



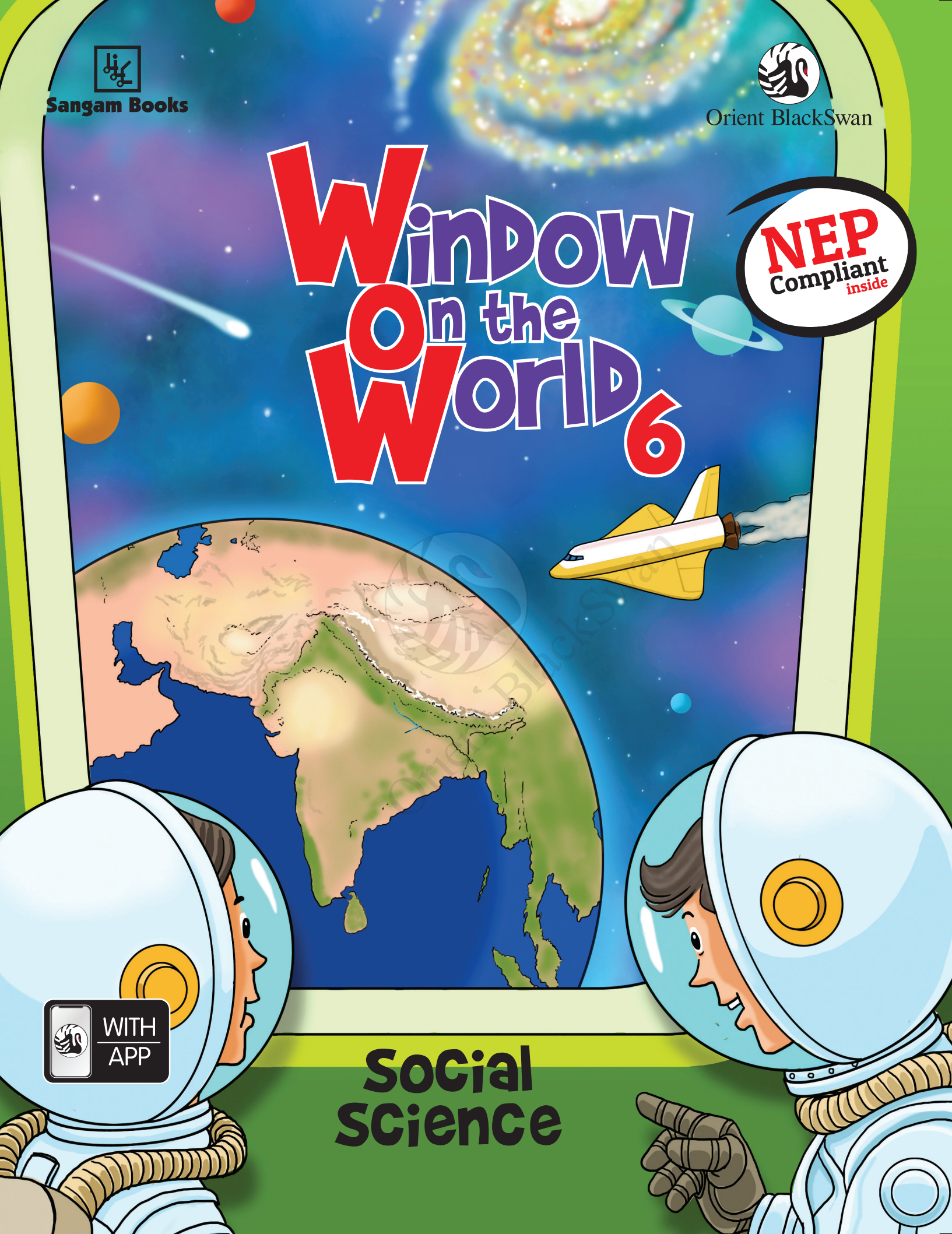
Sangam Books



Orient BlackSwan

Window On the World 6

NEP
Compliant
inside



**Social
Science**

Window On the World

has been developed in accordance with

- the CBSE's educational initiatives for effective teaching and learning
- the guidelines laid down in the National Curriculum Framework
- tried and tested methodology in the teaching of social science

Wow!

STUDENTS' BOOK

- Syllabus compliant content
- Comprehensive coverage
- Simple language
- Visually rich content

Features of the book

Learning outcomes

Clear goals for students to achieve by the end of the lesson

Let's do it!

Pre-learning activities that spark student interest

Right values

Thoughts and ideas that guide student actions and reinforce values

Higher Order Thinking Skills

Questions that encourage students to apply what they have learnt

Heritage corner

Facts that bring alive India's rich heritage

Quick check

In-text questions that assess students' assimilation and recall

Know more

Interesting information related to the topic

Life skills

Skills that help students cope with problems in daily life

TEACHERS' RESOURCE PACK

- Lesson plans
- Concept maps*
- Question bank with answers
- Worksheets with answer key
- Question papers with answer key
- Answer key to exercises in the Students' Book

*(only for classes 3-8)

SMART BOOKS FOR TEACHERS

- Enables blended learning that is interactive, informative and fun
- Includes:
 - animations,
 - presentations,
 - picture galleries,
 - audio,
 - interactive tasks,
 - teacher resources (extra questions, worksheets, concept maps and question-paper generator)

WEB SUPPORT FOR TEACHERS

- a portal dedicated to the series with free access for teachers

STUDENTS' APP

- activities and questions that help students review lessons for classes 3-8

Additional features

Summing up

Summary of the lesson that enables easy revision

Exploring new words

Definitions of important terms and words

Workout

Exercises that assess student understanding and recall

Enrichment corner

Activities that reinforce learning through a variety of tasks, both group and individual

Weblinks

Links to safe websites

Graphic Stories

- Personal safety (POCSO)
- Clean India Initiative
- Educate the Girl Child
- Road Safety Rules
- Param Vir Chakra Awardees*

*Classes 5-8

CONTENTS

HISTORY

1. When, Where and How	1
2. The Earliest Societies	10
3. The First Farmers and Herders	18
4. The First Cities	26
5. Different Ways of Life	36
6. Early States—Janapadas and Mahajanapadas	43
7. New Ideas and New Beliefs	49
8. The First Empire	57
9. Life in Villages and Towns	65
10. Contacts with Distant Lands	72
11. New Empires and Kingdoms	79
12. Culture and Science in Ancient India	88

GEOGRAPHY

1. The Earth in the Solar System	97
2. Lines on a Globe	104
3. The Motions of the Earth	112
4. Maps	117
5. Major Realms of the Earth	125
6. Major Landforms of the Earth	133

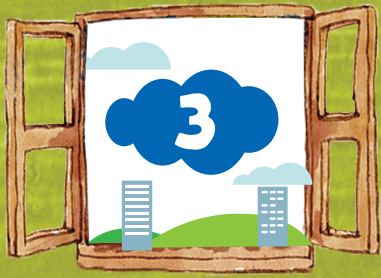
7. Our Country India: Location and Physical Divisions	140
8. India: Climate	148
9. India: Natural Vegetation and Wildlife	155

SOCIAL AND POLITICAL LIFE

1. Human Diversity	163
2. Diversity and Discrimination	171
3. Understanding Government	178
4. Key Elements of a Democratic Government	186
5. Local Government: Panchayati Raj	192
6. Rural Administration	198
7. Urban Administration	203
8. Rural and Urban Livelihoods	208

VALUES AND CITIZENSHIP SKILLS

* Being a Good Citizen: Reducing Garbage	218
* Personal Safety: Child Sexual Abuse and the POCSO Act	219
* Real Life Heroes: Param Vir Chakra Awardee Vikram Batra	221



THE FIRST FARMERS AND HERDERS

Learning outcomes

By the end of this chapter, you will be able to:

- explain how humans changed from hunters and gatherers to farmers and herders
- identify the material culture generated by the people of the Neolithic Age
- identify some important Neolithic sites in India
- distinguish between the Neolithic Age and the Stone Ages that came before it
- describe the Chalcolithic Age
- Case study: the north-west and the north-east



Early humans started growing and reaping grains in the Neolithic Age. It marked the beginning of agriculture.

Warm Up Picture Study



These tools were found in a Stone Age settlement in Europe.

- Can you name these tools? What do you think they were used for?
- In the last chapter you learnt of the three stages of the Stone Age—the Palaeolithic, Mesolithic and Neolithic. To which of the three stages do you think these tools belong? Give reasons for your answer.
- What important change in human life do the tools represent?

THE NEOLITHIC AGE

The Mesolithic Age gave way to the Neolithic Age about 10,000 to 12,000 years ago. A number of important changes took place during this age. The Earth became warmer, and the ice that covered large parts of the land started melting. Plant and animal life became abundant. Humans learned to grow their own food and started settling down in one place. Important inventions like the wheel and fired pottery brought further changes in the lives of the people.



Right values

We should never take the food we eat for granted. The farmers who grow crops and raise animals for food, toil very hard to produce them. We must respect the hard work that goes into this, and never waste food.



Dogs were one of the first animals to be domesticated.

The impact of all these changes was so dramatic that this period of human development came to be known as the **Neolithic Revolution**.

However, these changes did not take place overnight; they took place over thousands of years. They also occurred at different times in different parts of the world. Let us study some of the important achievements of this age.

Farming

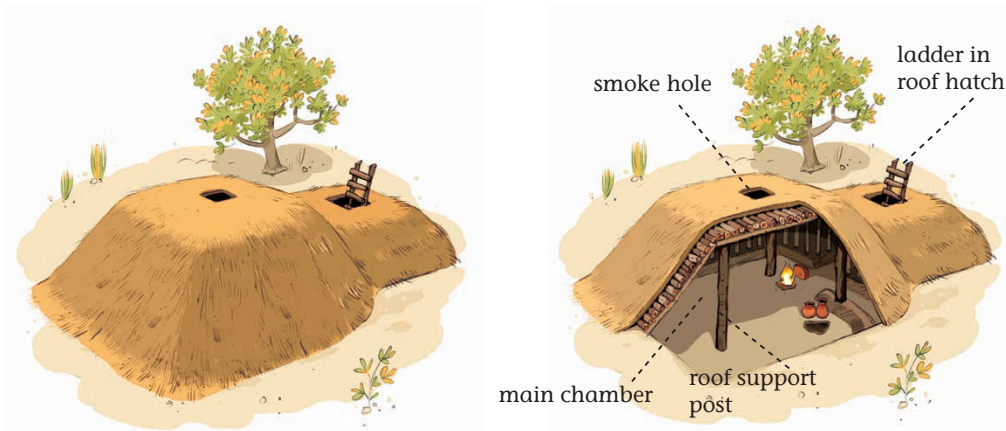
After leading a nomadic existence in search of food for millions of years, around 10,000 to 12,000 years ago, human beings began to grow their own food. It is possible that they discovered how to grow crops when they saw plants sprouting from seeds. The first crops grown were wheat and barley. Later, oats, rice and fruits were also grown.

Domestication of animals and herding

While fossils have shown that some animals—especially dogs—had begun to be tamed even during the late Palaeolithic Age, other animals came to be domesticated from the Neolithic Age. Animals like the cow, ox, bull, donkey, goat and sheep were tamed and used for ploughing the field, carrying loads, and providing milk, food and skin. As the number of animals each family owned grew, **herding** developed. The animals had to be taken care of as a group (herd), fed and sheltered. The herd also had to be moved from place to place in search of fresh fodder.

Shelter

Once people learned to grow food and domesticate animals, they began to settle down in larger groups in permanent dwellings.



An illustration of a Neolithic pit dwelling (left) and an illustration showing its structure (right): pit dwellings are houses dug into the ground, with steps leading down. They were built as shelters in times of extreme heat or cold.

They mostly did so close to riverbanks and other sources of water. They built houses out of mud-bricks, stones, reeds and branches of trees. The walls were often coated with plaster. **Pit houses** were a regular feature of the Neolithic Age.



One of the earliest specimens of a wheel has been found in Ukraine.

Know more

According to historians, the potter's wheel was the earliest form of the wheel, appearing first in Mesopotamia around 3500 BCE.



The invention of the potter's wheel made the process of making pots faster and the pots made were better formed—smoother and more symmetrical in shape.

The invention of the wheel with the axle

The wheel is believed to have been invented at the beginning of the Neolithic period. Early humans would have seen that objects could be moved more easily if placed on something cylindrical, like a log.

Over time, wheels were added on either side of the logs, making it possible to move objects faster and over longer distances. This

marked the birth of the wheel with the **axle**, one of the most important inventions of human history. The axle is the rod placed at the centre of a wheel that helps it rotate freely.

The first wheeled cart or carriage appeared around 3200 BCE in the Eurasian grasslands (areas around the Caspian Sea). The invention of the wheeled cart revolutionised the way people travelled. People also began to use the wheel to spin cotton and make yarn for cloth.

Higher Order Thinking Skills

What is the difference between an invention and a discovery?



The various stages in the invention of the wheel

Tools and technology

In the Neolithic Age, people began to make tools that helped them in farming and herding. They redesigned the axe by polishing and

Heritage corner

During the Indian freedom struggle, Mahatma Gandhi refused to use British cloth, and used the spinning wheel to manufacture handspun cloth in India. The spinning wheel (charkha) provided people with an inexpensive and easy method of spinning at home. It enabled the common people to make their own clothes, thereby instilling the value of self-reliance.



A Neolithic knife with a sharp stone blade and a wooden handle; note how finely chiselled and polished the blade of the knife is



A sickle with sharp stone teeth and a wooden handle; sickles were used to cut crops

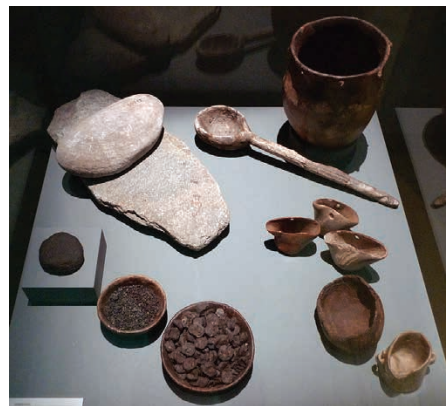
grinding its edge to a fine sharpness. It was used to clear forests for cultivation. Sickles were also invented, and were used to harvest crops. Grinders used to grind grain were made by placing two stones one on top of each other (look at the picture in the activity at the beginning of the chapter).

With more spare time, the Neolithic people could focus on other activities like pottery and weaving. Instead of animal skins or grass baskets, clay pottery began to be used to cook and store food because it lasted longer and could withstand high temperatures while cooking.

Clothes made out of cotton and wool began to replace the rough animal skins people wore in the Paleolithic and Mesolithic Ages.

Social life

In the Neolithic period, human beings started living in groups. Over time, the groups grew into **tribes**. A tribe is a group of people who are related, and share common customs and traditions. Most tribes had a recognised leader. Neolithic society consisted of several such tribes. Conflict between these tribes for land and resources was common.



Kitchen utensils from the Neolithic period. How many can you identify?

ELSEWHERE

In eastern Asia, in the south-eastern part of Turkey, lies the Neolithic site of Göbekli Tepe. This is believed to be one of the oldest human-made places of worship discovered till now. It consists of more than 200 massive T-shaped stone pillars arranged in circles. Each pillar is around 6 metres tall and weighs up to 20 tons. Each of the pillars has exquisitely carved figures of animals. It is a mystery how the

early humans cut these stones with such precision, or how they transported these massive stones from the quarry.



Quick check

1. Why was it possible for Neolithic people to focus on different kinds of activities, besides hunting and gathering food?
2. What were the many uses of the wheel?



A Neolithic female figurine



A burial site with pots and other objects

Economy and trade

In the beginning, early humans made everything they needed on their own—they grew their own food, made their own tools and weapons, and wove their own cloth. With time however, **division of labour** took place. This meant that tasks came to be divided amongst families and individuals according to their particular skills. Farmers grew grains, potters made the pots and weavers wove the cloth. They exchanged their extra produce with things made by others. This earliest form of trade where goods were exchanged for other goods, and not money, is known as **barter**.

Religion

The Neolithic people worshipped forces of nature. Many Neolithic groups also worshipped mother goddesses, as can be seen from the large number of figurines of mother goddesses found at Neolithic sites. They also believed in an afterlife. Burial sites found at many Neolithic sites indicate that the dead were buried with many objects that people believed may be needed in the afterlife.

CASE STUDY

THE NORTH-WEST

Mehrgarh

Mehrgarh is located to the west of the river Indus in Balochistan, Pakistan. It is the site of a Neolithic civilisation that existed as early as 7000 BCE. Mehrgarh was discovered by a team of French archaeologists between 1974 and 1986. Their excavations indicate that Mehrgarh is one of the oldest, most advanced and best planned civilisations of the prehistoric period.

- The population of this settlement at its peak is believed to have been almost 25,000.
- The people lived in mud houses that were possibly two or even three stories high.
- They also constructed granaries to store food.

- The main crops cultivated were barley, einkorn wheat, jujubes and dates. They also herded sheep, goats and cattle.
- The people of Mehrgarh knew how to weave fabric from cotton.
- They buried their dead along with many objects, such as pottery and ornaments made out of beads and shells.
- Figurines made of **terracotta**, ceramic, clay and stone have also been found.

Burzahom

Burzahom in Kashmir, India, is a Neolithic site that dates back to about 3000 BCE. Lying in the foothills of the Himalayas and close to many lakes, the word Burzahom literally means 'place of birch'.

- One of the remarkable features of the Burzahom settlements is the abundance of pit houses. As we read earlier in the chapter, pit houses are dwellings dug into the soil, and could be circular, oval, square or rectangular in shape. Most of them had stone or clay ovens.
- Polished tools made of bones, antlers and stone have been excavated from Burzahom. These included harpoons for fishing, needles for sewing, arrowheads, spearheads and daggers for hunting.
- Pottery was mostly handmade and grey, dull red, or brown.
- By 2000 BCE, the pit houses began to be filled and plastered with mud. The tools used also became more refined. Shiny black pottery crafted both by hand and on the potter's wheel, has been found.
- The people cultivated wheat, barley and lentils. They domesticated dogs, sheep and goats.



Pottery found at Burzahom—the brown pottery on the left was produced earlier, while the shiny black pottery on the right was produced at a later period



NORTH-EAST INDIA

Neolithic settlements have been discovered in north-eastern India, especially in Assam and Meghalaya. The sites are concentrated on high grounds or in the hills possibly as safety measures against flooding by the river Brahmaputra. Some important sites include Daojali Hading, Sarutaru, Chirand and Selbagiri.

In Daojali Hading, archaeologists have found stone tools and utensils like grinding stones, and mortars and pestles. Traces of jadeite, a stone typically found in China, have also been discovered. This indicates possible contacts with China.

A striking feature of this site was the presence of cord-impressed pottery. In this special technique, cords or ropes were impressed upon wet clay to strengthen the vessel or as decoration.

The people cultivated wild rice on the hill slopes after burning the trees to clear the ground.



Cord-impressed pottery: note the marks on the pots made by ropes

Know more

An alloy is a mixture of metals with other metals, or non-metals. They are usually fused together when both the elements are in a molten state. Bronze was the first alloy made and used by human beings. Other important alloys are, brass—an alloy of copper and zinc; and white gold—an alloy of pure gold and copper or silver. Find out the names and uses of some other alloys.

THE CHALCOLITHIC AGE

Towards the end of the Neolithic Age, humans discovered the use of metals. The first metal they learned to use was **copper**. This is why the period following the Neolithic Age is known as the **Chalcolithic** or the Copper Stone Age (chalcos means copper in Latin). Later, they also learnt to make **bronze**—an **alloy** of copper and tin.

In India, Chalcolithic sites have been found in

Maharashtra, Rajasthan, Uttar Pradesh, Gujarat, West Bengal and the Deccan.

The Chalcolithic people practised agriculture and domesticated animals. They made black and red pottery. Their houses were made of mud-bricks and thatched roofs. Some people lived in stone houses.

They knew how to make cloth out of cotton, flax and silk thread.

We will study more about this age in the next chapter, where we look at the Harappan Civilisation.

Summing up

- The Neolithic Age set in about 10,000 to 12,000 years ago. Many important changes took place in this age, all of which constituted the Neolithic Revolution.
- The development of agriculture, and domestication of animals were some of the more important changes of this age. These led to settlements of a more permanent nature.
- The wheel and the axle were invented in this age. They were extremely important inventions that brought about major changes in transportation, the crafting of pottery, and the weaving of cloth.
- The tools made in this age were sharper and finer.
- Many Neolithic sites have been excavated in India and Pakistan. Some of the more important ones are at Mehrgarh, Burzahom and Daojali Hading.
- The Neolithic Age was followed by the Chalcolithic Age or the Copper Stone Age.

Exploring new words

agriculture: the growing of crops and the raising of animals for food, fibre and skin

revolution: a radical or great change

pit houses: houses dug into the ground, with steps leading down

axle: the rod placed at the centre of a wheel that helps it rotate

tribe: a group of people who have usually descended from a common ancestor, and share common customs and traditions

barter: the earliest form of trade where goods were exchanged for other goods, and not money

terracotta: fired clay that is hard and brownish-red in colour; it is usually unglazed and used for making pottery, jewellery and figurines

figurine: a small statue

Workout

A. Choose the correct answer.

1. This was one of the first crops grown by the Neolithic people:
a. rice b. corn c. barley d. tea
2. This was one of the earliest animals to be domesticated:
a. dog b. camel c. bison d. horse
3. This was the rod placed at the centre of a wheel, that helped it rotate:
a. mortar b. pestle c. axe d. axle
4. One of the main Neolithic sites discovered in Kashmir is:
a. Mehrgarh b. Burzahom
c. Daimabad d. Sarutaru
5. This is an alloy of copper and tin:
a. brass b. bronze c. zinc d. steel

B. Mark the following as True or False. Correct the ones that are False.

1. The Neolithic Age came between the Palaeolithic and the Mesolithic Ages.
2. Pit houses were temporary tents made out of rubber.
3. Mehrgarh is located in Tripura.

- The traces of jadeite discovered in Daojali Hading indicates possible contacts with China.
- The word chalcos means chalk in Latin.

C. Answer in one or two sentences.

- Why did the Neolithic people begin to domesticate animals?
- Name some of the crops cultivated during the Neolithic period.
- What were the types of tools made by the people of Burzahom?
- Where in India would you find Chalcolithic settlements?
- What was the Chalcolithic Age? How was it different from the Neolithic Age?

D. Answer in a paragraph.

- 'The Neolithic Age can also be called the Neolithic Revolution.' Do you agree? Justify your answer.
- Write a brief note on the invention of the wheel and the axle. How did human life change after their invention?
- What are pit houses? In which Neolithic settlement of India do we find an abundance of pit houses? How did the pit houses in this settlement change around 2000 BCE?
- What do the archaeological excavations at Mehrgarh tell us about the settlement?
- Describe the Neolithic settlements found in North-East India. What was special about the pottery found here?

G. Map work.

On a map of India, locate the following Neolithic sites:

- Mehrgarh
- Burzahom
- Daojali Hading
- Chirand

 **Enrichment corner**

- Chart work:** Compare the following features of the Palaeolithic and Neolithic Ages, and present your findings in the form of a chart.
 - Food
 - Occupation
 - Clothing
 - Shelter
 - Discoveries and inventions
 - Tools
 - Pottery
- Writing activity:** Imagine a world without wheels. What would our lives have been like? Write a few lines on what you would miss the most if the wheel had never been invented.
- Role play:** People used to practise barter in the Neolithic Age. Divide the class into groups. Let each group craft any item that you think may have been used by the people of the Neolithic Age. It could be pottery, vegetables or tools made of plasticine, or cut out of paper. Exchange them amongst yourselves after deciding the exchange value. Remember that each group must have at least one item from all other groups.
- Debate:** Have a debate in class on the following topic—'The invention of the wheel was more important than the discovery of fire'.

 **Weblinks**

- <https://www.ancient.eu/Neolithic/>
- <https://www.britannica.com/event/Neolithic-Period>



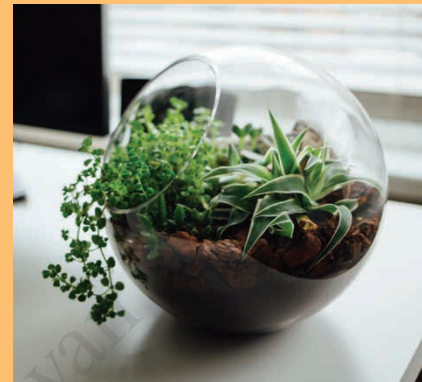
MAJOR REALMS OF THE EARTH

Learning outcomes

By the end of this chapter, you will be able to:

- list and describe the four realms of the Earth
- analyse the interrelationship of the realms

Warm Up Build a terrarium



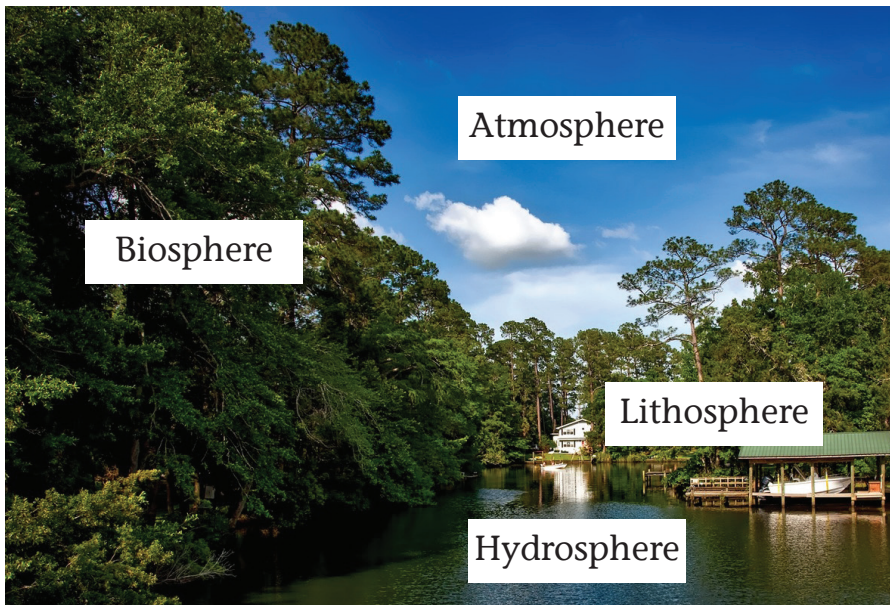
Things you will need: A round, glass container with a wide bottom, like a jar or a fishbowl; gravel (small stones or pebbles); activated charcoal; potting soil; a small, young plant; water

Steps:

- Carefully layer the bottom of the container with two inches of gravel and add a thin layer of activated charcoal.
- Next, add 3-4 inches of soil, depending on the size of the plant. Plant the plant in the soil. Pat the soil to compress it, so that the plant is held firmly in place.
- Add a little water, but not too much.
- Each student can make their own terrarium, or the class could make a large terrarium in a big container with many types of plants in it.

The different components of the terrarium represent the different realms of the Earth. Let us learn how.

The Earth is the only planet known to support life. This is because there is land, air and water on it. These are essential components needed to sustain life. Each of these elements



constitutes a separate **realm** on Earth. A realm is a major biogeographical division of the Earth's surface. Land makes up the **lithosphere**, water makes up the **hydrosphere**, while air makes up the **atmosphere**. The zone where all these three realms meet is known as **biosphere**. The biosphere is the realm that is made up of living things and the environment in which they live.

THE LITHOSPHERE

The Earth has three main layers. The innermost layer is known

as the **core**, the layer in the middle is the **mantle**, while the outermost layer is the **crust**. The crust and the upper portion of the mantle together form the lithosphere.

The lithosphere consists of huge masses of land known as **continents**. It also includes the land that lies below the oceans, known as ocean beds. There are seven continents—Asia, Africa, North America, South America, Europe, Australia and Antarctica.



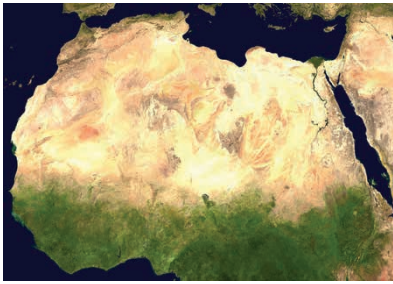
The continents and oceans of the world



The highest mountain ranges in the world, the Himalayas, and the highest point on the surface of the Earth, Mount Everest (8,848 m), lie in Asia.

Asia

Asia is the largest continent in the world. The Arctic Ocean lies to its north, the Pacific Ocean to the east, and the Indian Ocean to the south. It is separated from the continent of Europe by the Ural Mountains, the Caspian Sea and the Black Sea. Since Europe and Asia are part of the same landmass, they are often referred to together as **Eurasia**. The equator, the Tropic of Cancer and the Arctic



The Sahara Desert

Circle pass through this continent. Asia occupies about one-third of the total land area of the Earth.

Africa

Africa is the second largest continent on Earth. The Atlantic Ocean lies to its west, the Indian Ocean to the east and south, and the Mediterranean Sea to its north. The Tropic of Cancer, the equator and the Tropic of Capricorn pass through this continent. The longest river in the world, the Nile, and the biggest desert in the world, the Sahara, lie in Africa. Dense rainforests are found in central Africa.



A narrow strip of land called the Isthmus of Panama connects North America to South America.

North America

North America is the third largest continent in the world. It is bounded on the north by the Arctic Ocean, on the east by the Atlantic Ocean, and on the west by the Pacific Ocean. The Tropic of Cancer and the Arctic Circle run through this continent. Several mighty mountain chains run along the length of this continent, like the Rockies and the Appalachian. The biggest freshwater lake in the world, Lake Superior, lies here.



The mighty Amazon River flowing through the Amazon rainforest

South America

South America is the fourth largest continent. The Pacific Ocean lies to its west, the Atlantic Ocean to its east, and the Southern Ocean to its south. The equator and the Tropic of Capricorn run through this continent. The longest mountain chain in the world, the Andes, runs along the western edge of this continent. So does the largest river in the world (largest in terms of amount of water carried), the Amazon. The Amazon rainforest covers a large part of the northern part of South America.



Antarctica

Antarctica is the fifth largest continent, and is spread around the South Pole. It remains permanently covered with thick layers of ice and snow. There are no permanent human settlements there because of the extreme cold. However, some countries have established research stations there.

Maitri, shown above, and Bharati are the current research stations being operated in Antarctica by India. Dakshin Gangotri, India's first research station, is now used as a supply base.

Europe

Europe is the sixth largest continent. The Arctic Ocean lies to its north while the Atlantic Ocean lies to its west. Asia lies to its east.

The Arctic Circle passes through it. The Alps and the Ural mountain ranges lie here. The river Danube is the longest river of Europe.

Australia

The smallest continent, Australia, lies entirely in the Southern Hemisphere. It is surrounded by oceans on all sides—the Indian Ocean to its north and west, the Southern Ocean to its south, and the Atlantic Ocean to its east. The Tropic of Capricorn passes through it. A large part of this continent is a desert. The Great Barrier Reef, the world's largest coral reef, is located off the coast of Australia.

The lithosphere is necessary for human life. We build our houses and grow our food on it. Landforms influence the clothes we wear, the food we eat and our culture.

THE HYDROSPHERE

Water exists on Earth in all its forms—as liquid in the form of oceans, seas, rivers and lakes; as solid in the form of ice sheets and glaciers; and as gas in the form of water vapour in the atmosphere. Together, all this water in its different forms makes up the hydrosphere. The hydrosphere covers almost 71% of the Earth's surface.

Of all the water bodies on the Earth, oceans are the largest, and account for almost 97% of the Earth's water. The waters of the oceans and seas are saline, and cannot be used by human beings. However, oceans are home to a rich variety of animals and plant life.

Not separated by boundaries, the waters of the oceans flow into each other. But scientists have divided them into five different ones as it makes it easier for them to study oceans. Look at the map on page 126; it also shows us the oceans of the world.

The Pacific Ocean

The Pacific Ocean is the largest and deepest ocean of the world. Deep trenches and volcanic islands are a part of it. The Mariana Trench, which is the deepest trench of the world, and the volcanic islands of Hawaii, Tonga and Samoa lie in the Pacific. Challenger Deep (10,898 m), at the bottom of the Mariana Trench, is the deepest point in the world. The Pacific Ocean flows around the continents of Asia, Australia, North and South America.

Quick check

Through which continents does the Tropic of Cancer pass?

Life skills

A large part of our trash finds its way to the ocean. As a result, the ocean is severely polluted, with millions of pieces of plastic posing a major threat to marine life forms. We should reduce the amount of plastic we use and switch to biodegradable and reusable products instead.

Quick check

Describe the location of the Pacific Ocean.

The Atlantic Ocean

The Atlantic Ocean is the second largest ocean in the world. It has North and South America on its west, and Europe and Africa on its east. The numerous ports and harbours along the Atlantic coast make it one of the busiest oceans of the world.

The Indian Ocean

The Indian Ocean lies between Africa on the west, Australia on the east, Asia on the north, and Antarctica on the south. It is the only ocean named after a country.

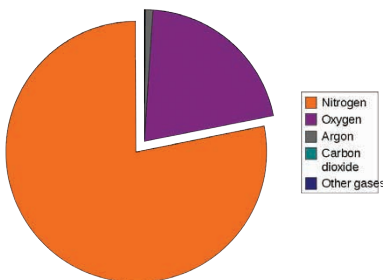
The Southern Ocean

The Southern Ocean, also known as the Antarctic Ocean, surrounds Antarctica. It is bigger than the Arctic Ocean. As it lies in the Frigid Zone, it remains frozen most of the year.

The Arctic Ocean

The Arctic Ocean lies between the Arctic Circle and the North Pole. Because of this, the Arctic Ocean remains frozen for most parts of the year. However, as a result of global warming, parts of the ocean have become free of ice, allowing the passage of ships. A narrow strip of water called the Bering Strait connects it to the Pacific Ocean. The north-eastern part of North America and the northern parts of Europe and Asia form the southern boundary of this ocean.

The hydrosphere plays an important role in our lives. Most life forms need water to live. More than 50% of all life forms live in the oceans. These life forms are an important source of food for humans. Oceans are a huge sink for carbon dioxide. They also help moderate temperatures. Oceans and seas also provide an important means of cheap transportation.



Composition of the atmosphere

THE ATMOSPHERE

The envelope of air that surrounds the Earth extending up to 10,000 km from its surface is called the atmosphere. It is held in place around the Earth by the force of gravity.

The atmosphere is made up of many gases. Of these, **nitrogen** makes up 78%, **oxygen** makes up about 21%, while other gases like **carbon dioxide**, **helium** and **argon** make up the remaining 1%. **Dust**

particles and **water vapour** are other important components of the atmosphere.

The atmosphere is divided into five layers based on differences in density, temperature and other factors. They are the **troposphere**, the **stratosphere**, the **mesosphere**, the **thermosphere** and the **exosphere**. However, these layers are not separated from each other by a clear line. Just as the waters of the oceans flow into each other, the layers of the atmosphere also merge into each other at the boundaries. The atmosphere thins out with altitude, as most of the gases are found in the troposphere.

The atmosphere plays a vital role in our lives. The gases it contains are essential for life on Earth. The atmosphere helps in the formation of clouds, and thus helps provide us with water. It protects us from the harmful ultra-violet rays of the Sun. Carbon dioxide present in the air traps heat from the Sun, and helps to keep the Earth warm, permitting life to exist.

THE BIOSPHERE

The biosphere is the realm where the lithosphere, hydrosphere and atmosphere meet and interact, and where all life forms exist. The word 'bio' means life in Greek.

The ecosystem and ecological balance

All life forms—ranging from the smallest microbes to the largest mammals—are a part of the biosphere.

Both the living and the non-living elements of the four realms of the Earth interact with each other constantly. The community formed by the interaction of living organisms with their physical environment constitutes an **ecosystem**. Ecosystems are the foundations of the biosphere. Within an ecosystem, all the elements depend on each other for sustenance. This creates a delicate balance in nature known as ecological balance. Each element in an ecosystem has a vital role to play. Even if one element is disturbed, it can lead to **ecological imbalance**, and if unchecked, to the eventual collapse of the ecosystem.

Human activities are increasingly upsetting this balance. For example, when we cut down trees, the amount of carbon dioxide in the air rises. Over time, the increased carbon dioxide causes the temperatures across the globe to rise. This phenomenon is known as

Higher Order Thinking Skills

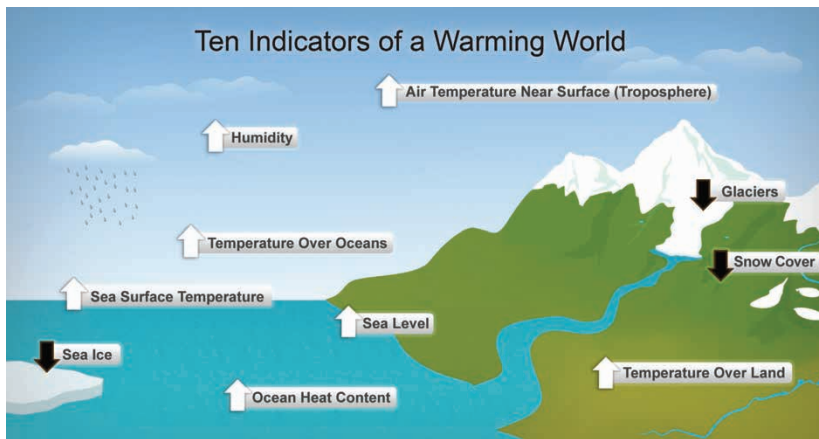
People who climb very high mountains carry oxygen cylinders with them. Why do you think they do so?

Right values

Studying ecosystems and their components can teach us about the importance of coexistence. Live at peace with your surroundings and the people in your lives. Nurture them, and they will nurture you in return.

Quick check

What is global warming?



A diagram showing 10 indicators of global warming

global warming.

When we throw garbage in river waters, the rivers get polluted and become unsuitable for consumption by humans and other animals, and many organisms that live in the water perish. All this affects the ecological balance in an adverse way. Thus, it is our responsibility to do all we can to preserve the balance in nature.

Summing up

- A realm is a major biogeographical division of the Earth's surface. The Earth has four realms—the lithosphere, the hydrosphere, the atmosphere and the biosphere.
- The lithosphere consists of huge masses of land known as continents. It also consists of all the landmass found below the oceans, known as ocean beds.
- The hydrosphere consists of water in all its forms—as liquid in the form of oceans, seas, rivers and lakes; as solid in the form of ice sheets and glaciers; and as gas in the form of water vapour in the atmosphere.
- The envelope of air that surrounds the Earth extending up to 10,000 km from its surface is called the atmosphere. It consists of important gases needed for life, like oxygen and carbon dioxide.
- The biosphere is the place where the lithosphere, hydrosphere and atmosphere meet. This is the zone where all life forms exist.
- The community formed by the interaction between the living and non-living elements of a place constitutes an ecosystem. Their interdependence creates a delicate balance in nature that is known as the ecological balance. It is very important for us to preserve this balance.

Exploring new words

lithosphere: the solid portion of the Earth on which

we live; it is formed by the crust and the upper portion of the mantle

atmosphere: the envelope of air that surrounds the Earth extending up to 1600 km from its surface

hydrosphere: the part of the Earth that remains covered with various forms of water (solid, liquid and gaseous)

biosphere: the narrow zone where the three realms – land, air and water—come in contact and where life forms exist

ecosystem: a community of plants and animals interacting with each other and with their non-living environment, in a given area

ecological balance: the equilibrium between living organisms, and their equilibrium with their environment

global warming: a gradual increase in the overall levels of temperature of the Earth's atmosphere

Workout

A. Choose the correct answer.

1. The realm of the Earth consisting of solid rock is known as the:

a. atmosphere	b. hydrosphere
c. lithosphere	d. biosphere
2. The continent of North America is linked to South America by the:

a. Isthmus of Bering	b. Panama Strait
c. Bering Strait	d. Isthmus of Panama

3. The largest continent is:
 - a. Africa
 - b. Asia
 - c. Europe
 - d. Australia
4. The percentage of the Earth's surface that is covered by the hydrosphere is:
 - a. 69%
 - b. around 71%
 - c. over 90%
 - d. almost 25%
5. The atmosphere is mainly made up of:
 - a. nitrogen
 - b. oxygen
 - c. carbon dioxide
 - d. hydrogen
6. The realm of the Earth that protect us from the harmful ultra-violet rays of the Sun is the:
 - a. hydrosphere
 - b. lithosphere
 - c. atmosphere
 - d. biosphere

B. State whether True or False. Correct the sentences that are false.

1. The lithosphere is the solid surface layer of the Earth.
2. The hydrosphere consists only of liquid water.
3. The Southern Ocean surrounds the continent of Australia.
4. The atmosphere becomes thinner with increasing altitude.
5. Oxygen keeps the Earth warm.

C. Fill in the blanks.

1. The _____ Ocean is named after a country.
2. The _____ Mountains separate Asia from Europe.
3. _____ is the only continent with no permanent human settlements.
4. The _____ is the realm in which the other three realms of the Earth meet in order to enable life forms to exist.
5. The delicate balance in nature that allows ecosystems to survive is the _____ balance.

D. Answer in one or two sentences.

1. What is a realm? How many realms are there on the Earth?
2. Which is the deepest point on Earth? In which ocean does it lie?
3. Name the layers of the atmosphere.
4. Name the latest two research stations that have

been set up by India in Antarctica.

5. Define biosphere.

E. Answer in a paragraph.

1. Write a brief note on the two continents that make up Eurasia.
2. Explain why despite having no physical boundaries, we have five different oceans. Write what you know about the location of each of these oceans.
3. Explain the importance of the lithosphere and the hydrosphere.
4. Write a brief note on the composition of the atmosphere. What is the importance of the atmosphere?
5. What is an ecosystem? What is ecological balance? How is it threatened by global warming?

F. Map work.

On the outline map of the world, mark the following:

Asia, Africa, Europe, Australia, Antarctica, North America, South America, Pacific Ocean, Indian Ocean, Arctic Ocean



Enrichment corner

1. **Slogan writing and poster designing:** Write slogans and design posters emphasising the dangers of global warming.
2. **Journal writing:** Imagine yourself as an Indian scientist working at the Maitri research centre in Antarctica. In addition to collecting and providing information about the research station, maintain a journal for about a week describing how you feel about living in Antarctica, the kind of research that you and your fellow scientists have been conducting, and so on.



Weblinks

1. <https://www.britannica.com/science/lithosphere>
2. <https://www.britannica.com/science/hydrosphere>
3. <https://www.britannica.com/science/atmosphere>
4. <https://www.britannica.com/science/biosphere>





RURAL AND URBAN LIVELIHOODS

Learning outcomes

By the end of this chapter, you will be able to:

- explain the various types of livelihood prevalent in the villages
- describe the different types of farmers in India—large farmers, middle farmers and landless farmers
- describe some of the many forms of urban livelihoods

Warm Up Picture Study



Study the pictures carefully. They show four different kinds of activities.

- Identify the activities.
- Which of the four activities shown above would you associate with rural people? Why can't they be urban occupations?
- How do you think rural occupations are different from urban ones? Think and answer.

Quick check

Why do people need a livelihood?

All people have needs and wants. To satisfy their needs and wants, people need a **livelihood**, or a job, that will earn them money. People around the world engage in a wide variety of livelihoods—those living in rural areas mainly engage in activities related to agriculture, while those living in urban areas are mainly involved in manufacturing things, or in providing services.

IN FOCUS

PRIMARY, SECONDARY AND TERTIARY OCCUPATIONS

Occupations, or the work that people do to earn a livelihood, can be classified into three main categories—primary, secondary and tertiary.

- The occupations involving the production of basic foods and the extraction of natural resources, such as, oil and mineral ores, are known as **primary occupations**. They make up the **primary sector** of an economy. Most people living in rural areas are engaged in primary occupations such as farming, fishing and forestry.
- The occupations that involve transforming raw materials into goods for sale or consumption, such

as factories which convert iron into steel bars, are known as **secondary occupations**. All such occupations make up the **secondary sector**. The secondary sector provides employment to a large number of people in urban areas.

- The occupations that provide services to the general population, such as banking, healthcare, teaching and law, are known as **tertiary occupations**. They make up the **tertiary sector**. Most of the people in urban areas are engaged in this sector. At present, people working in the tertiary sector make up around 33% of the labour force in India, but they generate almost 50% of India's **gross domestic product (GDP)**.



RURAL LIVELIHOODS

Agriculture

In India, agriculture is the main occupation of people living in villages. Agriculture is the cultivation of crops for the purpose of providing food and other products. Almost all agricultural activity is dependent on land. Thus, land is an extremely valuable resource in rural areas. Depending on the size of their farm, how the land is used, and who owns the land the farmer is working on, farmers in India can be classified into three main categories—**large farmers**, **medium farmers** and **landless farmers**.

Large farmers

These are farmers who own large plots of land in the villages. But they do not usually cultivate the fields themselves. Instead, they employ labourers to do the cultivation for them. As they can afford it, many large farmers use machines like drillers, tractors and combine harvesters to sow and harvest their crops. The use of machines helps to make the work more efficient. The large farmers can also afford to buy good quality seeds, pesticides and fertilisers to help their crops grow. As a result of all these factors, they are able to get a higher yield from their fields as compared to the smaller farmers.

The large farmers usually sell most of the crops they grow, after



Quick check

Differentiate between secondary and tertiary occupations.



A farmer in Rajasthan sowing seeds with the help of a driller attached to a tractor.



A middle farmer harvesting his crop



Middle farmers carrying their produce to be sold at a local market; what they earn from the sale of this grain has to sustain the farmers and their families till the next harvest, which is usually a year away



Landless labourers are employed by large farmers to work on their fields. The cultivation of paddy requires hours of standing in ankle-deep water. It is a laborious and difficult activity, done by both men and women.

keeping a small part of the produce for their own consumption. Usually, they are so rich that apart from the land, they also own other property, like large ponds which they let out for the cultivation of fish, and mills where grains, pulses or sugar get processed. The smaller farmers are often employed in these places during lean agricultural months. Many of the large farmers also lend money to the smaller farmers, often at high rates of interest.

Middle farmers

The middle farmers own smaller plots than the large farmers. They cultivate these plots themselves with the help of their family members or other farmers.

The middle farmers are not very rich. Often, they have to take money on loan from the large farmers to be able to buy seeds, agricultural equipment, pesticides and fertilisers. The interest charged is higher than that charged by banks. The middle farmers repay the loans either in kind (by selling their crops to the large farmers at a lower price than they would have received at the market), or in cash. During the lean months, when there is no crop in the field, they need to find other sources of employment. Sometimes, they even move to the cities in search of jobs. These movements—or **migrations**—are seasonal. In the city, they usually work as day labourers in factories, construction sites or small shops, or pull rickshaws and drive other vehicles.

Higher Order Thinking Skills

Why do you think the middle farmers take loans from the large farmers, instead of from the banks?

Landless farmers

The third category of farmers in Indian villages is that of landless farmers. They make up the bulk of the farmers in the rural areas. These people own no land of their own, and work mostly in the fields of the large farmers, in return for a meagre sum of money or a small portion of the produce—just enough to sustain their families. Often, they are exploited by the large farmers, but they have to endure it, as it is their main source of livelihood. When there is no agricultural activity, they find alternate sources of employment in the village or they migrate to cities in search of temporary jobs.

IN FOCUS

THE CRISIS IN INDIAN AGRICULTURE

Over the past few years, there has been a disturbing increase in the number of suicides among farmers across India. In most cases, these farmers belong to the category of poor landless cultivators. The reasons for their suicides are many and varied. Some of these include:

- Accumulation of debt
- Failure of crops
- Inadequate supply of seeds, pesticides, fertilisers, irrigation facilities
- Unavailability of adequate relief measures during drought or floods

Indebtedness continues to remain the main cause for

farmer suicides. The farmers are forced to take loans because of the rising costs of inputs like fertilisers and pesticides. They are unable to repay their loans because their earnings are so low. The prices they receive for their crops is often not enough to cover even their basic costs. To meet their expenses, they take more loans, and end up falling into a vicious cycle from which they feel the only way out is to take their own lives. One way to deal with this crisis is to assure farmers a minimum price at which their grain will be bought by the government. This will free them from the clutches of unscrupulous intermediaries who take a significant chunk out of the farmers' profits. Another is to encourage sustainable and holistic agriculture by using natural inputs, such as manure, instead of chemical fertilisers.

Life skills

Most farmers do not just work on the field. They also do a lot of work at home, such as cleaning, collecting firewood, cooking and washing, no matter how exhausting their day on the field has been. We must learn from them and try to do as much of our own work as possible. After school, come back and put your bag and books neatly in their place, fold your clothes and help your parents with dinner.

Quick check

What is the main cause for farmer suicides in India?

Other rural occupations

Apart from agriculture, people also engage in many other kinds of economic activity.

Animal husbandry

Many people in rural areas practise animal husbandry. They rear cattle and sell their milk to people in the village, to the village cooperative or to nearby towns. Some even rear sheep for their wool. Animals are also raised for their meat and skin.

Fishing

In villages that lie close to the sea or near a river, fishing is an important occupation. People go out in boats and catch fish in large nets, and then sell them in markets. Like farming, this occupation too is linked to the seasons. Thus, during the monsoons, when it is breeding season for the fish, fishermen cannot go out to sea, and remain unemployed.



Fishermen carry their catch of the day in nets, to be sold in markets.

People in rural areas also engage in other kinds of activities like weaving, pottery, basket-weaving, brick-making, and the making of other handicrafts.



Services

While the number of services and service-providers may not be as diverse as in urban areas, villages too have teachers, doctors, nurses, barbers and grocers, who cater to the different needs of the rural population.

URBAN LIVELIHOODS

A city has millions of people looking for ways to make a living. There are street vendors, business persons, factory workers and workers in offices. Let us look at some of these occupations.

Street vendors

In most Indian cities, several people earn their livelihoods by selling things in the streets. They are known as **street vendors**. There are vegetable vendors, rickshaw pullers, hawkers, cobblers and ice-cream sellers, to name just a few. These workers are self-employed. This means they work on their own, without being employed by anyone. Most of them set up temporary structures or shacks from where they sell things. Some move around in carts or cycle trolleys selling their ware. Most street vendors are migrants who have come to the city in search of work.

Right values

Many people tend to mistreat street vendors even though they offer affordable and convenient services to us. We should remember that they are trying to survive under very challenging conditions. Treat them with kindness and respect. Even if we don't buy their products, we should never stop being polite to them.



Fruit vendors: note how they display the fruits in carts



A vendor selling snacks: Often, these foods are prepared by the vendor and their family at home.

Know more

According to government data, there are over 10 million street vendors in India. Yet, until recently, they were regularly harassed by local police and municipal authorities for encroaching onto the streets and obstructing traffic. To safeguard their interests, several organisations took up their cause and urged that street vendors be recognised as an integral part of the urban economy. The government responded by passing the Street Vendors Act, 2014. The Act recognises street vending as a viable source of livelihood in India, and as a means to provide affordable service to the bulk of the urban population.



A small medicine shop in Rishikesh, Uttarakhand

Quick check

Who are the self-employed workers in cities?



Garment workers in a factory

Business persons

People set up various kinds of businesses in the city, such as factories, eateries, pharmacies, cafes, tailoring and clothing shops, electronic goods shops and sweet shops. They are usually not employed by anyone. They invest some money in the enterprise and gradually make profits. As their businesses expand, they employ workers and helpers. Most of them operate out of permanent shops that they set up after obtaining permission from the Municipal Corporation.

Self-employed professionals

Trained professionals like doctors, lawyers, architects and accountants might choose to set up their own practice. They sell their services directly to the customers. Such enterprises often take a little time to get established. But over time, as people recognise their expertise in that field, their customer base grows, and they earn large profits.

Workers in the unorganised sector

Cities have many small factories that employ a large number of workers. These factories generally make leather goods, ready-made garments, tools and spare parts, or assemble electronic goods. Most of them are part of the **unorganised sector**. Workers in the unorganised sector are employed on a casual basis, that is, as and when the employer needs them, and are usually paid a meagre sum of money as **wages**. They have no paid leave, and almost no protection against exploitation by employers. For instance, tailors in garment factories are made to work long hours when there is a surge in demand for clothes, and are asked to leave once the work gets over. They do not enjoy job security and are often ill-treated and harassed at their workplace.

Many of the people who work as domestic helpers, call-taxi drivers, and semi-skilled workers like carpenters and plumbers, are also part of the unorganised sector.

Workers in the organised sector

Some cities grow around manufacturing industries like a steel plant or a cement factory. These manufacturing units are part of the **organised sector**. They are recognised by the government, and have rules in place to protect workers. People working in such factories



A call centre in New Delhi: call centres and BPOs are a major source of employment in the cities; they handle by telephone, customer queries pertaining to goods and services purchased. Many foreign countries have set up their BPO units in India as it is easy to get people here who will work for lower salaries.

work for a certain number of hours and get a fixed **salary** at the end of each month. They get paid leave and enjoy job security.

People who work in offices are also part of the organised sector.

For instance, a bank employee works for a monthly salary and enjoys certain benefits such as paid leaves, travel allowance, medical facilities for family, and so on. Likewise, teachers, journalists, marketing managers of companies and workers in business process outsourcing (BPO) units, who earn fixed salaries, are all part of the organised sector.

Higher Order Thinking Skills

What according to you is a more stable source of livelihood in cities: running a business of one's own or being in regular employment? Discuss the pros and cons of both.

IN FOCUS

MIGRATION: SOBHANA'S STORY

Sobhana Das is a 26-year-old woman living with her 7-year old daughter in a Kolkata. Two years back, she left her home in Odisha and came to Kolkata in search of work. Her husband had died after a bad bout of dysentery, and their land was taken away by the local landlord as payment for loans they had taken. With no means of supporting herself and her daughter, Sobhana came to Kolkata in search of work. Initially, she found work at a construction site where she was made to carry bricks and mix cement. However, the wages were very low and the work back-breaking. She started looking for something more stable. After a while, she found a job as a domestic worker. She has been working there since. She stays in a nearby **slum** with her daughter. She spends a part of her salary on food and rent; and a certain amount on her daughter's education. The rest is sent to her family in Odisha. She plans to go back to her village one day, buy some land, and begin farming again. At present, she is content with her job and plans to continue with it.

Like Sobhana Das, several people move from villages to cities in search of jobs. This movement from rural areas to urban areas is called migration. People migrate due to various reasons. Some of them are:

- lack of educational and health facilities in villages,

- insufficient income from agricultural activities,
- lack of employment opportunities in the rural sector and
- expectations of a better life in the cities.

Most of the migrants from villages struggle with finding shelter in the city. Some stay on street pavements, while others start living in overcrowded areas that lack basic infrastructural facilities such as electricity, water or drainage. Such areas grow into slums. The people who stay in slums are the urban poor. They comprise domestic workers, rickshaw pullers, casual labourers, wage earners and street



Homeless people living in tents on a pavement in New Delhi

Dharavi, one of the oldest slums in Mumbai; there are people living here who run highly successful businesses, but choose to stay on in the slum for the camaraderie and strong bonds of affection the residents share



Summing up

- The occupations that people take up in order to earn a livelihood can be classified into three types or sectors—primary, secondary and tertiary.
- People in rural areas practice mainly primary occupations like agriculture.
- There are different kinds of farmers found in the villages in India.
- Large farmers own large tracts of land in the villages. They do not cultivate the lands themselves; instead they employ labourers to do the work.
- Middle farmers own smaller tracts of lands which they cultivate themselves with the help of family members.
- Landless farmers do not possess any land of their own and work as labourers in the fields of large farmers.
- Farmer indebtedness is one of the major causes for the increasing number of suicides among farmers.
- In cities, people are mainly engaged in secondary and tertiary occupations.
- People living in cities can be self-employed or they can be engaged as workers in the unorganised or organised sectors.
- A large number of rural people move to urban areas in search of livelihoods. Many of them end up living in slums.

Exploring new words

livelihood: the job or activity that helps secure for a person the basic necessities of life, namely food, water, shelter and clothing

primary sector: economic activities concerned with extracting raw materials from the Earth

secondary sector: activities concerned with processing raw materials into finished goods

gross domestic product: the total value of goods produced and services provided in a country during one year

tertiary sector: activities concerned with providing services to people

migration: the movement of people from one place to another for an extended period

indebtedness: the state of being in debt or owing someone else money; debt happens when a person borrows money with a promise to pay the sum back

organised sector: that part of the economy that consists of enterprises that are registered with the government and follow its rules and regulations; workers here have fixed terms of employment and assured work

unorganised sector: that part of the economy that consists of small scale enterprises or units that are not registered with the government; workers here are paid daily or weekly wages, and have no security of work

wage: an amount of money that is paid, usually daily or every week, to a temporary worker for work done

salary: a fixed sum of money that is paid each month by their employer to an employee for work done

slum: an overcrowded urban residential area characterised by closely packed, run-down buildings, lack of electricity, water and drainage

Workout

A. Choose the correct answer.

1. This is not a primary activity:
a. farming b. mining c. teaching d. fishing
2. This is a secondary activity:
a. banking b. making an aircraft
c. farming d. treating the sick
3. The main cause for farmer suicides in India is:
a. lack of education b. poor quality of seeds
c. lack of irrigation facilities
d. indebtedness
4. The movement of farmers from the villages to the cities in search of jobs is called:
a. harvesting b. seasonal migration
c. outsourcing d. indebtedness
5. This person works in the unorganised sector:
a. an owner of a restaurant
b. a person selling fish in the market
c. a woman sewing clothes in an unauthorised factory
d. a doctor employed in a government hospital

B. Mark the sentences as True or False. Correct the sentences that are false.

1. In villages, most people are owners of farmland.
2. Large farmers not only own farmland, they also own other property.
3. The interest charged on loan by large farmers is usually lower than that charged by banks.
4. People engaged in fishing are unemployed during the monsoons because of heavy rains.
5. Migration of rural people to urban areas leads to the creation of slums.

C. Answer in one or two sentences.

1. What does the word livelihood mean?
2. Why are farmers left unemployed for some part of the year?
3. What does a person engaged in animal husbandry do?
4. Who is a street vendor? Give two examples.
5. Who is a self-employed professional? Give two examples.
6. What is the difference between wage and salary?

D. Answer in a paragraph.

1. Differentiate between primary, secondary and tertiary occupations. Give two examples of each.
2. Write a note on large farmers in India.
3. In what ways are middle farmers different from large farmers?
4. Describe the economic conditions of landless farmers.
5. Analyse the recent trend of increasing rates of

farmer suicides in India. Suggest some steps that can be taken to change the situation.

6. Write a note on the unorganised and organised sectors in urban places, highlighting the differences between the two.
7. Why do rural people migrate to cities? What are their living conditions in cities?



Enrichment corner

1. **Diary entry:** Imagine you are a middle farmer. Write a diary entry (within 1,000 words) covering the following themes:
 - Your everyday experience in the field (also talk about the people who help you on the field)
 - Your conversation with a rich farmer whom you had approached for a loan
 - Your experience as a seasonal worker in a city. (Do you miss working on the field in your village? Does city life attract you more?)
2. **Interview and report writing:** Talk to a hawker and find out how they plan their work and the difficulties faced by them in carrying out their occupation. Write a report based on your findings and present it to your class.



Weblinks

1. <https://archive.india.gov.in/citizen/graminbharat/graminbharat.php?id=2>
2. http://www.wiego.org/informal_economy_law/street-vendors-india





The National Education Policy (NEP) 2020 emphasises certain crucial parameters based on content and pedagogy. The Window On the World 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.

The Window On the World series is mapped perfectly to the National Education Policy 2020.

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		
Creativity, Communication	Enrichment Corner	132, 147
Creativity, Collaboration	Enrichment Corner	170
Critical Thinking, Collaboration	Warm Up	43
Critical Thinking, Communication	Enrichment Corner	184
Social and Emotional Learning	Lesson Text	171–177
	Right Values	146, 161, 195
Multiple Intelligences	Enrichment Corner	25, 17, 124, 176

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	Enrichment Corner	87, 124
	Warm Up	57, 104

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 Corner (Language)	132, 185
	Know More (Science)	23, 2
Art Integration	Enrichment Corner	17, 25, 139, 191
Health and Wellness	Life Skills	55, 91
	Enrichment Corner	96
Values	Right Values	55, 62, 108, 205
	Graphic Stories	218, 221–225
Life Skills	Life Skills	66, 91, 120, 206
	Graphic Stories	218–220

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	Lesson Text	128, 130–131, 160
	Graphic Stories	218

The NEP parameters	Features	Page nos.
Know more about India	Heritage Corner	16
	Lesson Text	140–147, 192–197

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' Smart Book - E-book, Animations, Presentations, Picture Galleries, Interactive Tasks, Embedded Questions, Concept Maps, Lesson Plans, Student Book Answer Key, Worksheets with Answer Key, Question Bank, Question Paper Generator
- Orient BlackSwan Smart App - Interactive Tasks and Games for Practice and Revision

Teacher Empowerment

- Teachers' Portal - E-book, Lesson Plans, Animations, Presentations, Picture Galleries, Interactive Tasks, Worksheets, Answer Key, Concept Maps, Student Book Answer Key
- Teachers' Resource Book - Lesson Plans (Session Plans), Student Book Answer Key, Worksheets with Answer Key



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