used to describe the subcontinent and its regions with a map.
- (b) An outlining of the time frame and major developments.
- (c) A brief discussion on sources.

New Kings and Kingdoms

- (a) An outline of political development c. 700-1200.
- (b) A case study of Cholas, including agrarian expansion in the Tamil region.

The Sultans of Delhi

- (a) An overview.
- (b) The significance of the court, nobility and land control.
- (c) A case study of the Tughlaqs.

The Creation of an Empire

- (a) An outline of the growth of the Mughal Empire.
- (b) Relations with other rulers, administration, and the court.
- (c) Agrarian relations.
- (d) A case study of Akbar.

Architecture as Power: Forts and Sacred Places

- (a) Varieties of monumental architecture in different parts of the country.

- (b) A case study of Shah Jahan's patronage of architecture.

Towns, Traders and Craftsmen

- (a) Varieties of urban centres—court towns, pilgrimage centres, ports and trading towns.
- (b) Case studies: Hampi, Masulipatam, Surat.

Social Change: Mobile and Settled Communities

- (a) A discussion on tribes, nomads and itinerant groups.
- (b) Changes in the caste structure.
- (c) Case studies of state formation: Gonds, Ahoms.

Popular Beliefs and Religious Debates

- (a) An overview of belief-systems, rituals, pilgrimages, and syncretic cults.
- (b) Case study: Kabir and Guru Nanak.

The Flowering of Regional Cultures

- (a) An overview of the regional languages, literatures, painting, music.
- (b) Case study: Bengal

New Political Formations in the Eighteenth Century

- (a) An overview of the independent and autonomous states in the subcontinent
- (b) Case study: Marathas

UNIT II—GEOGRAPHY: OUR ENVIRONMENT

Environment in its Totality: Natural and Human Environment

Natural Environment

- (a) Land—interior of the earth.
- (b) Rocks and minerals.
- (c) Earth movements and major land forms. (One case study related with earthquake to be introduced)

Air

- (a) Composition, structure of the atmosphere.
- (b) Elements of weather and climate— temperature, pressure, moisture and wind. (One case study related with cyclones to be introduced)

Water

- (a) Fresh and saline, distribution of major water bodies.
- (b) Ocean waters and their circulation. (One case study related with tsunami to be introduced).

Natural Vegetation and Wildlife

Human Environment

- (a) Settlement, transport and communication.

Human-Environment Interaction

Case Studies:

- (a) Life in desert regions—Sahara and Ladakh.
- (b) Life in tropical and sub-tropical regions— Amazon and Ganga-Brahmaputra.
- (c) Life in temperate regions—Prairies and Veld.

Project/Activity

- Collect stories/find out about changes that took place in their areas (identify how things/ surroundings change overnight and why).
- Discuss the topic "How weather forecast helps us" in your class after assigning the role of a farmer, a hawker, a pilot of an aeroplane, a captain of ship, a fisherman and an engineer of a river dam to different students.
- Write observations about local area house types, settlements, transport, communication and vegetation. Note: Any similar activities may be taken up.

UNIT III—SOCIAL AND POLITICAL LIFE

Democracy

Section 1: Why Democracy: Two main thrusts

Historical

What were some of the key junctures and transformations in the emergence of democracy in modern societies.

Key Features

The different systems of power that exist in the world today.

Significant elements that continue to make Democracy popular in the contemporary world:

- Formal equality
- Decision Making mechanisms
- Accommodation of differences
- Enhancing human dignity

Section 2: Institutional Representation of Democracy

- Universal Adult Franchise
- Elections
- Political parties
- Coalition Governments

State Government

Section 1: Its working

- Main functionaries
- Broad outline of the role of the Chief Minister and the Council of Ministers.

Section 2: Its functioning through one example: land reform / irrigation / education / water / health Discuss

- The nature of the role played by the government-regarding resources and services.
- Factors involved in distribution of resources / services.
- Access of localities and communities to resources / services.

Understanding Media

Section 1: Media and Democracy

Media's role in providing the following:

- providing information.
- providing forum for - discussion/debate creating public

opinion.

- media ethics and accountability.
- relationship between Government and Information. the popular struggle that brought about the enactment of this legislation.

Section 2: On Advertising

- commercial advertising and consumerism.
- social advertising.

Unpacking Gender

Section 1: Social Aspects

Norms, values that determine roles expected from boys and girls in the:

- family
- community
- schools
- public spaces
- understanding inequality: The role of gender in creating unequal and hierarchical relations in society.

Section 2: Economic Aspects

- gender division of labour within family
- value placed on women's work within and outside the home,
- the invisibilization of women's labour.

Markets Around Us

Section 1:

- on retail markets and our everyday needs
- on role and impact of wholesale markets How are these are linked to the above
- people's access to markets depends upon many factors such as availability, convenience, credit, quality, price, income cycle, etc.

Section 2:

Examine the role of an observable wholesale market such as grain, fruit, or vegetable to understand the chain of activities, the role of intermediaries and its impact on farmer-producers.

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7. Social Change in Tribal and Nomadic Communities



A woman from the Kutia Kondh tribal group in Odisha

Every land has its **indigenous** people—people whose ancestors were the original or earliest settlers of the land. When fresh migrants come into the land, some of the indigenous people mingle and settle with the migrants. Some, however, do not do so. They are usually pushed into hilly or forested areas, or remote areas that have not been settled yet.

India is home to many indigenous (or tribal) communities. The study of their pasts is an important part of Indian history.

THE TRIBAL PEOPLE AND VEDIC CULTURE

With the spread of the Vedic culture across the Indian subcontinent, society came to be divided into varnas or castes. The tribal people were seen and treated as people outside the caste system. Though there was trade between the tribal people and non-tribal society, any form of social and cultural exchange was discouraged.

For thousands of years, therefore, the tribal people lived cut off from the rest of society. Their secluded lives led to the preservation of their social, religious and cultural practices. Many of them also retained their distinctive languages. No study of medieval Indian history would be complete without a study of the life of the tribal people in medieval India.



A painting of a Toda mund, by Richard Barron, 1837

SOURCES OF TRIBAL HISTORY

Generally, the tribal people did not record their history in the written form. Instead, they had a rich oral tradition where stories and beliefs were handed down orally from generation to generation. With no written record, historians and scholars found it difficult to be certain about tribal origins. Nor did the tribes encourage outsiders to enter their community. This, combined with the inaccessible nature of their habitations, made it difficult for scholars to approach them. It was only after some **anthropologists** (people who study human

societies) lived among tribes for several years, and understood their culture and customs, that historians could piece together their pasts.



Bhil women of the Jhabua tribe



A man hunting, Chattisgarh

TRIBAL AND NOMADIC COMMUNITIES OF INDIA

India has one of the largest tribal populations in the world. There are currently over 104 million tribal people in India. During medieval times, some of the prominent tribes were the **Gonds**, **Bhils**, **Ahoms**, **Gujjars**, **Banjaras** and the **Santhals**.

The **Gujjars**, **Khokars** and **Bhattis** lived in the hills north of the Jhelum. They were frequently at war with the Delhi sultans. Sher Shah built a fort at Rohtas to establish control over these tribes as well as to protect the land from Mongol raids. In some places, the Gujjars controlled large areas and were very powerful.

The **Banjaras** were a tribe of nomads who moved out of Rajasthan and spread out over most parts of the country. The people of the **Ahir** tribe were

traditionally cowherds and shepherds. They were found in the Kutch area of western Gujarat, Rajasthan, Maharashtra, Punjab, Uttar Pradesh, Bihar and Nepal. The **Bhils** were one of the largest tribes of western India, living in parts of Rajasthan, Gujarat and Maharashtra.

The **Gonds** were the largest tribal group in India, and were located in Central India. The **Cheros** lived in present-day Bihar, and the Santhals in present-day Bengal. The **Naga** tribes lived in the mountains of North-East India. The **Ahoms** lived in present-day Assam.

In South India, the **Badagas** were one of the largest tribal communities, and they lived in the Nilgiris. They had their own language, Badaga, which was similar to Kannada. Their main deities were goddesses **Gangamma** and **Heththe**.

The other tribes in South India included the Todas, Kotas, Kurumbas and Irulas. The Todas are a small pastoral community living in the Nilgiris.

The nature of tribal societies

Tribal people come from vastly different backgrounds. However, there are some similarities among tribal groups in their beliefs and practices.



The Todas traditionally live in small villages called munds. Their huts are built of bamboo and are then thatched. The front and back of the hut are usually made of stones. The hut has a tiny entrance—about 3 feet by 3 feet—as a means of protection from wild animals. The front of the hut is decorated with a kind of rock mural painting.

- Their lives are closely interwoven with nature. They worship nature and believe that all life on Earth is inter-related. Tribal society has deep respect for all life forms including plants.
- They believe in sharing all resources equally among all members. For example, when the Mullakurumba people of South India go hunting, a share is given to every family in the village.
- Tribal societies are largely egalitarian, i.e., they believe in the equality of all members. Some tribal societies, however, like the Gonds, have highly stratified social structures.
- Ties of kinship, or family relationships, are very strong among members of a tribe.
- Concepts of slavery and caste-based discrimination are generally absent. Widow remarriage is encouraged.
- The position of the ruler is not hereditary.
- Unlike non-tribal societies, which have a complex and interrelated economic exchange system, tribes tend to form self-sufficient economic units.

Religion

The tribal people revere nature and believe that there is life in everything around them. Different tribes have different gods. Some believe in a formless creator who lives in the clouds and appears sometimes in human form in dreams and in states of trance. The Bhils believe in Bhagavan or Bholo Iswor, who is their supreme god. In Central India their religion revolves around the *Sarna* or the sacred grove, which functions as a place of worship.

Among the Naga tribes, there is belief in a god who created the Earth out of the waters through earthquakes. The sons of this god now watch over

ENRICHMENT ACTIVITY: PROJECT

Make groups of four and do a project on 'Sacred groves in India'. Find out what are sacred groves, where all they can be found and their significance to local social groups.



Members of the Paniya tribe of Kerala worship at a sacred grove
(picture credit: <http://stanthek.wordpress.com>)



Theyyam, a ritual form of worship of Kerala, is performed by people belonging to tribal communities like the Malayar and Panan.

humankind and punish those who do wrong. Other deities without name or form live in the mountains, forests, rivers, and lakes; they need to be kept happy as they are hostile to people.

Social and economic organisation

A group of families formed a tribe with an important elder as the head of each family. The tribe was headed by a chief who was answerable to the tribal council. They lived in fortified towns or in villages deep inside forests.



Shifting cultivation—note the patches of land that have been cleared by burning.



A potter in a Gond village in Chattisgarh



A Kurumba tribesman herding his sheep



A Naga lady weaving

In the beginning, most tribes led a nomadic existence. They were hunter-gatherers. Some tribes moved on to shifting cultivation, or **jhum** cultivation, where a plot of forest was cleared by cutting and burning the trees and crops were grown in the clearing. After a few years, when the soil lost its fertility, the tribe moved on and cleared and cultivated another piece of land. In the course of time, some tribes settled down in permanent settlements and took to settled cultivation of crops.

Several tribes, like the Todas and the Ahirs, were pastoralists. They maintained cattle and made a livelihood from the sale of milk and meat.

Most tribal communities have their own distinct art forms. Their finely crafted handicrafts, colourful embroidery and sturdy pottery found a ready market in the non-tribal areas.

Nomadic cultures

Tribes like the Banjaras and the Lambadis were nomadic. Nomadic tribes are wanderers; they travel and change settlements frequently.

The Banjaras were cattle herders originally from Rajasthan. A single tribe could own as many as 50,000–60,000 heads of cattle. During medieval times, the Banjaras transported grains from the villages for sale in the towns and cities. They also worked as transporters for the Mughal armies. They carried their provisions and arms, setting up camp on the outskirts of army encampments.

From the 14th century CE onwards, the Banjaras started travelling south, following the Turk and Mughal armies when they crossed the Deccan. ‘There were no navigable rivers and no roads to wheel their belongings. Thousands of laden

bullocks and carts had to travel on mere dust tracks.’ says Capt. Briggs (1813 CE). Banjaras now live in parts of Andhra Pradesh Telangana and Karnataka.

The Banjara tribe is one of the most colourful tribal groups in India. The women wear skirts and tops with elaborate embroidery and mirrorwork.

Interaction and social change

Most tribes were concentrated in heavily forested areas that were difficult to access. Historically, tribal economies were mostly based on subsistence agriculture or hunting and gathering. Tribal members traded with outsiders for the few necessities they lacked, such as salt and iron. So contact with the outside world was limited.

By medieval times, interactions between tribal and non-tribal communities had increased markedly. Trade routes and highways linking places across the subcontinent often cut through the heart of tribal lands. Several tribes were absorbed into the larger Hindu society. In Rajasthan, Rajput rulers recognised the chiefs of the Bhil tribe as allies, and Bhils acquired a central role in some Rajput coronation ceremonies. Tribes soon started looking beyond their village-based units and took the first steps towards the formation of states and kingdoms.



Banjara women in their traditional attire

Contributions to non-tribal culture

The tribal culture of India has always been considered different from the mainstream of Indian culture and thought. But history tells us another story. The tradition of the tribal people traditions and practices have, in fact, influenced various aspects of non-tribal Indian culture and civilisation.

Several tribal practices passed into mainstream society. Ancestor worship, the worship of fertility gods and goddesses, and even the practice of *vrats* or fasting are believed to have had tribal origins. Ayurveda draws heavily on the extensive knowledge tribal people had of plants and their medicinal uses. Their agricultural practices of crop rotation, musical instruments like the *bansuri* (flute) and *dhol* (drum), art, language and seasonal celebrations—all found their way into non-tribal society.

Changes in tribal societies

Interaction brought about several changes in tribal societies as well. The egalitarian structure of tribal society slowly changed to one with hierarchies of groups arranged in order of importance. By the 13th century CE, some tribal communities rose to considerable prominence and established powerful kingdoms, like the Gonds in Central India and the Ahoms in Assam.

Tribal beliefs and rituals altered as a result of increased contact with other religious groups. The Gonds, for example, traditionally worshiped tribal gods, with *pardhans* organising and performing the necessary rituals. However, with increased contact with other religious systems, there was widespread adoption of those new beliefs and practices into Gond society.

THE GONDS AND THE AHOMS: A CASE STUDY



The Gonds

The Gonds are one of the largest tribal groups in South Asia. They are mainly found in Central India—in Madhya Pradesh, eastern Maharashtra, Telangana, northern Andhra Pradesh, Odisha and Chattisgarh. Their land came to be known as Gondwana, the land of the Gonds.

The Gonds were traditionally nomads, who, in the course of time, settled into a life of farming. They seem to have practiced shifting cultivation. Some were also cattle herders. The territory of the Gonds lay at the crossroads of the major trade routes linking the various parts of India. The Gonds thus controlled the routes linking the markets and religious centres of India. This gave them power and wealth.

As the Gond tribes grew in size and power, small states or kingdoms were formed. The earliest Gond kingdom appears to date from the 10th century CE. By the 12th century CE, there were as many as four Gond kingdoms. The four kingdoms were **Garha-Mandla**, **Deogarh-Nagpur**, **Chanda-Sirpur** and **Kherla**.

The Garha-Mandla kingdom in the north had control over most of the upper Narmada Valley and the adjacent forest areas. The Deogarh-Nagpur kingdom dominated much of the upper Wainganga Valley, while Chanda-Sirpur in the south consisted of territory around Wardha and the confluences of the Wainganga with the Penganga. The kingdom of Kherla was centered around the present day district of Betul.

Once they became powerful, the Gonds entered into matrimonial alliances with the Chandelas and other Rajput clans. The Gond queen **Durgavati** was a Chandela princess who married a Gond prince, Dalpatshah. When Dalpatshah died in 1550 CE, as her son was too young, Durgavati ruled the Garha-Mandla Kingdom on his behalf. In 1562 CE, Akbar defeated and annexed Malwa. Malwa had been a buffer state between the might of the Mughal Empire and Durgavati's kingdom. The Mughals now turned their might against Garha-Mandla. In 1564 CE, Rani Durgavati died in battle defending her kingdom against the Mughals.

Jabalpur was the capital of the Garha-Mandla kingdom and like the capitals of the non-tribal kingdoms, had a large fort and palace. The city of Nagpur was founded by a Gond raja in the early 18th century CE. Temples and palaces with fine carvings and sculptures came up throughout the Gond kingdoms.

Though they had to offer nominal allegiance to the Mughal Empire, the



A young Gond man



Rani Durgavati



Gond kings were able to maintain a relatively independent existence until the 18th century CE. The rulers were content with being practically independent within their own kingdoms. Under their peaceful rule their territories flourished. However, they could not survive for long. The weakening of the Mughal Empire and attacks by the Marathas and the Banjaras of Andhra weakened the Gond kingdoms. The Gond kingdoms were rich in many ways. Their main source of wealth, however, was the elephants they exported to other kingdoms. The remains of forts and palaces speak about the prosperity and power of the Gond kingdoms.

Gond society is highly stratified, i.e., there were different social levels or classes. Gond society is thus divided into clans. There are clearly defined rules that control interaction between the clans.

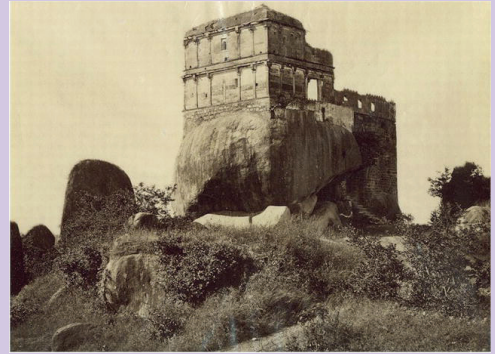
The Gond language, Gondi, belongs to the Dravidian family and is related to Tamil and Kannada. Rich in folklore, the bards and storytellers (pardhans) told stories about Gond legends, and myths about their religion. **Persa Pen**, a family deity, is a distinctive feature of Gond religion. The Gonds believe in a supreme deity, a high god (Baradeo or Bada Dev), and each Gond clan had its own Persa Pen. The people sought to ward off god's displeasure with sacrifices and prayers.

The main food of the Gonds was two varieties of millet called **kodo** and **kutki**. Rice was an item of luxury reserved for special days. The rich Gond tradition included making musical instruments, pottery and floor painting.

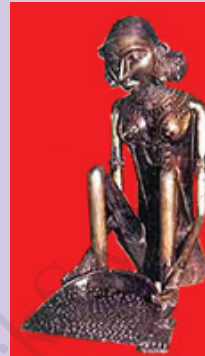
The Ahom people

The Ahoms, a branch of the Tai Shan tribe, were originally from Mong Mao (Mogaung) in present-day Myanmar. They migrated to Assam in the early part of the 13th century CE, led by their leader, **Sukaphaa**. After defeating the tribes of the Nagas, the Borahis and the Mataks, Sukaphaa (1228–1268 CE) established his capital at Charaideo. The Ahoms called their kingdom *Mong Dun Shun Kham* (meaning 'casket of gold'). The Ahom Dynasty went on to rule the region of present-day Assam for nearly 600 years. The capital of the Ahoms was later moved to **Garhgaon**, 13 km from present-day Sibsagar town.

The Ahoms, under the kingship of **Suhungmung** (1497–1539 CE), annexed the neighbouring Chutiya Kingdom (around present-day Sibsagar and South Lakhimpur) in 1522 CE. In 1536 CE, the Ahoms defeated the Kacharis and captured their capital Dimapur. Thus, by the middle of the



Raja Madan Singh's Fort, Jabalpur, built in 1116 CE. This was also the residence of Rani Durgavati in the 16th century CE.



The Gonds of Bastar are famous for the figurines they make out of bell metal.

16th century CE, the Ahoms had control over eastern and northern Assam. **Rudra Singha** (1696–1714 CE) is believed to have been the greatest ruler of the Ahoms. Under him the Ahom kingdom attained its greatest extent.

The Ahoms were involved in several battles with the Mughals, who were intent on expanding the frontiers of their empire. The Mughals were also interested in the rich natural resources of the Assam Valley, which abounded in elephants and aromatic plants. The Mughals first attacked the Ahoms in



Rang Ghar, the royal sports pavilion of Ahom kings, was constructed in Sibsagar during the reign of Swargadeo Primmatta Singha in 1746 CE.

1615 CE. They were repeatedly defeated. Then in 1662 CE, **Mir Jumla**, the Mughal Viceroy of Bengal under Aurangzeb, led an expedition against the Ahoms. The Ahom capital at Garhgaon fell, and the king, **Jayadhwaja Singha**, fled to the hills. But the Mughal army, troubled greatly by the monsoon, malaria and dysentery, started retreating. Before retreating, Mir Jumla imposed a humiliating treaty on the Ahoms. They had to cede the western half of their kingdom from Guwahati to the Manas River to the Mughals.



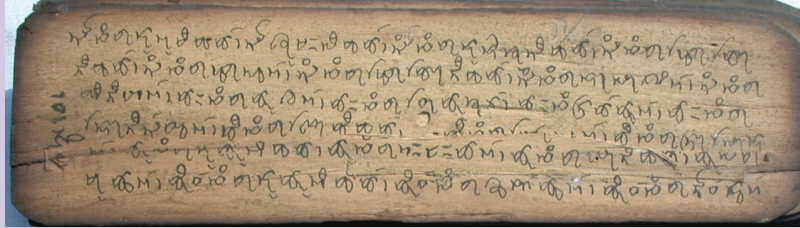
Statues at the War Memorial at Agyathuri on the northern bank of River Brahmaputra commemorating the Battle of Saraighat, which took place in the year 1671 CE

In 1671 CE, the Ahoms, led by commander-in-chief, **Lachit Borphukan**, defeated the Mughals at the **Battle of Saraighat**, fought around present-day Guwahati. All the territories that had been ceded were recovered. The final conflict between the two powers took place at the **Battle of Itakhuli** in 1682 CE. The Manas River remained the western boundary of the Ahom kingdom till the coming of the British in 1826 CE.

SOCIETY, RELIGION AND CULTURE

The Ahoms had brought with them **Tai** culture, beliefs and other practices to Assam. They possessed a rich treasure of literature written in the ancient Tai script. At first, the Ahoms spoke the Tai language and followed their traditional religion. Over time, however, the Assamese language was adopted as the official language of the state. The rulers and the *raj mantris*, or senior ministers, started following Hinduism. The rest of the people, however, continued to worship tribal gods. The Tai Ahoms do not

speak the Tai language today, but their priests, called maw, perform all the rituals in that language. The Ahoms also possess a vast collection of Assamese literature in the form of astrological texts, folk tales and stories from the *Jataka Tales*. The Ahoms maintained detailed chronicles, or records, of their times. These records were called *buranjis* and are an excellent source of information about Ahom society, history and culture.



A carefully preserved Ahom manuscript made from sasi bark

ADMINISTRATION

The Ahoms followed a fairly democratic system of monarchy. The king was appointed with the approval of the *patra mantris* or council of ministers. If no acceptable candidate was found, the kingdom would have no ruler. This happened three times in the 14th century CE. People of all tribes and religions were part of the administration of the kingdom.

Sources of History

Shihabuddin, a chronicler, accompanied Mir Jumla to the Ahom kingdom. He has left detailed descriptions of Garhgaon, the capital of the Ahoms.

In short, the city of Garhgaon appeared to us to be circular, wide and an aggregation of villages. Round the Raja's house an embankment has been made and strong bamboos have been planted on it close together to serve as a wall. ... The Raja's audience hall, called, *solang*, is around 60 m by 15 m, measured on the inside. Probably nowhere else in the whole world can wooden houses be built with such decoration and figure-carving as by the people of this country. The sides of this palace have been partitioned with wooden lattices of various designs carved in relief, and adorned, both within and outside, with mirrors of brass, polished so finely that when sunbeams fall on them, the eye is dazzled by the flashing back of light.

Imagine that you have been invited to meet the Ahom king. You are waiting for the king in the audience hall. You could either write a story built around the incident or paint the scene.



Glossary

varna: one of the four hierarchical groups into which vedic society was divided

oral tradition: the continuation of unwritten myths and legends through generations



In Brief

- ▶ With the spread of Vedic culture, the caste system took root; the tribal people were considered to be outside the caste system, and thus they lived largely secluded from the rest of society.
- ▶ During the medieval times, some of the prominent tribes were the Gonds, Bhils, Ahoms, Gujjars, Santhals and Badagas.
- ▶ In general tribal societies believe in the equality of all tribe members and have a deep respect for nature.

anthropologist: a scientist who studies human cultures

nomadic: wandering

egalitarian: treating everyone as equal

kinship: relatedness

mainstream: part of the main trend or tendency

fertility god: a god who is believed to bless people with children

subsistence agriculture: producing crops for one's own consumption

hierarchy: a system of grouping people into different ranks

confluence: coming together or meeting

clan: a group of people related to each other

▶ Tribes form self-sufficient economic units.

▶ At first, the tribes were nomadic hunter-gatherers; they slowly turned to shifting cultivation and finally to a settled lifestyle.

▶ The Banjaras were nomadic cattle herders and helped the Mughal armies transport supplies and arms.

▶ Ancestor worship, herbal medicines, crop rotation and the use of musical instruments like the flute and the drum are some tribal practices that have been adopted by the non-tribal society.

▶ By the 13th century CE, some tribal communities, such as the Gonds in Central India and the Ahoms in Assam, became powerful enough to establish their own kingdoms.

▶ There were four Gond kingdoms; they were rich due to forest resources; they endured many attacks by the Mughals and later, by the Marathas.

▶ In the 13th century CE, the Ahoms migrated from present-day Myanmar to Assam under their leader Sukaphaa and established their kingdom, which lasted for 600 years, despite attacks by the Mughals.

▶ The Ahoms maintained detailed chronicles of their times, called *Buranjis*, that serve as a valuable source of their history and culture.



Enrichment Activities



• **Debate:** 'Tribal communities have greatly benefited from the processes of modernisation and the opening up of their forestland to non-tribal people.' Do you agree with this statement? Have a discussion or debate in class on this topic.





• **Project work:** Choose any one tribe of India and do a project or prepare a chart on it.



• **Letter to the editor:** You are from Jharkhand. On a holiday to your village, you come to know that the land of several villagers

has been forcibly taken away by a mining company. Write a letter to a national newspaper, describing the plight of the tribal people and requesting that the government take strong action against the guilty.

• **Comic strip:** Take up any Indian folk tale. Present the story in the form of a comic strip. 

• **Find out:** Collect recent survey reports on the tribal population of India. Write a report on the growth or decline of tribal societies in India. Use graphs to illustrate your findings. 





Exercises

I. Fill in the blanks.

1. In India, indigenous tribes are known as _____.
2. The _____ are a native tribe of the Nilgiris who believe in the goddess Gangamma and Heththe.
3. Tribal societies believe in the _____ of all their members.
4. The _____ worked as transporters of the Mughal armies.
5. The Gondi language belongs to the _____ family.
6. The Ahom chronicles are called _____.

II. True or false?

1. Vedic culture placed all tribal people in a separate caste.
2. The Gonds were a prominent tribe of South India.
3. Tribal societies are largely egalitarian.
4. Many tribes were nomadic at first.
5. Tribal culture had no influence on the rest of the society.
6. Elephants were an important source of wealth for the Gond kingdoms.

III. Answer in brief.

1. Name any one prominent tribe each of northern, southern, eastern and western India.

2. How did the Banjaras help the Mughals?
3. Give two examples, from different fields, for the influence of tribal culture on larger society.
4. Write a short note on Rani Durgavati.
5. Write a short note on the religious beliefs and food habits of the Gonds.
6. Mention the prominent battles between the Mughals and the Ahoms.

IV. Answer in detail.

1. How and why was tribal society cut off from non-tribal society in Vedic India? What effects did this have on tribal society?
2. Why is it difficult to trace the histories of most tribal communities?
3. Give an account of the general nature of the tribal society.
4. What were the different lifestyles (settled and nomadic) followed by various tribes? Expand on the history of the Banjara tribe.
5. Trace how the Gonds established their kingdoms in Central India. What were the relationships of the Gonds with their neighbouring kingdoms?
6. Write a summary on the society and culture of the Ahoms.



Multiple Choice Questions

1. People whose ancestors were the original settlers of the land:
a. nomads b. mainlanders
c. indigenous people d. clans
2. What is the main source of information that historians use to study tribal history?
a. books and manuscripts in which the tribal groups have recorded their past
b. cave paintings
c. oral traditions handed down within the tribe from generation to generation
d. None of the above
3. One of the largest tribes of western India during medieval times was
a. the Gujjar b. the Toda
c. the Gond d. the Bhil

4. The Badaga tribe can be found in
 - a. Assam
 - b. the Nilgiris
 - c. Central India
 - d. Rajasthan
5. Which of these do NOT reflect the nature of tribal societies?
 - a. Tribal people live lives closely interwoven with nature.
 - b. The position of the tribal leader is usually hereditary.
 - c. They share the resources equally among all members.
 - d. Tribal societies usually form self-sufficient economic units.
6. Jhum refers to:
 - a. a form of shifting cultivation
 - b. hunting and gathering
 - c. certain tribal societies
 - d. an important tribal deity
7. During medieval times, the Banjaras helped the Mughals by
 - a. joining the Mughal army in large numbers
 - b. transporting the arms and provisions of the Mughal army
 - c. acting as spies
 - d. all of the above
8. What were the contributions of tribal people to non-tribal culture? (*More than one of the choices could be correct.*)
 - a. ancestor worship and the worship of fertility gods and goddesses
 - b. their knowledge of plants and their medicinal uses
 - c. the caste system
 - d. knowledge of musical instruments like the flute and the drum
9. Which of these was NOT a Gond kingdom?
 - a. Garha-Mandla
 - b. Chanda-Sirpur
 - c. Chandela
 - d. Kherla
10. Rani Durgavati, the Gond queen, died fighting the armies of which Mughal emperor?
 - a. Humayun
 - b. Shah Jahan
 - c. Aurangzeb
 - d. None of the above
11. Who was the Ahom leader who established an Ahom kingdom in Assam?
 - a. the Tai Shan
 - b. Suhungmung
 - c. Sukaphaa
 - d. Lachit Barphukan
12. Who led the Ahoms to victory over the Mughals in 1671?
 - a. Lachit Barphukan
 - b. Jayadhwaja Singha
 - c. Mir Jumla
 - d. Rudra Singha



HOTS: Think and Answer

The tribal people have evolved an intricate system of survival which is closely interlinked with nature. Despite being largely economically independent, with methods to survive on their own off the resources of the forest, they have sometimes been referred to as “unskilled” workers. Do you agree with the use of this term? Give your opinion.



Life skills

Logical reasoning/Critical thinking

You are an anthropologist living with a tribe that has been isolated from mainstream society for several centuries. The people were initially suspicious. How did you win them over? What, according to you, were the five most important life skills that helped you survive? List them down.



Values that enrich

Tribal societies live as one with nature. For example, wild tubers like kanda, mul and gethi, are an important part of their diet. But when they take out these tubers from the ground, they make sure that they do not uproot the entire plant. They leave the roots behind so that the plants can grow back once the rains come. What values do such practices reflect?



8. The Hydrosphere



The Pacific Ocean

Water is an indispensable natural resource. On Earth, water is found in all its forms, i.e., solid (ice), liquid (water) and gas (water vapour). Earth is also called the Blue Planet as almost 71% of its surface is covered by water and only about 29% is land. That part of the Earth that is covered by water is called the **hydrosphere**.

Water is found as ice sheets in glaciers. It is found as flowing water in the oceans, rivers, lakes, ponds and underground streams. It is also found as water vapour in the atmosphere.

THE WATER CYCLE

The amount of water present on the surface of the Earth has remained unchanged for billions of years. What does change, however, is the form in which water is present and its distribution. Water moves in a continuous cycle. It changes from water vapour to ice and then back to water. This continuous interchange

of the forms of water on Earth is called the **water cycle** or the **hydrological cycle**. It involves the three different processes of evaporation, condensation and precipitation.

Water from the surface of the Earth **evaporates** on heating and changes into water vapour (from a liquid to a gas). Approximately 80% of the water vapour is obtained from the oceans, and the remaining 20% from inland water and vegetation.

The water vapour is carried up in the air, where it cools. On cooling, water vapour in the atmosphere **condenses**, changes back to its liquid state and forms clouds.

When cloud particles get too heavy to remain suspended in the air, they fall back to the Earth as **precipitation**. Precipitation occurs in a variety of forms—hail, rain, snow, sleet, fog, mist and dew.

Thus, we can also define the water cycle as the circulation of water in different forms between the major realms of the Earth, i.e., land, water bodies and atmosphere. (Look at the diagram of the water cycle on page 4, chapter 1.)

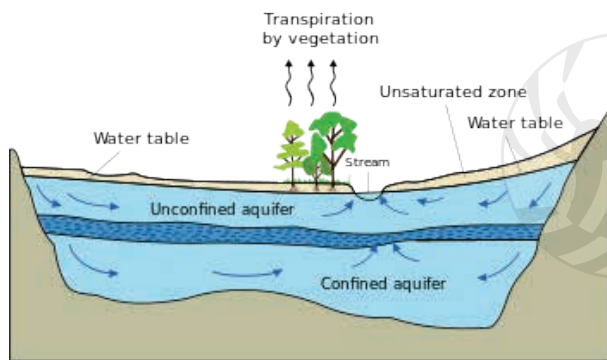
THE DISTRIBUTION OF WATER

The water available on the Earth's surface is of two types—**fresh water** and **salt water**. Around 97% of the Earth's water is found in the oceans, and it is salty. Only around 3% of the water on Earth is fresh water.

Fresh water

Fresh water is water that has very little salt dissolved in it, unlike the water found in the oceans and seas, which is salty. Many living beings need fresh water to survive. Hence, it is a critical resource. Around 69% of the fresh water is frozen in the form of glaciers and ice sheets. Around 30% is in the form of underground water. Only around 1% of the fresh water is found in liquid form on the surface of the Earth as streams and lakes. The biggest source of fresh water is precipitation from the atmosphere, in the form of rain and snow.

The water that is found in ponds, lakes, rivers and streams is called **surface water**. Some water gets collected beneath the Earth's surface through



An aquifer

seepage. This is called **underground water**. Porous rock, i.e., rock that allows water to pass through, and soil allow some of the water flowing on the surface to seep through. This seepage contributes to the stock of underground water. Underground water bodies include wells, springs, geysers, etc.

The point at which water is found beneath the Earth's surface at any given place is called the **water table**. While in the wet regions of the world, the water table is high (i.e., close to the surface), in the dry regions it may be very low, (i.e., several kilometres beneath the surface).

Aquifers situated below the water table are a rich source of fresh water. Aquifers are water-bearing layers of rock under the ground.

Ocean waters

Oceans form the major part of the hydrosphere. You learnt last year about the seven main oceans of the world. Can you name them?

The oceans are huge water bodies that support marine life. All the oceans are interconnected. Marine routes are natural routes. They help international trade.



ENRICHMENT ACTIVITY

This activity will help you see for yourself how the water cycle works. You are going to make a **terrarium**. A terrarium is an artificial enclosure (a glass or plastic house) for keeping small plants healthy. Get a small plastic container with a tight-fitting lid. Put soil at the bottom; plant a few small seedlings in the soil and water them. Cover the terrarium with the lid and place it where it can get sunshine (but do not place it in direct sunshine as too much evaporation might take place).

Observe what happens to the water in this closed container for a few weeks. Do the plants grow? On which parts of the terrarium do you see water? Record your observations in a science journal. Now use your observations to explain how the Earth's ecosystem is similar to that of a terrarium.



While fresh waters contain very little dissolved salts, ocean waters contain a large amount of it. Salt makes up about 3.5% of the ocean. It is important to know how the salts reach the ocean. Rivers and underground streams, which carry dissolved salts with them, empty into the oceans. The salts that come from volcanic eruptions in the mid-ocean ridges also contribute.

ENRICHMENT ACTIVITY

In your school atlas locate the major oceans and seas and mark them in an outline map of the world. Which of these have you seen?

EXPLORE SOME MORE...

Oceans and seas are not the only water bodies with high degrees of salinity. The Dead Sea, which is actually a land-locked lake, has water that is about ten times saltier than sea water.

Find out how the water here is so salty.

ENRICHMENT ACTIVITY

Mark and label these rivers and lakes on a world map.

- Nile
- Amazon
- Yangtze
- Caspian Sea
- Lake Superior

The movement of water in the oceans

Oceanic or marine waters are always moving. This constant movement is mainly due to three factors—the force of winds, temperature differences between different parts of the sea and gravitational forces. The three main movements noticed in the oceans are **waves**, **tides** and **currents**.

WAVES

If you have been to a beach, you would have seen the way the surface of the sea constantly undulates or moves up and down. The rhythmic up-and-down movement of water on the surface of the ocean causes waves. Waves can range in size from small ripples to massive tsunamis.

The most common factor for the formation of waves is wind. When strong winds blow across the open oceans, the energy of the winds is transferred to the water molecules on the surface of the ocean. The water molecules in turn transmit this energy through the water in the form of waves. The molecules of water do not move forward. They only move up and down in the same place, while the wave motion is transmitted across the ocean surface.

As a wave moves, it forms a succession of **crests** and **troughs**. The horizontal distance between two crests (or two troughs) is called the **wavelength**.



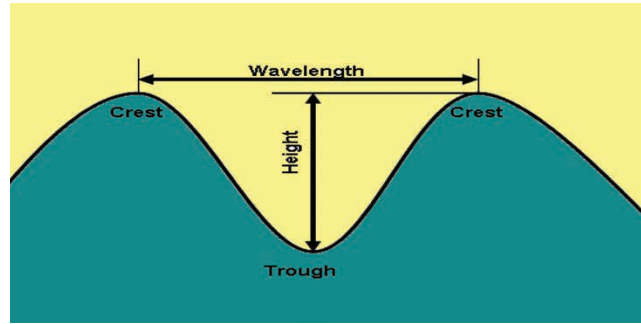
Waves

The height of a wave is determined by three factors:

- The length of time for which the wind has blown over the waters
- distance of open water over which the wind has blown, called **fetch**
- Wind speed

Sometimes, the wave is caused by tremors below the ocean floor. In such cases, the intensity of the earthquake determines the size of the waves produced. **Tsunamis**, the most destructive of waves, are caused by severe undersea earthquakes.

As the wave approaches land, its lower part slows down as a result of friction. The upper part continues forward at the same speed, causing the



wave to curve forward and break onto the beach. The breaking wave is called **swash**, and the receding wave is called **backwash**.

TIDES

Tides are the periodic rising and falling of the sea level due to the gravitational pull of the Moon and Sun acting on the rotating Earth.

THE 2004 INDIAN OCEAN TSUNAMI: A CASE STUDY

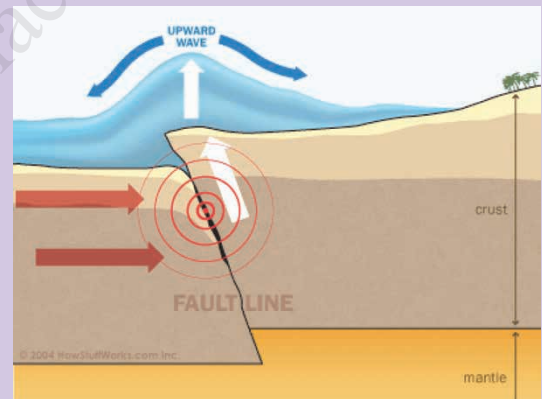
The word tsunami is derived from the Japanese words, *tsu* (meaning harbour) and *nami* (meaning wave). In the past, tsunamis were sometimes referred to as 'tidal waves' by the common people. Scientists call them 'seismic sea waves'.

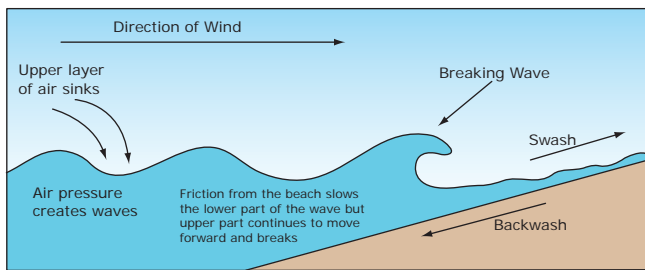
The 26 December 2004 earthquake and the tsunami that it generated across the Indian Ocean have been described as one of the worst natural disasters in recent history. The epicentre of the earthquake was off the north-west coast of Sumatra, Indonesia. The magnitude of the earthquake was 9.3 on the Richter scale. The earthquake deformed the ocean floor, triggering of a series of tsunamis some of which attained heights of over 30m. The tsunami devastated nearby areas and killed more than 200,000 people. It displaced over 2 million people and accounted for a loss of a few billion dollars.

Many strategies were suggested to prevent loss of life and to assist affected people in the future. Of these, the main include identifying disaster-prone areas and installing integrated tsunami warning systems in countries around the Indian Ocean and the Pacific Ocean.

Tsunami relief work was undertaken by different organisations.

- Which places in India were affected by the 2004 tsunami?
- Write any two major steps taken by the Indian government in providing relief to tsunami victims.



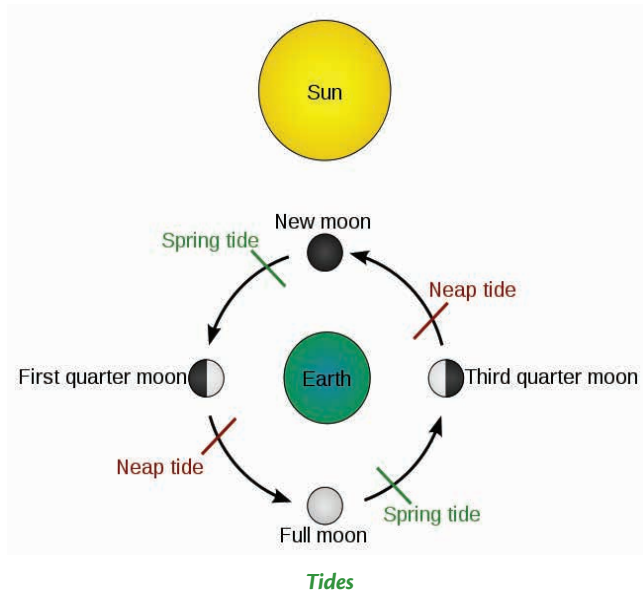


Tides are of two types—**high tides** and **low tides**. During high tides, the waters rise in the tidal belt and rush in towards the land and flood it. During low tide, the water level falls and the sea water recedes. The sea level rises and falls once or twice per day because of tidal action. Along most coastal areas, the sea rises two times and falls two times a day. Areas that are alternately submerged and exposed by rising and falling tides are called **tidal flats**.

Apart from the high tides and low tides that occur each day, there are some especially high or low tides that occur during specific periods of the month. They are caused by the position of the Sun and the Moon relative to the Earth.

If the Sun, the Moon and the Earth are lined up in a straight line, the Sun's gravitational pull gets added to that of the Moon. The tides then have a higher tidal range. During these times, the high tides are especially high and the low tides especially low. Such tides are called **spring tides**. They occur on full moon days and new moon days.

However, if the Sun and the Moon are at right angles to one another, the gravitational pull of the Sun on the Earth partially cancels that of the Moon. Such situations occur during the quarter phases of the Moon (twice a month). During these periods, the high tides are not very high and the low tides are not very low. These tides are called **neap tides**. There is usually a seven-day interval between spring tides and neap tides.

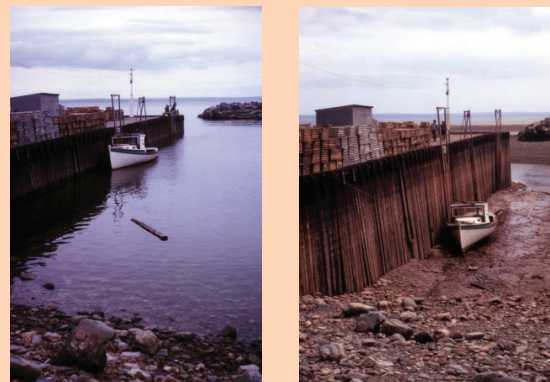


The uses of tides

- Tides help in navigation. Ships come into harbour during high tide as the water in the harbour becomes deeper at this time.
- Low tides are used by fisherfolk to go out into the open sea for fishing. They return to land with the incoming high tide.
- Tidal power can be used to generate electricity.
- Tidal action helps mix up nutrients and makes

The highest tides in the world occur in the Bay of Fundy in Nova Scotia, Canada.

The tidal range is about 40 feet. The tide is used for generating power.



Bay of Fundy—high tide (left) and low tide (right)

coastal regions rich in marine life. Such regions are excellent fishing grounds.

- During high tide, when the water gushes in towards the land, a lot of fish comes along with it. This helps fisherfolk get an abundant catch.
- Tides keep the mouths of the rivers free of sediments by carrying the sediments far away into the sea.

CURRENTS

Currents are streams of water flowing constantly through the ocean in definite directions. They are caused by—

- Variations in temperatures of ocean waters
- The rotation of the Earth
- The prevailing winds
- Difference in density and salinity of water in different parts of the oceans
- The shape of the land

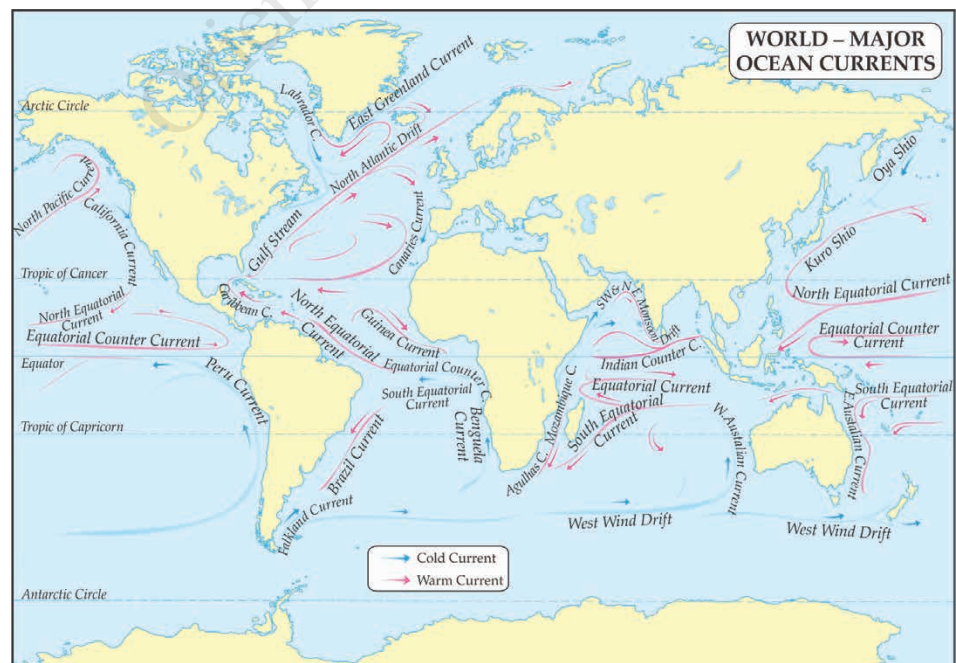
Some of the important surface currents that move across the ocean are the Gulf Stream, the North Atlantic Current, the California Current, the Atlantic South Equatorial Current and the West Wind Drift.

Currents can be cold or warm, depending on where they originate. Currents moving from the equatorial regions to the polar regions are **warm currents**. The Gulf Stream is an example of a warm current. **Cold currents** move from the polar belts to the tropical belts. The Labrador Current is an example of a cold current.

The effects of ocean currents

Ocean currents influence the temperature of the region through which they travel. Warm currents, increase the temperature of the coasts along which they move. Sea breezes that blow over warm currents get warmed in turn and absorb moisture. They then carry the warmth and moisture to neighbouring coastal areas. For example, the North Atlantic Drift, carrying warm equatorial waters northwards, increases temperatures along the coast of north-western Europe and helps to keep ports along these coasts open (i.e, not frozen) throughout the year. On the other hand, winds that blow over cold currents become cold and dry. Along the western coasts of most land masses, these dry, cold winds have led to the development of deserts, like the **Atacama** (South America) and the **Namib** (Africa) deserts.

The convergence of hot and cold currents leads to the formation of dense fogs that can pose a serious threat to ships. For example, along the eastern coast of Canada, the cold Labrador Current meets the warm Gulf Stream, making it an accident-prone area for ships. But these areas of convergence also





Fog off the coast of Canada

make excellent fishing grounds because of the presence of **plankton**. Plankton are small organisms that are eaten by fish and are found in abundance in places where cold currents meet warm currents.

Ships that move along with ocean currents can move faster, and thus cut down their travel time and the usage of fuel.

WATER POLLUTION

Contamination of both underground and surface water is called water pollution. Contamination makes water unfit for use. Domestic wastes and untreated industrial effluents emptied into water bodies cause water pollution.

Polluted water may contain bacteria, parasites, animal wastes, toxic wastes, etc. Toxic wastes include pesticides, heavy metals and many other non-biodegradable carcinogenic (cancer-causing) solid wastes.

Water, as we know, is already a scarce resource.

Water pollution makes it difficult for us to get even clean drinking water. It therefore becomes our duty to conserve water and prevent further pollution.

ENRICHMENT ACTIVITY

Major ocean currents of the world

	Northern Hemisphere	Southern Hemisphere
Pacific Ocean		
Atlantic Ocean		
Indian Ocean		

Study the map well and then complete the table in your notebook. Write the names of the cold currents in blue and those of the warm currents in red.



Untreated industrial waste is dumped into streams, polluting the water.



Glossary

water table: the point at which water is found beneath the surface in a place

aquifer: a water-bearing layer of rock

wavelength: the distance between two crests (or two troughs) of a wave

tidal flat: an area alternately submerged and exposed by rising and falling tides



In Brief

- ▶ The hydrological cycle involves evaporation, condensation and precipitation.
- ▶ Of the Earth's water, around 97% is salty and around 3% is fresh water; only around 1% is liquid fresh water that can be used.
- ▶ Waves, tides and currents are the three main movements of ocean waters.



Enrichment Activities



- **Presentation:** Make a presentation on tides. Include information and pictures explaining how tides are formed and their uses.



- **Chart work:** Paste a world map on a chart and point out the movements of the ocean currents. Write about the major ocean

currents, their movements and their effect on the regions they flow through.

- **Report writing:** Write a report for your school journal on tsunamis, giving a vivid description of the 2004 tsunami.
- **Role play:** Role play the water cycle, a wave or an aquifer.



Exercises

I. Fill up the blanks.

1. The water table is _____ in wet regions.
2. Ocean water contains _____ % salt.
3. The distance between two troughs of a wave is its _____.
4. Tides keep river mouths free of _____.
5. The Gulf Stream is a _____ current.

2. The oceans are interconnected.

3. Winds are the most common factor for formation of waves.
4. Convergence zones of hot and cold currents are busy though they are dangerous areas.

II. True or false?

1. Strong winds carry water molecules across the seas, leading to waves.
2. 'Neap tide' is another name for 'low tide'.
3. Tides can be used to generate electricity.
4. An aquifer is a water-bearing layer of rock under the ground.

IV. Answer the following questions.

1. Explain how evaporation, condensation and precipitation are essential for the water cycle.
2. Explain the following terms:
 - a. swash
 - b. backwash
3. With the help of diagrams, show how the gravitational pull of the Sun and the Moon affect the tides.
4. How do ocean currents influence coastal areas?
5. What causes water pollution? Why is it a problem?



Multiple Choice Questions

1. The Earth is called the Blue Planet because
 - a. about 71% of its land surface is covered with water.
 - b. about 89% of its land surface is covered with water.

- c. about 79% of its land surface is covered with water.
- d. about 65% of its land surface is covered with water.

2. What is the approximate percentage of fresh water found on the surface of the Earth as lakes, streams and rivers?
a. 68% b. 10% c. 1% d. 30%
3. Water bearing layers of rock under the ground are called
a. water table b. aquifer
c. underground water d. igneous rocks
4. Which of these factors does NOT help determine the height of a wave?
a. Depth of the water
b. The length of time for which the wind has blown over the waters
c. Distance of open water over which the wind has blown
d. Wind speed
5. During spring tides, the high tides are specially high because,
a. the Sun, Moon and Earth are lined up in a straight line
b. the Moon and the Earth alone are in a straight line
c. the Sun and Moon are at right angles to one another
d. the rains are very heavy at this time, leading to flooding in the river channels
6. Streams of water flowing constantly through the ocean in a definite direction are called
a. tides b. currents c. rivers d. waves
7. Which of these factors do not help cause currents?
a. variation in temperature of ocean waters
b. the rotation of the Earth
c. the revolution of the Earth
d. the prevailing winds
8. Why is the eastern coast of Canada an accident-prone area for ships?
a. It is a rocky coast, and the ships run aground on these rocks
b. The winds are very strong, blowing the ships off course and into the rocks
c. The cold Labrador current meets the warm Gulf Stream, leading to the formation of dense fog
d. All of the above



HOTS: Think and Answer

- What would happen to the pattern of flow of the ocean currents if the Earth were to stop rotating? Would they still be there? Think and answer.
- Study the figure of the water cycle given on page 4. Which are the various surfaces from which evaporation occurs? What happens to the vapour once it goes up? In what forms does the condensed vapour come back to Earth? Do plants also have a role to play in the water cycle?



Life skills

Being Creative/Social Awareness

Water is a finite natural resource that must be conserved. Scarcity of water is one of the major issues that the world is facing and it is our responsibility, perhaps the duty, of each one of us to contribute towards better water management. Intelligent utilisation of water resources is the need of the hour. Make a colourful and creative poster to create awareness about the urgent need to save water. **SAVE WATER! SAVE LIFE!**



Values that enrich

The ship MV Kaveri was travelling from Australia to the east coast of the USA. The captain of the ship saw three men on a raft drifting in the middle of the ocean. They were shouting for help. The captain brought the men on board and gave them food and water. The men were handed over to the officials at the nearest port. What values does the captain of the ship endorse? (Remember, the men could have been pirates, or criminals on the run, so the captain takes a risk in saving them.)



1. Democracy

Have you ever wondered who builds the road you travel on each day, who maintains the street lights, who ensures that the garbage is collected from your house, who ensures that water and electricity come to your house, who owns and operates the public buses and trains that carry thousands to school and work? To whom do your parents pay tax each year? The body that provides us with all these services (and to whom we pay taxes so that it can provide us with these services) is called the **government**.



Cleaning garbage



Laying roads



Street lighting

WHAT IS THE GOVERNMENT?

The government is the body that governs or administers a political unit like a country or state. The government has the authority to make laws, settle disputes, maintain security and enforce public

Some of the duties of a government

DIFFERENT TYPES OF GOVERNMENT

Monarchy	It is a hereditary form of government in which a single ruler (king/queen, emperor) rules the country. It was the most common form of government during the medieval period. Today, there are few monarchies left in the world. Examples: Saudi Arabia and Brunei.
Oligarchy	It is a form of government in which a small group of people holds all the power. Examples: ancient Rome, South Africa when it was ruled only by the whites
Theocracy	It is a form of government in which a group of religious leaders rule and where governance is based on the tenets of a particular religion. Examples: Iran, Vatican City
Dictatorship	It is a form of government where a person or group of people, who have seized power by force, rule (often, it is a military dictatorship). Examples: Germany under Hitler, Pakistan under the rule of General Zia ul Haq
Democracy	It is a form of government in which the people govern the country, sometimes directly and sometimes indirectly through their elected representatives. Examples: Brazil, United States of America

Study the table above. What kind of government does India have?

order and discipline. It also provides and maintains public facilities like roads, supply of water and electricity and public transport.



Public transport



Provision of water



Aung San Suu Kyi is a pro-democracy leader of Myanmar. She was under house arrest for several years when Myanmar was ruled by a military dictatorship. It now has an elected government.

ENRICHMENT ACTIVITY

Have a debate in class on the topic 'Do we actually need a government? Is it possible to live without a body or a person who enforces the law?'



Women waiting to cast their vote in an election

Totalitarian Government

Monarchies, oligarchies, theocracies and dictatorships are usually totalitarian regimes. In totalitarian governments, the state or the monarch exercises absolute control and regulates every aspect of citizen's lives. People have no participation in the making and implementation of laws. Monarchies, though much reduced in power and influence, still exist in around 30 countries around the world, including Japan, Morocco, Lesotho, Britain, Denmark, Saudi Arabia, Kuwait and Oman. Most of the monarchies today are constitutional monarchies, i.e., the monarchs are just figureheads, and the actual running of the country is done by an elected parliament, like in Britain. Today, the most preferred form of government in the world is democracy.

Democratic Government

The term **democracy** comes from the Greek word *demokratos* meaning 'rule by the common people'. The US president Abraham Lincoln

(1809–1865) defined democracy as a 'government of the people, by the people, for the people'. It is a form of government where the people elect their representatives, who in turn govern the nation. In a democracy, people have all the power in their hands, which they express through elections and public opinion. They have a **constitution** which guarantees basic personal and political rights, free and fair elections, and independent courts of law. A constitution is a set of laws and rules based on which a political unit is administered.

Democracies can be of two types—**direct democracies** and **indirect democracies**. The earliest democracies were direct democracies, where power lay in an assembly of all people who chose to participate in the governance of the country. The people framed laws for themselves, and had all powers invested in them. As countries grew bigger, people found that it was not possible or practical for everyone to be directly involved in governing the country; so the people elected representatives who

Know your facts

Nepal was one of the last monarchies in the world where the monarch still held absolute power. But in 2006, Nepal became a constitutional monarchy with the king giving up all power other than his ceremonial status. In April 2008, elections were held in Nepal and On May 2008, the Constituent Assembly of Nepal abolished the monarchy and declared Nepal as a federal democratic republic.



Women casting their vote

would govern on their behalf. This is called **indirect** or **representative democracy**. Here, the majority is ruled by a small group of elected representatives.

Today, most of the democratic countries in the world are **republics**, where the head of the government is an elected president or prime minister, not a monarch. Some democratic countries are **constitutional monarchies**, wherein a king or queen is head of state, but an elected parliament has all the power. This ensures that the powers of the monarch is limited, and the people are assured basic human rights.

THE HISTORY OF DEMOCRACY

Indian Democracies

Some of the earliest instances of democratic systems of governance were found in ancient India. Between 600 and 500 BCE, states like Vriji and Kalinga became powerful republics. The king was elected by the people and he was advised by the **Sabha** (a council of important chieftains of the tribe) and the **Samiti** (a gathering of all the men of the tribe).

The Athenian Democracy

Athens was a powerful city-state in ancient Greece. It developed into a democracy around 500 BCE. Solon, a Greek lawgiver, gave Athens its first comprehensive code of law in 594 BCE. He laid the foundations for Athenian democracy, which was born as a reaction against the misuse of power by the earlier monarchs. In 510 BCE, Cleisthenes abolished monarchy and established one of the world's first democratic governments.

It was a system of direct democracy. People did not elect representatives. They voted directly on issues and bills. Women and slaves, however, were



Solon, the Greek lawgiver



The speaker's platform in Athens, the meeting place of the people of Athens

not allowed to vote. Under the able statesmanship of the democratic leader **Pericles**, Athens reached the height of its glory.



Pericles

Early Rome

In 510 BCE, the last king of Rome was deposed and a republic established. After 12 years of struggle between the ruling families (**patricians**) and the rest of the population (the **plebeians**), a series of laws were passed called the Law of the Twelve Tables which recognised certain rights of the plebeians. By the 4th century BCE, the plebeians were given the right to stand for consulship and other offices of the state.

England and the Magna Carta

The king of England signed the **Magna Carta** in 1215 CE. In the Magna Carta, the king agreed to renounce certain rights, and to let his power be restricted by the law. The Magna Carta includes the **writ of habeas corpus**, which gives people the right to appeal if they are imprisoned without just cause. This writ continues to be one of the cornerstones of individual freedom in democracies.



King John of England signs the Magna Carta in 1215 CE

Europe and the Renaissance

The **Renaissance** swept through medieval Europe in the end of the 14th century. The Renaissance was a movement where the common people started questioning the control of the Church and



A painting by Bernardo Bellotto showing the Polish people electing their new ruler, Augustus II, near Warsaw in 1697

the monarch over their lives as they rediscovered the democratic principles of ancient Athens and Rome.

Age of Enlightenment (17th and 18th centuries CE)

During the Age of Enlightenment, the theory of modern democracy was formulated, and philosophers defined the essential elements of democracy—equality, fundamental rights, religious freedom, separation of the Church and State. The Americans, through the 1760s and 1790s, developed the concept of **Republicanism**. Republicanism is a political system that protects liberty and believes in equality and the rule of law. The Americans fought for the protection of civil rights for all, including the African-Americans.

The United States Constitution was ratified in 1789, and the **United States Bill of Rights** came into effect in 1791. The Bill of Rights limits the powers of the government of United States (US) and protects the rights of all US citizens.

The **French Revolution** (1789–1799) was a period of political and social upheaval in France. During the Revolution, the common people of France overthrew the monarchy and formed a new

government based on the principles of **equality**, **liberty** and **fraternity** (brotherhood). The National Constituent Assembly drew up a **Declaration of the Rights of Humans and of the Citizen** in August 1789. It was based on the American Declaration of Independence.

Inspired by the success of the American fight for independence and the French Revolution, the 20th century witnessed the emergence of numerous democracies like India, Australia, Greece, Germany and Japan. The 20th century also saw two world wars with all its devastations. The **United Nations** was formed to ensure peace, security and above all human liberty.

THE KEY ELEMENTS OF DEMOCRACY

Democracy as a system of government is the most popular form of government in the world today. What are the features of democracy that make it so popular? A modern democracy has certain important features which are enshrined in its constitution.

Rule by the People

A democracy is a political system where the people choose the government through regular, free and fair **elections**. During elections, people choose their representatives from competing parties. The people thus decide who will represent them in **parliament**. A parliament is a body of elected representatives which will rule the country on behalf of the people.

Thus, in a democracy, the people are the highest form of political authority. The leaders of government hold power only temporarily, i.e., as long as they enjoy the trust of the people. The people are free

to criticise their elected representatives and vote them out of power.

Justice and Equality

Justice and **equality** are the two pillars of democracy. Justice is to give each one what is due to him or her as a person.

Equality is defined by our Constitution as ‘every citizen is equal before the law... there shall be no discrimination by virtue of caste, sex, religion, wealth, etc’. To enjoy equality there should be justice.



The popular representation of justice as a blindfolded lady with the scales of justice is meant to show that justice is impartial. Justice is not swayed by the wealth or power of people. Only when the scales are perfectly balanced can it be said that justice has been administered.

Guarantee of basic human rights to every citizen

In a democracy, every citizen has certain basic rights (or fundamental rights) that are guaranteed by the constitution of the country. These rights cannot be taken away by the State. They include—

- **the right to freedom of speech and action**, i.e., citizens can say and write what they think and feel without fear of reprisal. No one can tell you what you must think, believe or say.

- **the right to equality**, i.e., all are equal in the eyes of the law
- **the right to freedom of religion**, i.e., citizens can choose their own religion and practice their religion as they see fit
- **the right to information**, i.e., each person has the right to know what is happening in the country and the world—there can be no censorship of information
- **the right to travel and settle anywhere in the country**
- **the right to associate** with other people, and to form and join organisations of their own choice
- **the right to assemble freely**, and to protest government actions

However, everyone has an obligation to exercise these rights peacefully, with respect for the law and for the rights of others.

The rule of law

In a democracy, there are several laws to limit the power of the government, to maintain order and protect the rights of citizens. All citizens are equal in the eyes of the law. No one is above the law, not even a monarch or an elected president. No one may be discriminated against on the basis of their race, religion, ethnic group, or gender.

No one may be arrested or imprisoned, without adequate reason. Torture or ill-treatment of



Right to assemble freely and air your protest

prisoners is forbidden. This is known as the **rule of law**.

Separation of powers

To ensure smooth and impartial governance, most democracies provide for the separation of the three bodies of government—the **executive**, the **legislature**, and the **judiciary**.

The legislature is concerned with the making of laws. The legislature, or the **parliament** as it is commonly called, consists of elected members of the government. These elected members of the parliament reflect the wishes and needs of the people who elected them to office. As such, this is the most powerful body of the government.

The executive deals with the actual execution of the laws. The executive is a small but extremely powerful body of **ministers** who are drawn from the parliament. The executive is led by the president or the **prime minister**.

The judiciary enforces the laws made by the legislature. The courts of justice are fully independent of the other branches of government. The courts are expected to be fair and impartial in their judgements. No one, not even the president, or prime minister, can tell a judge how to decide a case. One of the most important duties of the courts is the protection of fundamental human rights.

The three bodies thus keep a check on each other.



A scene inside the Parliament as elected members voice their opinions

The executive is answerable to the legislature, while the judiciary is kept independent of the other two bodies.

Governance for the public good

Unlike in a monarchy or a dictatorship, where the people have no control over the way the government works, in a democracy the government is elected to work for the good of the public.

Participation of citizens in politics and civic life

The citizens of a democracy participate actively in its functioning. They are well informed about the issues facing the country and how they want the issues addressed. The people elect their representatives carefully after listening to them speak on various issues. Once elected, the citizens continue to keep a watch on the leaders they have chosen.

The success of a democracy depends on citizen participation. But participation must be peaceful, respectful of the law, and tolerant of the different

views of other groups and individuals.

THE LIMITS AND REQUIREMENTS FOR DEMOCRACY

If democracy is to work, citizens must not only be aware of their rights and fight for them, they must also observe the principles of democratic conduct. People must respect the law and reject violence.

Democracy requires compromise. Groups with different interests and opinions must be willing to sit down with one another and negotiate.



In a democracy, one group does not always win everything it wants. Different groups win on different issues. Over time, everyone wins something. However, if one group is always excluded and fails to be heard, it may turn against democracy in anger and frustration.

Every citizen must respect the rights of fellow citizens, and their dignity as human beings. People can question the decisions of the government, but they should not reject the government's authority.



Glossary

government: the body that administers or manages a political unit like a country or state

totalitarian state: a system of government where the state or monarch exercises absolute control over the matters of the State; where people have little or no freedom

monarchy: a hereditary form of government run by a king, queen or emperor

hereditary: where authority is handed down from parent to child

democracy: a system of government where the people rule themselves, either directly or indirectly through their elected representatives



In Brief

- ▶ Every country needs a government. A government is the body that administers the affairs of a country.
- ▶ Governments can be totalitarian or democratic in nature.
- ▶ A democracy is a form of government where people rule themselves either directly or indirectly through elected representatives.
- ▶ Some of the earliest democracies were found in India, for eg., the states of Vrijji and Kalinga.
- ▶ The basic principles of democracy include—rule by the people, justice for all, equality, fundamental rights, separation of powers, governance for the

republic: a government where the head of the government is elected either directly or indirectly by the people

State: here, 'State' with a capital 'S' refers to a country; 'state' with a small 's' refers to the units within a country like Rajasthan

public good, and participation of citizens in politics and civic life.

- For a democracy to work, all citizens must respect the law, be willing to compromise and must respect the rights of fellow citizens.



Enrichment Activities

- **Flowchart:** Make a flow chart to show the history of democracy. Draw or paste images to illustrate all the major events that led up to the establishment of democracy as the most popular form of government in the world today.
- **Scrap book:** Collect and paste pictures and images of events which were landmarks in laying the foundation of Indian democracy.



Role play: Divide the class into groups. Ask them to portray any event from the life of King John of England, Perciles, or Abraham Lincoln.



• **Writing Activity:** Ask the students to write about the life of Aung San Suu Kyi. And with the help of a timeline highlight the important events/ achievements in her political career.

- **Project work:** Gather information about the Tibetan government in exile, being run from Dharamsala in India.



Exercises

I. Fill in the blanks.

1. The body to whom citizens pay taxes is called the _____.
2. A government that is run by a small group of people is called an _____.
3. Government by a person or group of persons who have seized power by force is called _____.
4. Britain is ruled by a _____.
5. In Athens, _____ abolished monarchy and established a _____ in 510 BC.

II. True or False?

1. The government is not responsible for maintaining law and order in the country.
2. In a monarchy, authority is hereditary.
3. Nepal is one of the last monarchies left in the world.

4. In a republic, people elect the head of the government.
5. In 1200 CE, the people of France overthrew their monarch and established a democracy.

III. Answer the following questions.

1. What is a government? What are its functions?
2. What are the different types of government? Explain each, with examples.
3. Differentiate between totalitarian and democratic governments.
4. Write a note on the history of democracy.
5. What are the key elements of a democracy? Explain in detail.
6. What are the limits and requirements of a democracy?



Multiple Choice Questions

- India is ruled by a
 - monarchy
 - dictatorship
 - aristocracy
 - democracy
- What do we call a government that is run by a group of religious leaders who rule in the name of god, according to the tenets of that religion?
 - An oligarchy
 - A dictatorship
 - A theocracy
 - A monarchy
- Which of these would you be able to do if your country was ruled by a totalitarian government?
 - Write a report in the newspaper criticising the government
 - Complain about a corrupt government official to the police
 - Attend a rally being held by the government
 - Elect a new government
- In a republic,
 - the head of the government is an elected president or prime minister
 - the head of the government is a constitutional monarch
 - the president's post is hereditary
 - there are no elections
- Which Athenian established one of the first democracies of the world in 510 BCE?
 - Solon
 - Alexander the Great
 - Cleisthenes
 - Pericles
- What was the concept of Republicanism, developed by the Americans in the 1760s?
 - a political system that believes in and protects liberty, equality and the rule of law
 - a political system that supports the monarchy
 - a political system where the head of the state had absolute power
 - all of the above
- In which country was the Declaration of the Rights of Humans and of the Citizen of 1789, drawn up?
 - England
 - France
 - The United States of America
 - Germany
- A body of elected people which rules the country on behalf of the people is called
 - government
 - constitution
 - parliament
 - political party
- Which of these is NOT a feature of democracy?
 - Regular elections
 - Complete individual freedom which no court of law can challenge
 - Rule of law
 - Right to freedom of speech and action
- Which are the two pillars of democracy?
 - Justice and equality
 - Elections and the rule of law
 - Separation of power and governance for public good
 - None of the above
- In a democracy, which is the body that implements the laws made by the government?
 - The legislature
 - The executive
 - The judiciary
 - The police



HOTS: Think and Answer

Why is the popular representation of justice a blindfolded lady? Think and justify your answer.



Values that enrich

Arya is a student of class 6. One day he meets Venu, a rag picker, while waiting for the bus. Venu does not go to school even though the Right to Education Act requires every child to attend school. Arya, realising Venu's desire to go to school, talks to an NGO, which helps Venu get admission in a school. What values can you learn from this incident?



Life skills

Critical thinking

Picture a man in Mumbai, living in a makeshift hut in a slum, making a living scavenging reusable waste from a landfill site.

Now ask yourself this: Do you think he would be happy with India's government?

Has growth in India, the world's largest democracy, only been good for select segments of the population? Has democracy worked for everyone?

Give your viewpoints on this and share your thoughts with the class.

New Getting Ahead in Social Studies

CLASS 7



Orient BlackSwan

The
New Getting Ahead
in Social Studies series
is mapped perfectly to
the National Education
Policy 2020.

The National Education Policy (NEP) 2020 emphasises certain crucial parameters based on content and pedagogy. The New Getting Ahead in Social Studies series provides a rich range of exercises and activities for each of the parameters. Here is a quick reference guide to some of the examples in this book.

21st Century Skills

A broad set of skills, knowledge, work habits and character traits that are important for success in the 21st century

The NEP parameters	Features	Page nos.
The 4Cs		
Communication	Life Skills	(Civics) 19
Critical Thinking, Communication	Life Skills	(History) 33
Creativity, Collaboration	Enrichment Activities	(Geography) 30
Social and Emotional Learning	Values that Enrich	(History) 87
	Life Skills	(Civics) 27
Multiple Intelligences	Enrichment Activities	(Geography) 75

Experiential/ Constructivist Approach

Learners construct their knowledge, based on what they already know, through experience or by doing and reflection

The NEP parameters	Features	Page nos.
Experiential/Constructivist Approach	Sources of History	(History) 36, 58
	Enrichment Activities	(Geography) 22, 41

Integrated Approach

An approach to teaching and learning that works by connecting knowledge and skills across the curriculum, by bringing real life examples to the classroom

The NEP parameters	Features	Page nos.
Subject Integration	Enrichment Activities	(Civics) 33
Art Integration	Enrichment Activities	(History) 62
Health and Wellness	Life Skills	(Geography) 87
Values	Values that Enrich	(Civics) 19
Life Skills	Life Skills	(History) 20, 109

Sustainable Development Goals

A framework of 17 global goals designed to be a blueprint to achieve a better and more sustainable future for all

The NEP parameters	Features	Page nos.
Sustainable Development Goals	Life Skills	(History) 63
	Higher Order Thinking Skills	(Geography) 9

The NEP parameters	Features	Page nos.
Know more about India	Lesson Text	(History) 49–63
	Lesson Text	(Geography) 90–92
	Lesson Text	(Civics) 20–27

India Knowledge

A strong focus on ancient knowledge from India, traditional values, modern developments and future aspirations

Digital Integration

The use of digital tools to enhance and support the teaching–learning process

ICT/Digital resources

Teachers' Smartbook - E-book, Animations, Presentations, Picture Galleries, Interactive Tasks, Embedded Questions, Lesson Plans, Student Book Answer Key, Concept Maps, Worksheets with Answer Key, Question Bank, Question Paper Generator

Teacher Empowerment

Teachers' Portal - Lesson Plans, Question Banks, Worksheets with Answer Key, Student Book Answer Key
 Teachers' Resource Book - Lesson Plans, Question Banks, Worksheets with Answer Key, Student Book Answer Key



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