

WE AND OUR WORLD

(A Book of Social Sciences)

(Class-VI)



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The Planet Earth and the Solar System

We can see countless glittering tiny objects in the sky at night. Most of these appear twinkling. They are stars. The other glittering objects which do not seem to be twinkling may be planets. During the day, we see the Sun, which is also a star.

All the objects in the sky, which appear similar to us, are the heavenly bodies. The sun, the stars, the moon, the planets and other objects are all **heavenly** or **celestial bodies**. You would be surprised to know that even our earth, on which we live, is a celestial body.

The stars and the planets, which we see in the sky, are very small part of the vast 'Space', which is limitless. There are billions of celestial bodies spread over the vast space. They are very, very far away from us. Hence, we cannot see all of them. The vast limitless space which includes all celestial bodies is called **Universe**.

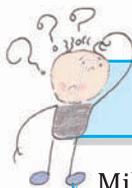
GALAXIES

Though there are billions of celestial bodies spread in the vast universe, they are not uniformly distributed in the space. The countless stars in the space form huge clusters. One cluster may contain billions of stars. All the stars in a cluster are held together by mutual gravitational force. Such a huge cluster of billions of stars, along with the giant collection of gas and dust, is called a **Galaxy**.



Galaxy

Our earth, along with the other planets, forms the **Solar System**. The Solar System is located in the outward spiral (Orion Arm) of the Milky Way Galaxy (*Akash Ganga*). Most likely, there are billions of other solar systems in our galaxy and billions of galaxies in the universe.



Do You Know?

Milky Way Galaxy, a faint white band, stretching across the sky, is a barred spiral galaxy. It contains a bar across its center region and has two major arms. The Orion Arm is located between two major arms.

As we know, there are different types of celestial bodies in the universe. Let us learn more about some of them.

STARS

Stars are self-luminous heavenly bodies. They are made up of hot gases. They generate heat and light and radiate it in the space. The number of stars is countless. We cannot see all of them at a time. It has been said that, at one time, we can see not more than 6,000 stars. Though, stars are very huge bodies, they look very small as they are very far away from the earth. The distance between celestial bodies is usually measured in a unit known as **light year**.

Some stars are so far away that the light radiated by them reaches us in millions of years. The nearest star to the earth, other than the sun, is the 'Proxima Centauri'. It is about 4½ light years away from us.



Do You Know?

- Disturbance in the atmosphere causes star light to bend slightly. As a result, some of the light reaches us directly and some gets slightly bent away. This makes a star to twinkle.
- Light travels at a speed of about 3 lakh km per second. The distance covered by a ray of light in a year or 365 days is called a **light year**.

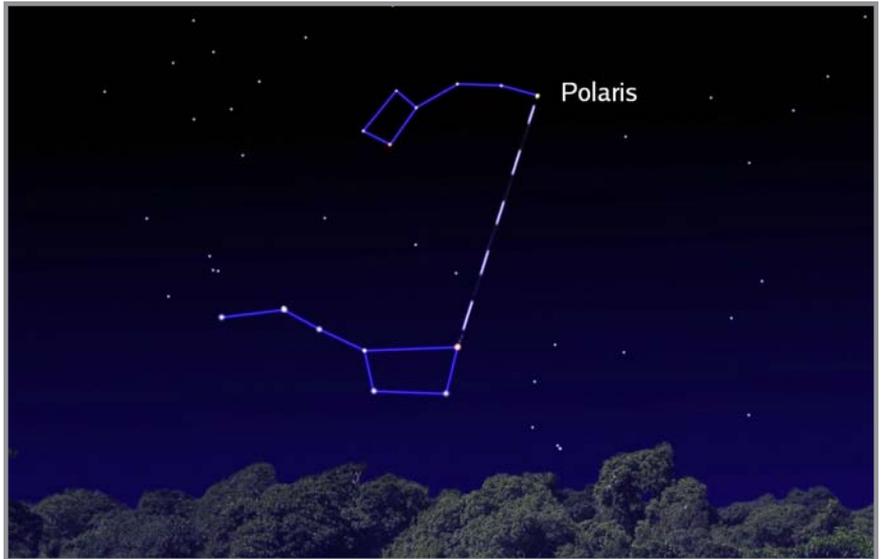
CONSTELLATIONS

If you observe the stars in the clear night sky, they appear to form different shapes and patterns and move from west to east. The formations may resemble animals, humans or any other object. The groups of stars which are recognised by their formations are called **Constellations**.

Ursa Major, also called the **Great Bear**, is a constellation of several stars. It appears in the northern sky. In India, the seven stars called **Saptarishi Mandal**, is a part of Great Bear. There are several other

formations of stars, which have been given names by the astronomers. The two brightest stars at the head of the Saptarishi Mandal, called **Pointers**, point towards the stationary star called **Pole Star** or **Dhruv Tara** in the northern sky. Pole Star lies above the North Pole. It always indicates the **North direction**.

Indians and Greeks have been studying the shapes and patterns of stars since ancient times. In modern times, the space scientists and astronomers use powerful and large-sized telescopes to study the celestial bodies.



Constellation

THE SOLAR SYSTEM

The sun and its companion celestial bodies constitute the **Solar System**. The eight planets, their companion satellites, asteroids, meteors and comets are the members of the solar system. They all revolve around the sun on their fixed paths called **Orbits**.

The Evolution of the Solar System

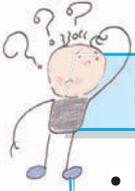
A question sometimes arises in our minds, how were the sun and its companions born? Some scientists believe that a giant cloud of gases and dust, called the **Nebula**, appeared moving in the



Nebula forming Planets

space about 4.6 billions of years ago. It cooled and gained very fast rotation. The eight balls of gases of different sizes were separated from the Nebula. The remaining central mass of the Nebula changed into a star known as the **Sun**. The other eight balls changed into **planets**.

It is believed that the satellites were formed when small balls of gases separated from the central mass and were attracted by their companion planets. They began to revolve around their planets.



Do You Know?

- The word 'planet' is derived from the Greek word *planas thai* which means 'wanderer'.
- The word 'satellite' is derived from the Latin word *satellite* which means 'an attendant'.
- The word 'solar' is derived from a Latin word *solaris* which means sun.

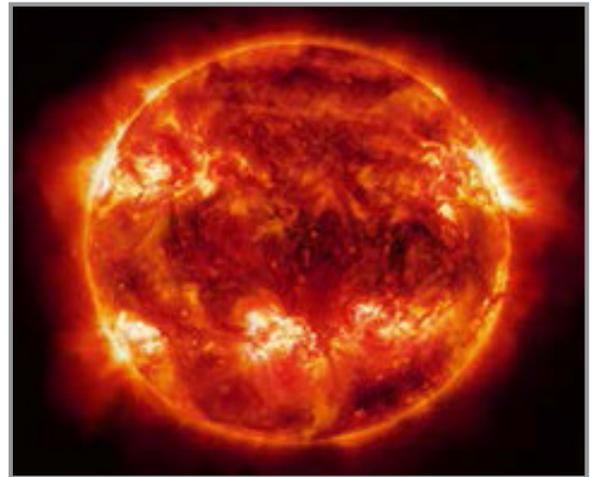
THE SUN

The **Sun** is a star. A star does not have a solid surface, but is a ball of gases held together by its own gravity. It generates heat and light and radiates them into space. The Sun does not have any rings. It is the centre of our solar system. Life would not be possible on earth without the sun's intense energy.

The Sun is a very huge mass, much bigger than all its companions put together. It is about 1.3 million times bigger than our earth.

Due to the sun's huge size, all members of the solar system are held by its gravitational pull and they revolve round it in their respective orbits.

Though, the distance between the earth and the sun is about 150 million kilometres, it is the nearest star to the earth as compared to other stars. The rays of the sun reach the earth's surface in about eight minutes.



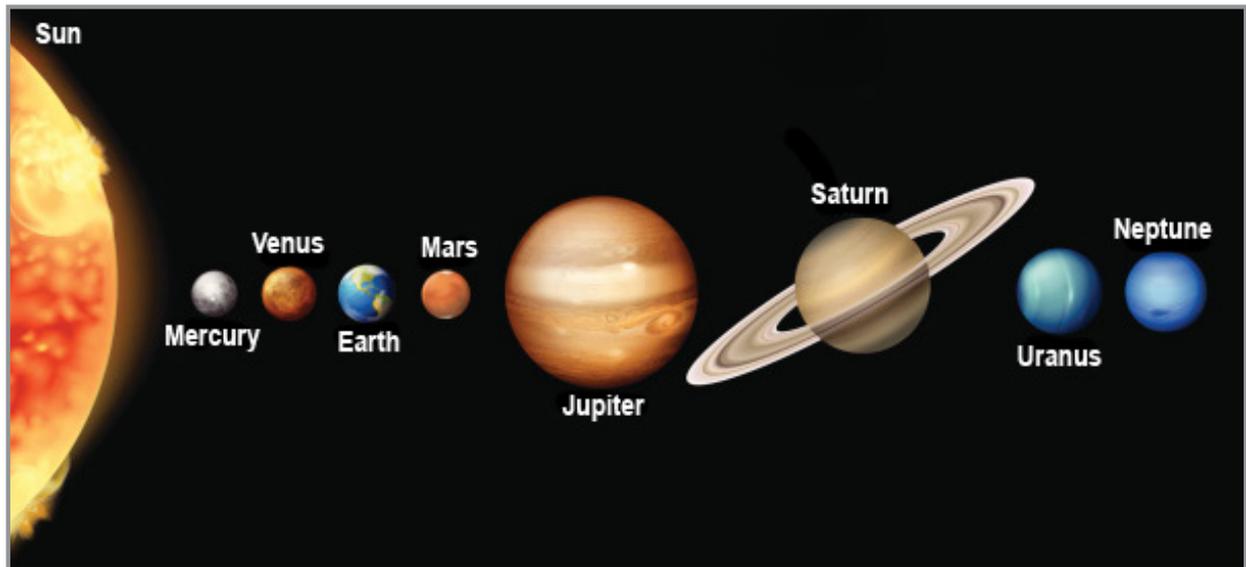
The Sun

THE PLANETS

Planets are the heavenly bodies which receive light and heat from the Sun. They do not have their own light. The total number of planets in the solar system are eight. In the order of their distances from the sun, they are— Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.

The first four planets in order of their distance from the Sun are— Mercury, Venus, Earth and Mars. They are called the **terrestrial planets** because they have solid, rocky surfaces. Two of the outer planets, Jupiter and Saturn, are known as **gas giants** whereas the more distant, Uranus and Neptune, are called **ice giants**.

Mercury has a thin atmosphere. The days are very hot, but at night temperature drops hundreds of degree below freezing point. It is the smallest planet in our solar system. **Venus** is the hottest planet due to its volcanic activities and thick atmosphere. It spins backwards. **Earth**, our home planet, is the only planet which supports life due to its optimum amount of heat, light and oxygen. **Mars**, known



The eight planets in the order of their distance from the Sun

as the **Red Planet**, is a cold desert. Its atmosphere is too thin for liquid water to exist for long on the surface. **Jupiter, Saturn, Uranus and Neptune** have rings. The rings around Jupiter are very faint and hence, cannot be seen by naked eyes. The atmosphere of Jupiter, Saturn and Uranus is mostly made up of hydrogen and helium. Other than these gases, Uranus has methane, which gives blue tint to it. Neptune is similar in composition to Uranus, composed primarily of hydrogen and helium along with traces of hydrocarbons and nitrogen. It also contains a higher proportion of ammonia and methane.



Do You Know?

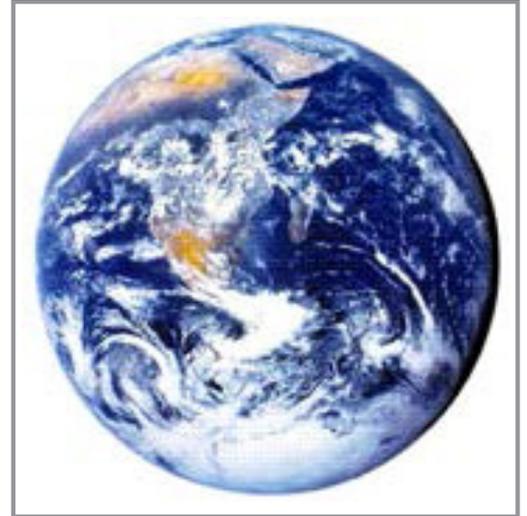
- Earlier Pluto was considered as the ninth planet. In 2006, the International Astronomical Union (IAU) established a new category, **dwarf planet**, for Eris and Pluto.
- The ring around the saturn were first seen by Galileo — a great astronomer of Italy, through his telescope in 1610 A.D.
- The rotation time and revolution time of eight planets are as follows:

| Planets | Rotation Time | Revolution Time around the Sun |
|---------|----------------------|--------------------------------|
| Mercury | 59 days | 88 days |
| Venus | 243 days | 225 days |
| Earth | 24 hours | 365 days and 6 hours |
| Mars | Little over 24 hours | 687 days |
| Jupiter | 10 hours | 12 years |
| Saturn | 10.7 hours | 29 years |
| Uranus | 17 hours | 84 years |
| Neptune | 16 hours | 165 years |

THE EARTH—A UNIQUE PLANET

The earth, on which we live, is placed at third position in order of the distance from the sun. It ranks fifth in size. The earth completes one rotation on its axis from west to east direction in about 24 hours, which makes one day. Its revolution around the sun is covered in 365 days and 6 hours, which makes one year.

In ancient times, it was believed that the earth is a flat body, but in the fifth century CE, Aryabhata, an Indian astronomer declared that the earth is spherical in shape. Now, the photographs of the earth taken from the space confirm its spherical shape. The earth bulges slightly at the equator and flattens at the poles.



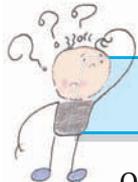
Photograph of the earth taken from the space

Now let us learn the favourable conditions which support life on the earth.

Firstly, the earth receives moderate heat and light from the sun. This much quantity of heat and light is just sufficient to evolve and sustain all forms of life on the earth's surface. Other planets are either very hot or very cold.

Secondly, about two-third of earth's area is covered with water. Water is essential for human beings, animals and plants. No life can exist without water.

Thirdly, the earth has an envelope of air around it. It contains gases, water vapours and dust particles which help in supporting life on the planet. Earth's atmosphere protects us from the incoming meteoroids.

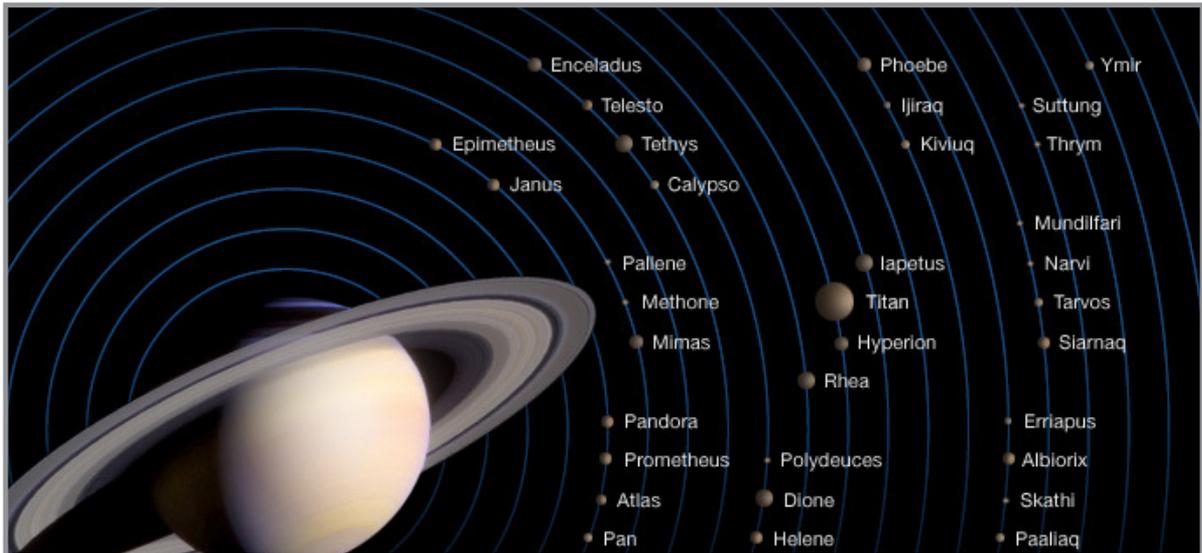


Do You Know?

On September 24, 2014, India became the fourth country in the world to reach the orbit of Mars and the first to achieve it in its first attempt!

SATELLITES

The heavenly bodies that revolve around their respective planets are called **Satellites**. Like the planets, satellites also do not have their own light and heat. They reflect light, which they receive from the sun. Each planet has one or more satellites, except the Mercury and the Venus. Our earth has one satellite. We call it the **Moon**. As of 2015 Saturn has 53, Jupiter has 50, Uranus has 27, Neptune has 13 and Mars has 2 satellites.



Saturn with its satellites

THE MOON—OUR NEAREST COMPANION

The moon is the closest celestial body to the earth. Its distance from the earth is about 3,84,000 km. The moon also reflects light which it receives from the sun.

The moon rotates on its axis and also revolves around the earth. The period of rotation of moon on its axis and that of revolution around the earth is the same, that is, 27.3 days. Due to the same period of both the movements, only one side of the moon is visible from the earth. The other side always remains invisible.

The moon has a barren land comprising of plains, valleys and craters. Scientists believe that long ago, earth collided with another space object and resulted in throwing a big chunk of rocky material into the space and that led to the formation of the moon.



The Moon

The moon does not have atmosphere around it. It becomes extremely hot during the day time in the light of the sun and extremely cold during night or in shadow. The temperature may increase to more than 214°C during the day and falls down to - 184°C during the night. Thus, no life can possibly exist on the moon.

Phases of the Moon

We have already learnt that one side of the moon gets illuminated by the sun, which is visible to us. The position of the moon in relation to the sun changes every day. When the illuminated side of the moon is fully hidden from our view, it is called the **New Moon** (*Amavasya*).



Do You Know?

Astronaut Neil Armstrong was the first human to set foot on the moon. He, along with Edwin Aldrin, landed the Lunar Module of Apollo 11 on the moon's surface on July 20, 1969.



The visible portion goes on increasing gradually day by day after the New Moon Day. At first, the moon appears in crescent shape. On eighth day, half portion of the moon comes in our view. The full moon becomes visible after 15 days when half of its revolution is completed. The day when the moon is completely visible to us, is the **Full Moon Day** (*Purnima*). After this day, the decline of the moon's illuminated part starts. The illuminated part slowly disappears and the moon again comes to the position of New Moon.



New Moon

Full Moon

New Moon

Various phases of Moon

The phases of the moon are used to determine the lunar dates and to fix the duration of lunar months in India and Arab countries. The Hindu and the Muslim festivals, such as Deepawali and Eid, are usually fixed on the basis of lunar dates and months.

OTHER CELESTIAL BODIES IN THE SOLAR SYSTEM

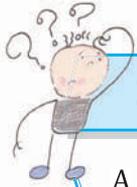
Apart from the sun, stars, planets and satellites, there are other celestial bodies also, like asteroids, meteoroids and comets, that revolve around the sun.

Asteroids

Asteroids are rocky, space objects that orbit our Sun. These can be a few feet wide to several hundred miles wide. Most asteroids orbit our Sun, a star, in a region of space between the orbits of Mars and Jupiter known as the **Asteroid Belt**.

Meteoroids

Meteoroids are little chunks of rock and debris in space. They become **meteors** or **shooting stars** when they fall through the earth's atmosphere, leaving a bright trail as they are heated by the friction of the atmosphere. Most of them break up in the atmosphere before they can strike the surface as **meteorites**.



Do You Know?

A **crater** is a depression which may be formed either by falling of a large meteor on the surface of the earth or by the volcanic eruption. Meteor crater of North Arizona (USA) is nearly one mile across, 2.4 miles in circumference and more than 550 feet deep.

Comets

Comets are the small bodies with a head and long luminous tail. They are made up of dust and frozen gases. They appear in the sky after a long period. A comet, known as Hailey's comet, appears in the sky after every 76 year interval.



Comet Hyakutake reached the closest point to earth in its path through the inner Solar System on March 25, 1996



Keywords

- **astronomers:** scientists who study celestial bodies.
- **cluster:** a group of the similar elements gathered closely in a bunch.
- **crescent shape:** a single curve that is broad in the centre and tapers to a point at each end.
- **furnace:** an enclosed chamber in which material can be heated at very high temperatures.
- **gravitational force:** a force that attracts any object with mass.
- **self-luminous:** objects having property of emitting light.
- **spherical:** a shape slightly flattened at the top.



Something To Know

A. Tick (✓) the correct option.

1. What do we call a huge cluster of billions of stars?

(a) asteroids

(b) meteors

(c) galaxy

(d) universe

2. Which one of the following is the hottest planet?

(a) Mercury

(b) Venus

(c) Mars

(d) Jupiter

3. Which is the most distant planet from the Sun?

(a) Uranus

(b) Neptune

(c) Saturn

(d) Jupiter

4. The planet which does not have any satellite is –

(a) Venus

(b) Mars

(c) Neptune

(d) Earth

5. Which planet has two satellites?

(a) Mercury

(b) Venus

(c) Earth

(d) Mars

B. Fill in the blanks.

1. The vast limitless space which includes all celestial bodies is called _____.

2. The distance between celestial bodies is measured in a unit called _____.

3. _____ always indicates the north direction.

4. All the planets of our solar system revolve round the Sun in their fixed paths called _____.

5. _____ is the third nearest planet to the Sun.

C. Match the following:

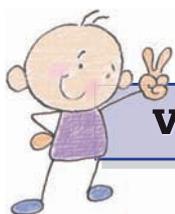
- | | |
|------------------------------------|------------------|
| 1. Great Bear | a. Nebula |
| 2. Head of solar system | b. Mars |
| 3. A giant cloud of gases and dust | c. Sun |
| 4. Shape of the earth | d. Constellation |
| 5. Red Planet | e. Spherical |

D. Answer the following questions in brief.

1. What are celestial bodies?
2. Why do stars look very small in the sky?
3. What is 'Saptarishi Mandal'?
4. Name the planets which are gaseous bodies.
5. Which planet is the closest to Neptune?

E. Answer the following questions.

1. Describe the formation of solar system.
2. State three features which make the earth a unique planet.
3. Mention three main characteristics of a satellite.
4. Give a brief description on the Phases of Moon with the help of a diagram.
5. Write a short note on the other celestial bodies (asteroids, meteoroids and comets) in the solar system.



Value Based Question

Indian Space Research Organisation (ISRO) was established in 1969. It was the same year when humans set foot on the moon for the first time. ISRO launched Chandrayaan-1 on October 22, 2008 from Sriharikota. It showed India's ability to do meaningful science at low cost, its leadership in a cooperative space venture and the capacity to develop essential technology within stipulated time. With this success, India became the fifth country to put a spacecraft into an orbit around the moon after the United States, Soviet Russia, Japan and China.

1. What is meant by 'meaningful science'?
2. Mention any two inventions to distinguish between 'science' and 'meaningful science'.
3. Explain the values and life skills which helped India to attain success in space.



Map Skill

On the outline map of India, show the location of Indian space research centres.



Something To Do

1. Prepare a model (working or static) of the Solar System.
2. When was Mars Orbiter Mission (MOM) launched by India? What are its achievements and why it is so important for us?



3. Collect pictures related to the landing of man on the moon and make a scrap file. You may also collect information about dates on which certain celestial bodies like Mars were seen from the earth.

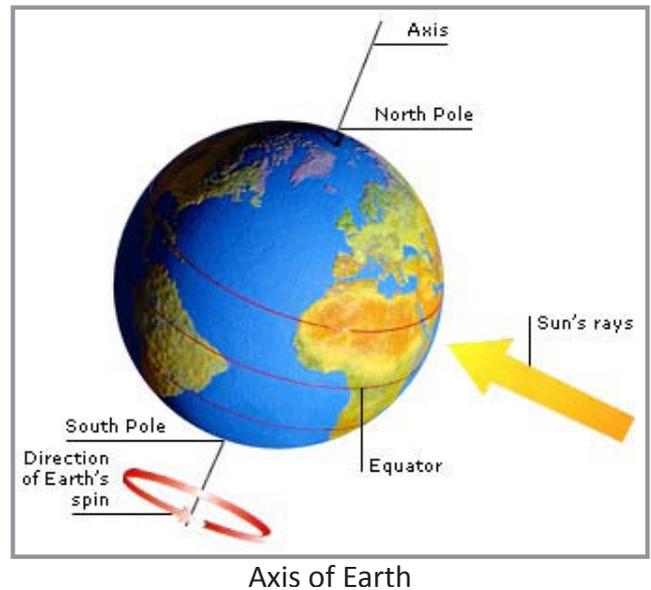


Representation of the Earth

With the availability of actual photographs and pictures, it has become clear that the earth is spherical in shape. In order to study the details about the earth, it is represented in different ways. The most popular ones are the representations in the form of a globe and a map. Let us study more about them.

GLOBE

A **globe** represents the three-dimensional view of the earth. It shows the shape of the oceans and the continents correctly. It also shows their correct relation to one another as they are on the earth. Similarly, the distances based on scale and directions of places are fairly correct on the globe. A globe gives us a better idea of parallels (latitudes) and meridians (longitudes), as it is three-dimensional. It helps us to understand how day and night occur and how seasons are caused. Only a globe gives us an idea about the tilt of the earth's axis.



With all these advantages, the globe has certain limitations also. It is difficult to carry the globe around. Although inflated globes made of plastic are also available, yet, inflating and fixing at the axis takes lot of time.

Globe cannot be used if we want to study a specific part of the earth. It does not show details, such as towns, villages, roads and railways, etc., of a country. If we want to study a country, a state or a district, a map is more useful.

MAP

A **map** is a representation of the earth or a part of it, drawn on a flat surface as per the scale. A map is a two-dimensional representation of the earth. Although, a map does not give us an idea of the true shape of the earth yet it has some advantages. Map is useful for showing large areas as well as very small areas. Very minute details can also be shown on a map. For example, a map can show



Do You Know?

The word 'map' is derived from the Latin word *mappo* which means a 'napkin' or a cover cloth.

several geographic, natural and cultural elements, such as mountains, hills, rivers, distribution of forests, rainfall, sources of irrigation, location of historical places, etc. A map can be folded, rolled or bound in a book and carried easily.

Map-making is an art and requires a special skill and training. The science of map-making is known as

Cartography, and the experts of map-making are called **Cartographers**.

History of Map-making

The earliest map was made in 2300 BC in Mesopotamia (Iraq). It was made on a clay tablet. But the maps of that period were not very clear. They only showed the boundary of the land.

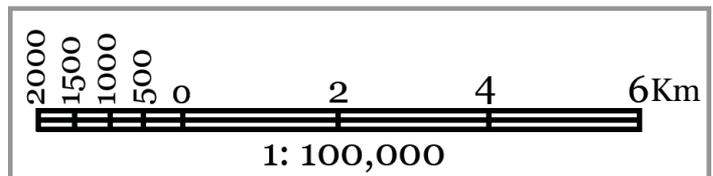
Different techniques of map-making were adopted in different parts of the world. Eskimos made maps by sewing animal skins of different colours. The Egyptians engraved the boundaries and features on metal plates.

The ancient maps were based on memory and information. They were not drawn to a scale. Thus, they can be called mere **sketches**.

Ptolemy, an Egyptian, was the first cartographer, who made the map of the world according to scale and direction. He was the first person to represent the earth as a sphere. He was known as the 'Father of map-making'.

Components of Maps

Let us now study the language or the components of the map which help us to read or interpret a map. The main components are— scale, direction, symbols and colour scheme.



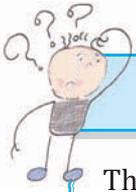
Scale

Scale: You know that a map shows a large area on a small sheet of paper. Each map is drawn according to a scale. The **map scale** is the ratio of distance between two points on a map with the corresponding distance between the same points on the ground. For example, the distance of 5 km on ground is represented as 1 cm on the on the map, the scale written on the map shall be 1 cm = 5 km.



Do You Know?

Mostly scale is represented in a form of a Linear Scale or RF (Representative Fraction). For example, 1:500 means 1 cm on the map is representing 500 cm of the ground.



Do You Know?

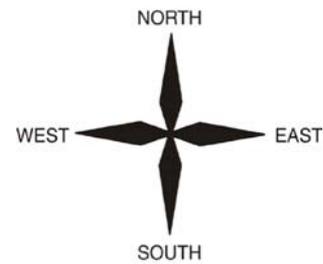
The Chinese invented the compass.

Direction: It is the second component of the map. **Direction** indicates the location and position of the places in relation to each other. North, South, East and West are the **Cardinal Points** of the compass. Other intermediate directions are North-west, South-west, South-east and North-east.

If we are in a field or travelling across an ocean, we use a compass to find the directions. A **compass** has a magnetic needle which rotates freely on a pivot. By placing the compass on a plain surface, the needle comes to rest. It then points towards the north and south direction. The darker or coloured side of the needle at rest, always points towards the North. Keep the compass away from metallic objects. It can cause a false reading if kept too close to them.

Symbols: Forests, rivers, hills, railway lines, and roads are shown by some common symbols on a map. With the help of common symbols, we can read a map made in any country without knowing the languages of that country. These symbols are known as **conventional symbols**. The symbols make the map reading easy and quick.

Colour Scheme: Like common symbols, a common **colour scheme** has also been adopted for showing different relief



Compass

| | | | |
|---------------------|--|---------------------|--|
| Boundaries | | Bridge | |
| International State | | Railway Line | |
| Roads | | Broad Gauge | |
| Metalled | | Metre Gauge | |
| Non metalled | | Temple | |
| River | | Mosque | |
| Tank | | Church | |
| Dam | | Village | |
| Spring | | | |
| Conifer Tree | | | |
| Deciduous Tree | | | |

Conventional Symbols

features on a map. **Blue** colour is used for showing water bodies, like oceans, seas, etc. Low lands and plains are represented by **green** colour. Higher parts, like plateaus and hills are shown by **yellow** and **orange** colours, while **brown** colour is used for showing mountains. Snow-capped areas are shown by using **white** colour. This scheme of colours for showing relief features on maps is the same throughout the world.

Types of Maps

Maps are broadly classified on the basis of scale or the type of information they contain. On the basis of **scale**, these are categorised as **large scale maps** and **small scale maps**.

- **Large scale maps**

They represent small area on large scale. Such maps are topographic maps which show greater details of cities, villages, mountains, etc. They represent these details with the help of contours and symbols. For example, the scale may be 1 cm = 1 km. It means one centimetre on a map is representing corresponding one kilometre of the ground.

- **Small scale maps**

Small scale maps are those maps which show larger areas with less details. Wall maps or atlas maps showing world, continents, countries and states with limited information are small scale maps. For example, the scale may be 1 cm = 100 km, i.e. one centimetre on the map is representing corresponding 100 kilometres on the ground.

Some maps represent a particular theme or a feature. Some of them are described below.

- **Political maps**

They represent the political boundaries of a village, city, state, country and continent. For example, the map of India showing its states, is a political map.

- **Physical maps**

They represent physical or relief features of a place. They generally show features like mountains, plateaus, plains, rivers, lakes, etc.

- **Thematic maps**

A thematic map emphasises a particular theme or special topic, such as the average distribution of rainfall, distribution of crops, minerals, population, lines of transport, etc., in an area. They are used to enhance one's understanding of the map's theme and purpose.

PLAN

A **plan** is a layout of a building, a factory, a playground, etc. It is drawn on a comparatively large scale and shows directions. The details of rooms, *varandahs*, open spaces, etc., are shown along with their dimensions.

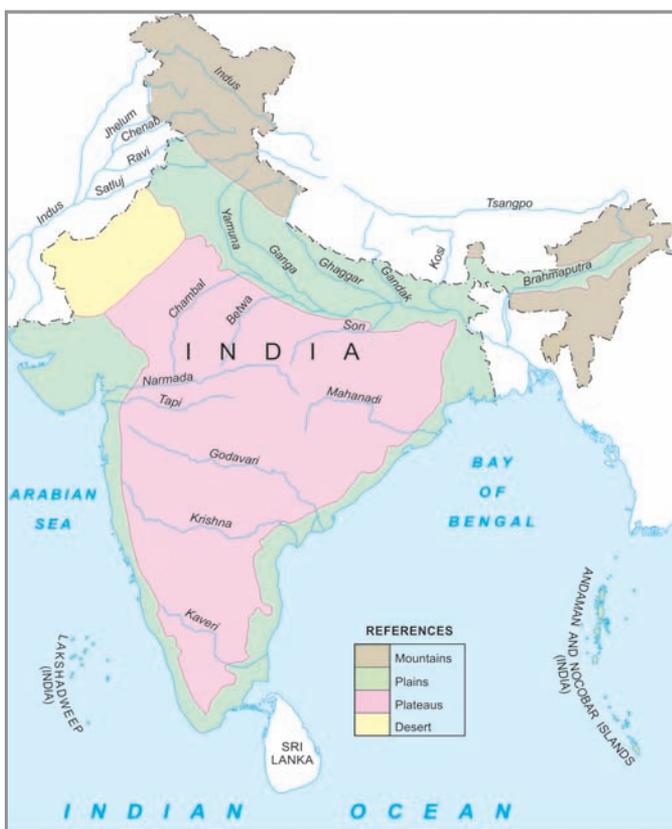
The only difference between a map and a plan is that a map shows important and selected

features for definite purpose but a plan is a layout of very small area.

With the development of computer technology, the technique of map-making has undergone changes. A computer helps to draw very accurate, sharp and neat maps. If you compare an old map with a computer generated improved map, you can easily know the difference between them. The new maps possess high degree of accuracy.

ATLAS

An **atlas** is a collection of maps of the world, the continents and selected countries. It may also include information and diagrams dealing with various topics like the solar systems, geographical features of the earth, population data, etc.



Physical map



Political map

* Amravati is a proposed capital of Andhra Pradesh.



Keywords

- **three-dimensional:** an object that has height, width and depth.
- **two-dimensional:** an object with length and width.



Something To Know

A. Tick (✓) the correct option.

1. Which one of the following is a representation of the earth drawn on a flat surface?

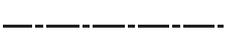
(a) map

(b) globe

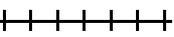
(c) plan

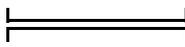
(d) sketch

2. Which one of the following symbols represents a bridge?

(a) 

(b) 

(c) 

(d) 

3. A compass is mainly used to—

(a) show the directions.

(b) calculate the distance.

(c) identify the details of a place.

(d) examine the height of a place.

4. Large scale maps are used for—

(a) small areas.

(b) large areas.

(c) areas of moderate extent.

(d) for showing specific themes.

5. Which type of map represents relief features like mountains, plateaus, plains and deserts?

(a) a political map

(b) a thematic map

(c) a topographical map

(d) a physical map

B. Fill in the blanks.

1. A _____ represents the three-dimensional view of the earth.

2. The technique or skill of making maps is called _____.

3. _____ is a drawing of a small area drawn from one's observation and memory without directions.

4. A _____ is a device consisting of a magnetic needle, which always points towards north.

5. _____ area are shown by using white colour on maps.

C. Read the statements given below and write an appropriate term for each.

1. The most perfect approximation of the earth. _____
2. The device that helps the mariners to sail in the desired direction. _____
3. The experts of map-making. _____
4. Maps showing distribution of rainfall, population, etc. _____
5. A collection of maps of the world, continents and selected countries in a bound form. _____

D. Answer the following questions in brief.

1. What are the limitations of a globe?
2. Mention the advantages of a map.
3. What is a thematic map?
4. Name the cardinal points along with intermediate directions.
5. How do conventional symbols help in reading maps?

E. Answer the following questions.

1. Why is a globe considered a perfect representation of the earth? Give any three reasons.
2. What is a scale? Why is it an important component of a map?
3. Distinguish between a physical map and political map.
4. If you are lost in a jungle, how can a topographic map help you to come out of the jungle?
5. Describe the history of map-making.



Value Based Question

Christopher Columbus was an Italian born navigator who sailed for Spain. He thought earth is round and on the other side of Europe, India is located. He was seeking a western sea route from Europe to Asia. On the morning of October 12, 1492 he stepped ashore on an island in America with the impression that he reached India. Although, Christopher was mistaken in his goal but he helped the world to know about America. He had shown magnificent seamanship and powerful leadership. He had shown courage and dedication in his long voyage over the unknown sea of darkness.

'Christopher Columbus is known as a great voyager.' How does his life inspire you?



Map Skill

1. On a political map of India, label all the states with their capitals.
2. On an outline map of India, show the given geographical features by using appropriate colours.
 - (a) Arabian Sea
 - (b) Northern Plains
 - (c) Deccan Plateau
 - (d) The Himalayas



Something To Do

1. Get up early in the morning. Go to a nearby open space and locate the directions during sunrise.
2. Prepare a sketch of the route from your house to your school showing some landmarks on the way. Show every turning at 90° and mention the direction also.



Studying the Past

History is the study of change over time and progress from the past to the present world. It can be defined as a systematic description of the past events. It is based on facts and not on imagination. It helps us to learn about the great people, culture, art and architecture of the earlier times. History motivates us to make the present world a better place to live in.

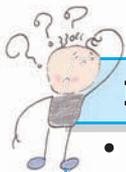
Historians divide history into two parts:

A. Prehistory refers to that period when the art of writing was unknown. Our information about prehistory depends upon the remains of tools, bones, pottery and weapons that have been excavated. We learn about the age of artifacts through carbon dating.

B. History refers to the period after the invention of writing. The written records, dates, names of places and people may be on *bhojpatras*, palm leaves or pillars are source of information. History is generally categorised into three periods, namely, **Ancient**, **Medieval** and **Modern**.



Archaeologists working at an excavation site



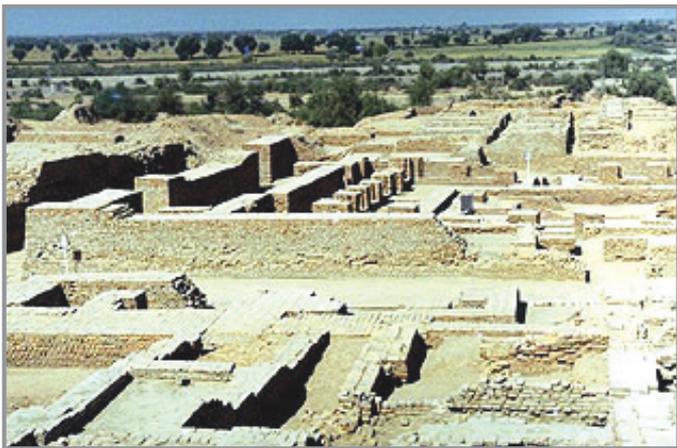
Do You Know?

- AD does not mean 'After Death'. It is an abbreviation for '*Anno Domini*', which is a Latin phrase meaning 'in the year of our lord', referring to the year of Christ's birth.
- In most usages, BCE stands for 'Before the Common Era', and CE stands for 'Common Era'. BCE is used in place of BC, and CE is used in place of AD. The word 'common' in both instances refers to the Gregorian calendar. For example, 2015 can be written as CE 2015.

Let us see how a historian studies the Source Material (available evidences) and then draws conclusions. The source material can be divided into two categories—**Archaeological Source Materials** and **Literary Sources**.

Archaeological Source Materials

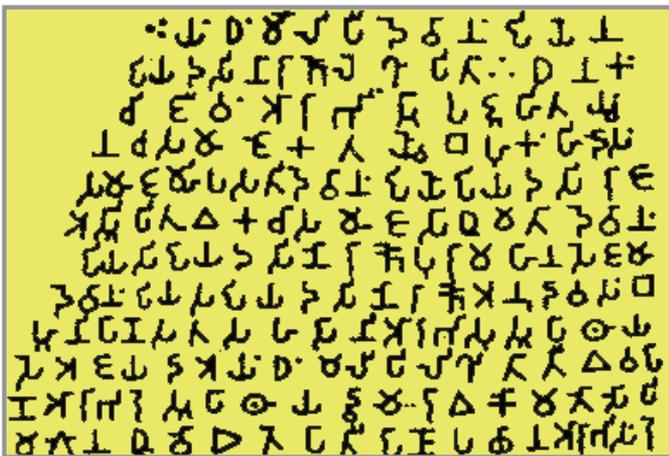
Some materials of the past are buried deep under the earth. They are either discovered by chance, or archaeologists dig certain places and



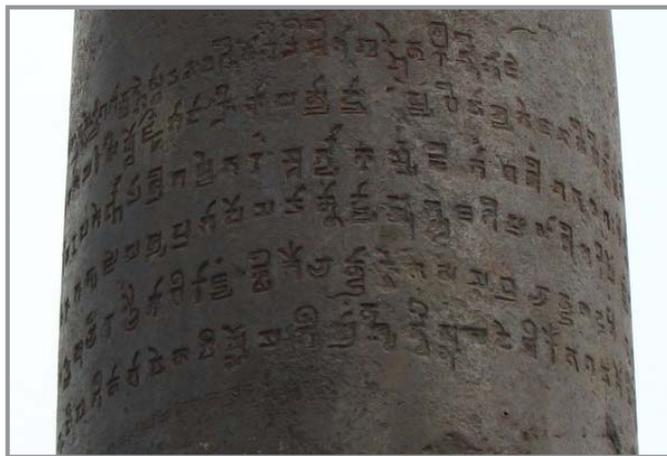
Mohen-jodaro

find ancient inscriptions, coins, pots or buildings. The study of these remains tell the archaeologists about the religious, social and cultural conditions of that time. For example, buildings excavated from Mohen-jodaro provide useful information about the Indus Valley Civilisation. The archaeological source materials are mainly – inscriptions, coins, monuments, sculptures, paintings, articles of daily use and skeletons.

Inscriptions are the writings which are engraved on rocks, pillars, clay tablets, the walls of the temples and caves. They tell us about the kings, their empires, achievements as well as the society and the language of that period. The inscriptions of Ashoka’s period tell us about his achievements in field of administration and the steps that he took like building hospitals, wells, etc., for the welfare of the public. The inscriptions were put up in places where the common people could read them easily. The study of inscriptions is called **Epigraphy**.



Ashoka’s inscription, Girnar (Gujarat)



Ashoka’s inscription

In earlier times, **coins** were made of different materials like lead, copper, bronze, iron, silver, gold and even leather. They give us useful information about the art, religion, rulers, the use of different metals and the level of development of technology.

The given picture of one such coin is of King Samudragupta. The study of coins is called **Numismatics**.



Coin of Samudragupta

Do You Know?

Coins of Indian rulers have been found in many countries. This indicates that India had trade relations with foreign countries.



Sanchi stupa

Monuments are the remains of temples, stupas, palaces and forts. These ancient buildings help the historians to collect information about the social and economic life, the religious beliefs, dress, art forms and architecture of that time.

Skeletons are also a very useful source of information. The students of Skeletal studies try to know every minute detail about the skeletons and list their findings. For example, the skeleton of a woman generally has broader hip or pelvic

area for child bearing. Jewellery found on the skeletons also helps in determining whether the skeleton belongs to a woman or a man.

Literary Sources

All written records of the past are known as **literary sources** or **manuscripts**. They are very important for the historians. Before the invention of paper, people wrote on dried palm leaves, *bhojpatras*, copper plates, etc. Some of the literary sources are as follows:

Religious Literature consists of the *Vedas* of the Hindus in Sanskrit, *Pitakas* of Buddhists in Pali and *Angas* of Jains in Prakrit. They tell us about the religious beliefs, society, customs and traditions of that time. The *Puranas* and the Epics, like *Ramayana* and *Mahabharata*, also provide useful information of that period.

Non-Religious Literature consists of prose, plays, poetry, grammar as well as the writings of Kautilya (*Arthshastra*), Kalidas (*Abhigyan Shakuntalam*), etc.

The **Secular Literature** throws light on the life of the people of that period. The account of events, by foreign pilgrims and travellers like Fa-hien (Chinese) and ambassadors like Megasthenes (Greek) who visited India in earlier times, are also important sources of information about ancient Indian history and culture.

Historical Literature consists of autobiographies of the ancient rulers and biographical sketches like *Harashacharita*.

The various sources of history provide knowledge about marvels of the past and inspire us to march forward to achieve greater heights.



Temple of Java and combodia



Do You Know?

The temples found in Java and Cambodia tell us about spread of Indian culture to distant countries in ancient times.



Keywords

- **archaeology:** the study of prehistory and history through excavation of sites.
- **artifact:** an object made by a human being.
- **autobiography:** an account of a person's life written by that person.
- **biography:** an account of someone's life written by someone else.



Something To Know

A. Tick (✓) the correct option.

1. Kautilya wrote the book—

(a) *Meghdoot*



(b) *Arthshastra*



(c) *Ramayana*



(d) *Harashcharita*



2. The period when art of writing was unknown is called—

(a) Prehistory



(b) Ancient history



(c) Medieval history



(d) Modern history



3. The study of coins is known as —

(a) Architecture



(b) Numismatics



(c) Calligraphy



(d) Epigraphy



4. Who is the author of *Abhigyan Shakuntalam*?

(a) Kautilya



(b) Tulsidas



(c) *Mahatma Buddha*



(d) Kalidas



5. The Chinese traveller who visited India was —

(a) Alexander



(b) Columbus



(c) Megasthenes



(d) Fa-hien



B. Fill in the blanks.

1. _____ are the remains of palaces and forts.

2. Jain literature was written in _____ language.

3. The study of inscriptions is called _____.

4. Historians divide history into two parts, namely, _____ and _____.

5. _____ literature consists of prose, plays, poetry, etc.

C. Answer the following questions in brief.

1. How does the study of the monuments help the historians?
2. The study of history help us to make the present world a better place to live in. How?
3. How do skeletal studies help us to identify gender differences?
4. What are the literary sources of Indian history?
5. Explain historical literature with an example.

D. Answer the following questions.

1. Distinguish between archaeological and literary sources.
2. How do the archaeological source materials help us to learn about our past?
3. What is more important in history – events, persons, places or dates? Give reasons to justify your answer.
4. How do secular literary sources throw light on the life of the people in any period of history?
5. How does the study of coins help the historians?



Value Based Question

Once, a foreign traveller came to meet Kautilya. It was dusk and darkness had just started to set in. When he entered his room, he saw that Kautilya was busy writing under the light of an oil lamp. With a smiling gesture Kautilya politely asked him to sit for a while. He then quickly finished the work.

After completing the work, he extinguished the oil lamp and lit another lamp. The traveller was curious to know why Kautilya did so. He asked Kautilya “Is this a custom in your country, when a guest arrives at your house?” Kautilya replied, “No my dear, actually when you entered, I was working on an official task. The oil filled in that lamp was bought from the money of National treasury. Now, when I am talking to you, this is a personal and friendly conversation. So, I cannot use that lamp now.”

1. Why did Kautilya decide to light another lamp?
2. What message does the story convey to the present day public servants or elected representatives of the people?



Map Skill

On the outline political map of India, locate and label the following places.

- (a) One of the cities of Harappan civilisation.
- (b) One place of Ashokan inscription found.
- (c) Place where Red Fort is situated.
- (d) One of the archaeological sites.



Something To Do

1. Take any five different coins of free India. Study them carefully. List the information that you can get from them like the metal used, dates, languages, pictures, denomination or any other information.
2. Solve the crossword.

| | | | | | | | | | |
|---|---|---|---|--|--|---|---|---|---|
| M | | | U | | | R | | P | |
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ACROSS (→)

- Handwritten record
- Information about past
- Religious books of Jains
- Language of Vedas

DOWN (↓)

- Ancient building
- Study of coins
- Home of ancient man
- Language of Buddhist literature

3. Do you ever wonder how the age of ancient tools, bones and other materials is determined? Read the following information and discuss with your teacher in the class.

Carbon dating is a method of estimating the age of materials. This method, developed by Willard F. Libby can date samples that are as old as 50,000 years. It has proven to be useful in archaeology, geology, geophysics and other branches of Science.

Carbon dating is based on the fact that plants and animals contain carbon in a ratio that matches the percentages found in the atmosphere for as long as they are alive. This is true because most life on Earth is carbon-based; plants absorb it through photosynthesis and animals absorb it by eating plants or animals that eat plants. Once an organism dies, the carbon intake stops and the percentage of carbon-14 decreases. To calculate the date of an object, researchers compare the percentage of carbon-14 it contains to the normal percentage found in the atmosphere. **The lower the ratio, the older the object.**

We do not know the exact place of the origin of mankind. However, evidences indicate that human species may have developed in Africa as this area has favourable climatic conditions for the evolution of human life. It is believed that later on the human species may have wandered to Asia, Europe and America.

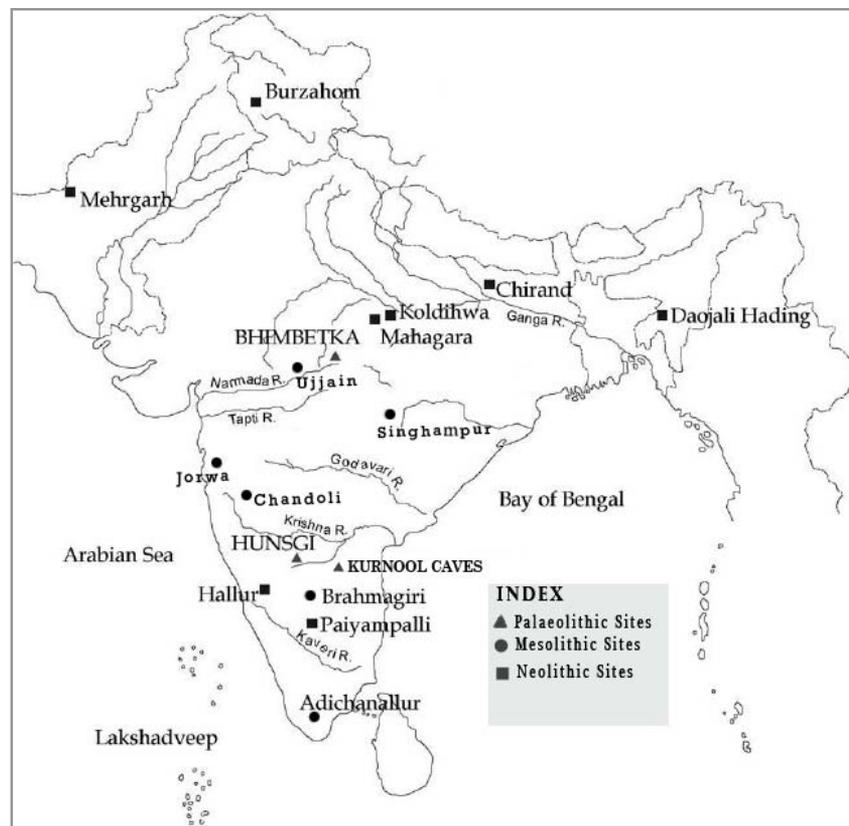
Our information about the life of the early man is based on the remains of objects, fossils and tools that have been excavated from different parts of the world by the archaeologists. Most of the tools are made up of stone. The period when the stone tools were used is known as the **Stone Age**. It is divided into three main phases:

- **Palaeolithic Age or Old Stone Age**
- **Mesolithic Age or Middle Stone Age**
- **Neolithic Age or New Stone Age**



Do You Know?

Fossils are the remains or impressions of dead plants, animals and human beings embedded in rocks.



Archaeological Sites of Stone Age

PALAEOLITHIC AGE

Palaeo means 'old' and **lithic** means 'stone'. The Palaeolithic man prepared stone tools to defend himself from wild animals. He also used them for hunting animals, chopping meat, cutting wood and digging. The tools were known as **core** and **flake tools**. The core tools were made from large stones by sharpening the edges. The flake tools were formed when flake (broken pieces) of stone struck off from a large piece of stone.

These tools were crude and unpolished. The man of this period was 'food hunter' and 'gatherer' who moved from one place to another in search of food. The greatest achievement of man during this period was when he accidentally discovered fire by rubbing two stones against each other. Fire provided him not only warmth in the cold weather but also safety from the wild animals. Moreover, he was able to roast raw food to make it tastier and softer. Some of the remains of this period have been found in India at Bhimbetka, Hunsgi and Kurnool.



Early man making tools



Do You Know?

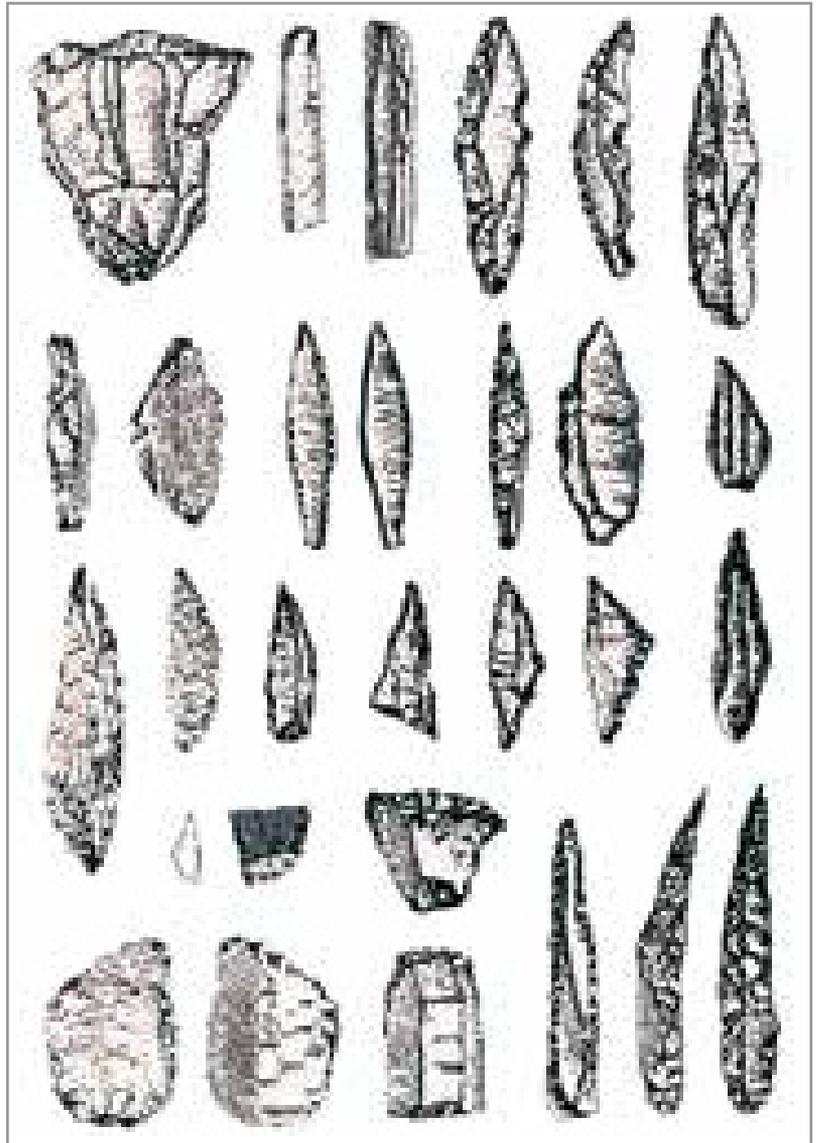
Early man used to live in various types of houses like pit-houses, caves and open air sites. Archaeologists have found pit-houses at Burzahom (present Kashmir region) which were dug into the ground with steps leading into them.

MESOLITHIC AGE

Meso means 'middle'. Hence, this age refers to the period between Palaeolithic Age and the Neolithic Age. The tools and implements of this period improved gradually. Man started using horns and bones in addition to the stone tools. He learnt to fix small stones to sticks and used them to hunt animals.

The man of Mesolithic age started making huts with the branches of trees. He continued to eat a variety of seeds, berries, roots, nuts and fish as his ancestors did.

Gradually, the man became a 'food producer' and he moved close to water sources like rivers and lakes. The beginning of agriculture took place during this period when the man learnt to drop seeds in the soil to grow plants. He also started taming animals, like cow, goat, sheep and pig, that served his needs. It is said that dog was the first



Mesolithic tools

animal to be tamed by man. The mesolithic man protected himself from cold and rain with the skins (hides) of animals.

In India the remains of Mesolithic Period have been found in Ujjain, Jorwa, Chandoli and Singhapur.

NEOLITHIC AGE

Neo means 'new'. During this period, man prepared new stone tools which were harder and stronger. He became a skilled 'tool-maker'. He started polishing and grinding his tools and weapons.



Do You Know?

The life of Neolithic people was not a constant struggle for survival because they were good hunters. They learnt to organise hunting and store food for the long winter.

His weapons included stone-axe, knives, spears, harpoons, wooden bows and stone-tipped arrows. The remains of such tools have been found in different parts of the world. The places related to the Neolithic age in India are Burzahom, Mehrgarh, Chirand, Daojali Hading, Hallur and Koldihwa. The Neolithic man started growing grains like rice, wheat, etc. He regarded earth as his mother and worshipped it. The Neolithic man believed in life after death. The dead were buried along with the objects, like beads, pots, tools, etc., that they used in their life. It was believed that they might need them in another life. The cultivation of crops and domestication of animals were the important achievements of man of Neolithic Age. As he did not have to move constantly in search of food, he started leading a 'settled life'. The settled life gave birth to the institution of family. Due to the availability of time and opportunity, man developed new skills. He invented the sickle for cutting crops and grass, axe for cutting trees and grinding stone to grind the grains. He also learnt the art of knitting and weaving. He started weaving clothes with wool and jute. He carved little statues from ivory and bone. Settled life also initiated religious practices. The most remarkable invention of Neolithic man was the invention of **wheel**. People used the wheel for making sledges and chariots. They also used the wheel for other activities like spinning and pottery.



Invention of Wheel



Neolithic tool and pottery

The man of Neolithic Age was responsible for developing the first **pottery**. In the beginning, the hand-made pots were dried in the sun and used. Later on, he learnt to bake the clay pots. Baking on fire gave lustre, strength and durability to the pots. They were decorated with carvings of flowers, leaves, etc.

It may have been during the baking of the clay pots in kilns that man discovered that metal is produced when some ore melts. It is believed that copper was the first metal to be discovered by man. Hence, the **Stone Age** came to an end and the **Metal Age** began when man started using copper tools in addition to the stone tools and implements. This period is known as **Chalcolithic Period** (**Chalco** means 'copper').

You will be surprised to know that up to this period, the events and the stone tools were similar in all parts of the world. But the use of metals revolutionised the process of the evolution of human society. Differences in the speed and level of development were noticed in different parts of the world. Thus, Neolithic Period was a step towards the development of civilisation.



Keywords

- **bake:** to cook or strengthen by heat.
- **core:** central part of something.
- **domestication:** trained to live or work for humans.
- **flake:** very thin piece.
- **lustre:** soft glow.



Something To Know

A. Tick (✓) the correct option.

1. Which continent is believed to be the origin of mankind?

(a) Asia

(b) Africa

(c) Australia

(d) North America

2. When did man become a skilled tool-maker?

(a) Mesolithic age

(b) Palaeolithic age

(c) Neolithic age

(d) Chalcolithic age

3. The tools of Palaeolithic man were made up of—

(a) metal

(b) stone

(c) wood

(d) clay

4. The first animal domesticated by man was—

(a) cow

(b) pig

(c) goat

(d) dog

5. The early man travelled from place to place in search of—

(a) food

(b) companion

(c) leisure

(d) shelter

B. Fill in the blanks.

1. The greatest achievement of man during Palaeolithic Age was _____.

2. Palaeo means _____ and lithic means _____.

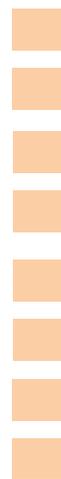
3. In India, the remains of Mesolithic man have been found in the regions of _____ and _____.

4. _____ was the first metal discovered by man.

5. _____ man believed in life after death.

C. Number the following sentences in the order in which they occurred in the life of the early man.

- He invented fire.
- He started weaving his clothes.
- He covered his body with the skins of animals.
- Metal Age started after the Stone Age.
- He invented the wheel.
- He made pots.
- He moved towards water sources.
- He started using bones and horns as tools.



D. Answer the following questions in brief.

1. Mention the sources that enable us to understand the history of early man.
2. List the three phases of Stone Age.
3. How did early man obtain his food?
4. State any two uses of fire in the Old Stone Age.
5. What is meant by Chalcolithic period?

E. Answer the following questions.

1. Describe any four major changes that took place in human life during Mesolithic age.
2. What were the beliefs of Neolithic man about life?
3. How did the invention of wheel help in the development of human civilisation?
4. Distinguish between Paleolithic and Neolithic Age with respect to tools, occupations and inventions.
5. How were the tools of Paleolithic man different from that of Mesolithic age?



Value Based Question

“Necessity is the mother of invention.”

Justify the statement with the help of examples from the life of early man.



Map Skill

On an outline political map of India, label the following four places and write the names of the present states.

- (a) Bhimbetka
- (b) Hunsgi
- (c) Burzahom
- (d) Brahmagiri



Something To Do

1. Visit your school library or browse through the internet or carefully study the paintings given below and notice the similarities between the art of the early man and the tribal art today.



Rock paintings of Mesolithic period
at Bhimbetka



Tribal art: Worli Tribe,
Maharashtra

2. Invention of wheel was no doubt one of the greatest achievements of the early man. Prepare a list of equipment or appliances to show the widespread use of wheel in various fields of our life today.
3. Hold a class discussion on—‘The need of storing grains in a vast country, like India, with a large population’. Suggest measures to protect food grains.

Man is called a **social animal**. Man cannot live without a society or a community. The society provides security and support to everyone. It is due to human nature and our necessity that we enjoy living in a community.

As a result of the advancement in science and technology, human needs have multiplied many-fold. The people living in the villages comparatively lead a simple life than those who reside in cities. As a result, their requirements are different from one another. In short, needs, requirements and necessities of human beings compel them to live together and extend mutual co-operation. This is called **community life**.

COMMUNITY AND INTERDEPENDENCE

The **community** in which we live comprises of the family, the school and the neighbourhood. The families living close to one another, in a particular area, form a **neighbourhood**. Living together helps in solving various kinds of problems by mutual give and take. A group of neighbourhoods comprises a **village** or a **city**. Many villages and cities together form a **country**. No country in the world can meet the demands of its people independently. Hence, every family, neighbourhood, village, city or country has to depend on one another.

In our daily life, we require the services of farmers, tailors, electricians, plumbers, shopkeepers, teachers, doctors and many more specialists and skilled workers. The interdependence in every sphere of life promotes a feeling of togetherness, belongingness and social well-being. This paves the way for continuous development of community life.



Community: The Family

All of us live in a family. The **family** is the first and the smallest unit of the community. It meets our needs and helps us to adapt ourselves to surroundings. The family is also called our **first school**. It is here that the child observes, imitates and learns various skills like walking, talking and interacting with others. The use of mother tongue enables the child to express his/her feelings. Inculcation of civic values, like discipline, dedication, honesty, patriotism, obedience, truthfulness, sacrifice and co-operation, help the child in the development of his/her personality. These civic and moral values are called **Sanskaars**.

Try to recall the contribution of your family in bringing you up and helping in developing your personality. Undoubtedly, we owe a lot to our family. In return, we have many duties towards our family. We must respect and obey our parents and elders. We must be co-operative, helpful and loyal to the family. We should take keen interest in our studies and carry on other responsibilities. Let us remember that our parents are not only our well-wishers but also our friend, philosopher and guide.

Community: The School

Another integral part of our community life is **school**. It not only imparts education, but also trains us in the art of community living. In fact, it is education that makes us good human beings, capable of making positive contribution for the betterment of the community.



School

Community: The Neighbourhood

Everything that surrounds us whether living and non-living is a part and parcel of our **neighbourhood**. Every individual as well as community, whether at the village level, city or state level, national or international level, needs a friendly neighbourhood. A good neighbourhood helps to develop strong ties among the individuals.

Community: Economic Development

Early man used to do all his jobs himself because he lived alone. When he started leading a settled life, different people started doing different jobs. Their dependence on one another gave rise to the village community and also to the concept of **division of labour**.



Do You Know?

Division of labour makes our life easy as it increases production, lowers its cost and leads to specialisation.

Earlier, the village activities were limited to hunting, fishing, cattle-rearing and farming. The gradual increase in needs gave rise to different occupations like masonry, carpentry, weaving, tailoring, trading, etc. But agriculture continues to be the major occupation in rural areas till today. At first, people worked for one another in return of goods or services. Later on, they worked in exchange for money. This became the basis of all economic activities



and also the source of livelihood for the people. It was the beginning of economic interdependence.

On the other hand, with the coming up of towns and cities, economic activities in urban areas were different in nature. The towns and cities became the major centres of trade and industry. A chain of economic activities like construction of roads and buildings, trading, manufacturing of goods, etc., started. The services, like health and medical care, education, supply of water and electricity, banking and insurance, have also become essential requirements not only of the urban life but also of the rural living.

Community: Cultural Development

In the early stages of settled life, man had a lot of spare time which he used for roaming around, singing, playing, dancing, painting and other means of entertainment. The expression and feelings of the people living in different environments took the form of hobbies—art and craft, painting, sculpture, architecture, music, dance and literature. These activities kept on changing with time and place. The food habits, dresses, dance forms, paintings, martial arts, games and sports varied from region to region. They were influenced by geographical and climatic conditions. The interaction among the various communities influenced the customs, beliefs and traditions.

DIVERSITY IN INDIA

India is a large country extending from Kashmir to Kanyakumari and from Arunachal to Ankaleshwar. Variety of climatic conditions, soils, irrigation methods, cultural and religious backgrounds symbolise diversity in various fields. If you try to observe the food habits of people, the clothes they wear and

work they do in different parts of the country, you will clearly notice the variety and diversity of different regions. Even within a region, the lifestyle is very much different in rural and urban areas. It is so because the lifestyle of the people is directly related to their physical surroundings.

Influenced by various historical, geographical, social and economic factors, the diversity in India has provided us a glorious past and a rich cultural heritage. This has paved the way for unity in diversity.

Unity in Diversity

The Indian unity is not something imposed from outside. It is the outcome of our appreciation and tolerance for different beliefs and customs of India. Infact, India's unity in diversity is a unique feature which has always been our source of strength. For example, the harvest festivals are celebrated all over the country at the time of harvesting the crops. The happiness of farmers is expressed through festivals like Baisakhi in Punjab, Onam in Kerala and Pongal in Tamil Nadu. Similarly, Garba Nritya of Gujarat, Behu dance of Assam and Ghoomer of Rajasthan vividly reflect the culture and tradition of the communities of these regions.

The richness of Indian traditions lies in the belief that all cultures are equal. We Indians feel proud of our rich cultural heritage. Our respect and faith in this cultural diversity has kept India united and integrated.



Inequalities and Constitutional Provisions to Safeguard Them

Unfortunately, increasing social and economic inequalities, both in rural and urban areas, have led to more discrimination in society. There are various reasons for it. In our day to day life, we find that the poor and the downtrodden are being exploited and ill-treated by the rich; the followers of one religion look down upon others; people speaking different languages have issues; the men folk are exploiting the women.

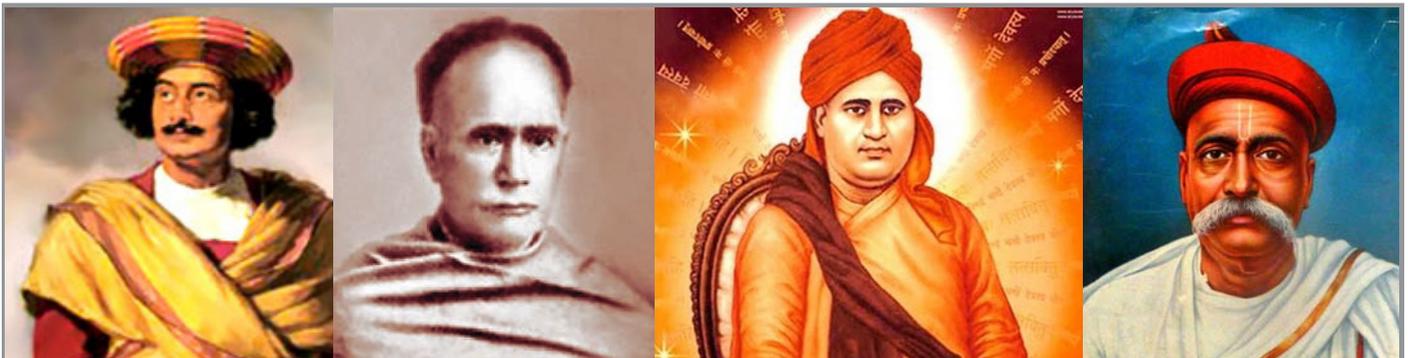
These types of differences cannot be called a **form of diversity**, but they are inequalities, prejudices and discriminations.



Do You Know?

- **Prejudice** means prejudgment, preconceived notions one might have against any region, religion, colour of the skin of an individual, their accent, even the kind of language they speak, or clothes they wear.
- **Discrimination** happens when people act on their prejudices or act in a biased manner, for example, the Britishers discriminated against the Indians, largely because of their prejudices and a feeling of superiority.

Many social reformers, like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Swami Dayanand Saraswati, Bal Ganga Dhar Tilak and many more, have already done a lot to get rid of these inequalities and other social evils, like untouchability, gender bias, unemployment, illiteracy, etc. Even then, many evils are still widespread in India.



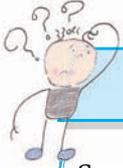
Raja Ram Mohan Roy

Ishwar Chandra Vidyasagar

Swami Dayanand Saraswati

Bal Ganga Dhar Tilak

When the Constitution of India was being framed, our national leaders, kept this in mind. Therefore, they included many such provisions in the Constitution which aim at bringing social, economic and political equality. The Fundamental Rights, like Right to Freedom, Right to Equality, Right against Exploitation, etc., have been incorporated in the Constitution. Similarly, the Directive Principles of State Policy are guidelines to the government at different levels to plan and act upon. These Directive Principles have gone a long way in achieving the national goals of economic and social justice. You will read about this in Class-VII.



Do You Know?

Swami Dayanand Saraswati, a great social reformer, travelled widely across the country. His main mission was to enlighten the people, arouse the spirit of nationalism and bring awareness about equality and dignity of individuals. He was totally against the caste system, the root cause of social inequality and discrimination in Indian society. According to him, all are born equal. So there should be no discrimination on any basis. He strongly advocated the cause of education for all, especially for the upliftment of the women and the downtrodden.

OUR RURAL COMMUNITY

India is mainly a land of villages. Two-thirds of the population of our country lives in villages. These villages represent our rural community. Most of the rural population depends upon agriculture as their means of livelihood.

After independence, India has made tremendous progress in the field of agriculture, industry, power generation and other resources. The impact of this development can be seen in the villages also. Most of the villages are now linked to the cities by roads or railways.



Do You Know?

Green Revolution
White Revolution
Blue Revolution
Yellow Revolution

is related to

grains
milk
fish
oil seeds



Modern Village

The use of electricity has revolutionised the rural life. Television, radio, telephone and different types of home appliances are common in rural areas also. New agricultural implements, fertilisers and finances are easily available. These have helped the farmers to usher **Green Revolution** in the country. It has changed the lifestyle of the rural population.

The construction of dams, bridges, schools and community centres have improved the standard of living of people in rural areas. However, the rapid rise in population has diluted the positive impact of this progress. In spite of the continuous efforts since independence many problems still persist. Many of our villages are still under-developed, unhygienic and without even the basic amenities of life. The villagers also face the problems of inequality, illiteracy, ignorance, rural indebtedness, unemployment and bonded labour. For this, we must stand together and try to solve these problems on war footing. If our villages prosper, India will definitely become economically and socially strong.



Do You Know?

Green Revolution began in India in the mid 1960's to increase production of crops like wheat, rice. M.S. Swaminathan is known as 'The Father of Green Revolution in India'. Punjab was the first state to try the new crops.

The second Green Revolution started in 2009 in Eastern states of India.



OUR URBAN COMMUNITY

Life in towns and cities is comparatively smooth and comfortable. Due to the industrialisation, job opportunities in cities have increased considerably. The basic amenities like drinking water, electricity, dispensaries and hospitals, schools and colleges, availability of goods of daily requirements, food, textiles, hardware, etc., are available in abundance. This has attracted the people from rural areas to come and settle in cities. But, with more and more people from the rural areas, towns and cities have become over-populated and scarce in basic amenities.

In spite of tremendous development in the field of transport, the roads are over-crowded. Disposal of city waste, lack of proper sanitation and drainage, scarcity of clean drinking water, etc., are making the city life difficult.

Unfortunately, the economic and social inequalities are increasing which cause unrest and social tension. How can we meet such challenges? Every community needs a system of governance. In ancient India, it was easily managed through Village *Panchayats*. After independence also, we have similar type of institutions, i.e. *Gram Panchayats* in villages and municipal bodies in cities. In the subsequent chapters, we shall study about the importance of working together to solve our problems.



An Urban City



Do You Know?

- There are about 377 million people living in 7935 towns/cities in India, 31.2% of total population.
- Every third Indian lives in a city.
- Nearly two out of every five people in the cities have no tap water.
- There are more than 1600 languages spoken in India.
- There are more than 100 dance forms in India.



Keywords

- **basic amenities:** simple facilities like drinking water, pollution free environment.
- **bonded labour:** a practice in which employers give huge interest loans to workers whose entire family then labour at low wages to pay off the debt.
- **industrialisation:** the process in which a society or country (or world) transforms itself from a primarily agricultural society into one based on the manufacturing of goods and services.
- **interdependence:** depending on one another for fulfilment of one's needs.
- **untouchability:** an evil practice of considering or treating some people in the society as untouchables or outcasts.



Something To Know

A. Tick (✓) the correct option.

1. The smallest unit of community life is—

(a) a village.

(b) a family.

(c) a school.

(d) a child.

2. It is very essential to keep the environment—

(a) light and bright.

(b) clean and green.

(c) dry and wet.

(d) hot and cold.

3. Economic development has made villages and towns—

(a) close to each other.

(b) distant from each other.

(c) independent of each other.

(d) rivals of each other.

4. Which one of the following festivals is not a harvesting festival?

(a) onam

(b) baisakhi

(c) diwali

(d) pongal

5. The Directive Principles of State Policy are helpful in achieving our national goal like—

(a) secularism

(b) economic justice

(c) population control

(d) education for all

B. Fill in the blanks.

1. Several families living close to one another form a _____.

2. Community life promotes a feeling of _____.

3. Depending on one another is called _____.

4. Education makes us a good _____.

5. India is mainly a land of _____.

C. Give one word answer to the following.

1. Name the first school of a child. _____
2. Name the harvest festival of Tamil Nadu. _____
3. What makes the fulfilment of our needs possible? _____
4. What forces the villagers to migrate to towns and cities? _____
5. Which factor has diluted the impact of India's economic progress? _____

D. Answer the following questions in brief.

1. What values does our family inculcate in us?
2. How does school help us in our development?
3. How did economic interdependence begin in a community?
4. List any four essential services commonly required by rural as well as urban communities.
5. Name the main factors responsible for Green Revolution in India.

E. Answer the following questions.

1. How did the 'community life' begin?
2. How does the cultural exchange help in community development?
3. Distinguish between the rural and urban communities.
4. Highlight the factors that make the city-life in India very difficult.
5. State the provisions given in the Indian Constitution which aim at bringing equality.



Value Based Question

Anurag is a student of DAV Public School, Dhanbad, Bihar. One day, he found his best friend Shivam crying because his father was in the hospital and needed blood urgently. After the school, Anurag went with Shivam and donated blood. When he reached home and told everything to his parents, they scolded him for what he had done.

1. How far do you agree with Anurag's parents?
2. What will you do if you get a chance to donate blood in such a situation and why?



Map Skill

On an outline political map of India, locate and label the following:

- (a) Any two North Indian states where Green Revolution took place.
- (b) The state where Pongal is celebrated.
- (c) The state to which Bihu dance is associated with.
- (d) The state known for Onam festival.



Something To Do

1. Make a list of problems caused by over-population. Hold a group discussion in the class to find out solutions to these problems.
2. List ten ways in which your family helps you. In return, what can you do for your family?
3. Cite examples of unity in diversity in your day to day life.
4. Hold an exhibition in the school where the stalls should represent different states of India showing food, dresses, dance forms and varieties of natural vegetation and wildlife.

You have read in the previous chapter that 'We, the People of India', come from different races, regions, religions, castes and speak different languages. In such a diverse society, different demands arise which are often in conflict with one another. Some people think that their problems are more important. So, they should be solved first whereas others may think that their problems should be given top priority. In such a conflicting situation, the positive attitude of “live and let live” is the best course to amicably settle the disputes and solve the problems. The democratic way of life based on equality, fraternity and justice paves the way and prepares the citizens to mutually resolve the disputes arising out of the vested or varied interests.

Be it a government office, a private company, a hospital or an educational institution, conflicting interests lead to misunderstanding, rigid stands and sometimes clashes. In such a situation of discord and division, democratic attitude of adjustment and accommodation is the best way to settle the issues. That is why, India opted to form a **democratic government**.



Parliament House

DEMOCRACY

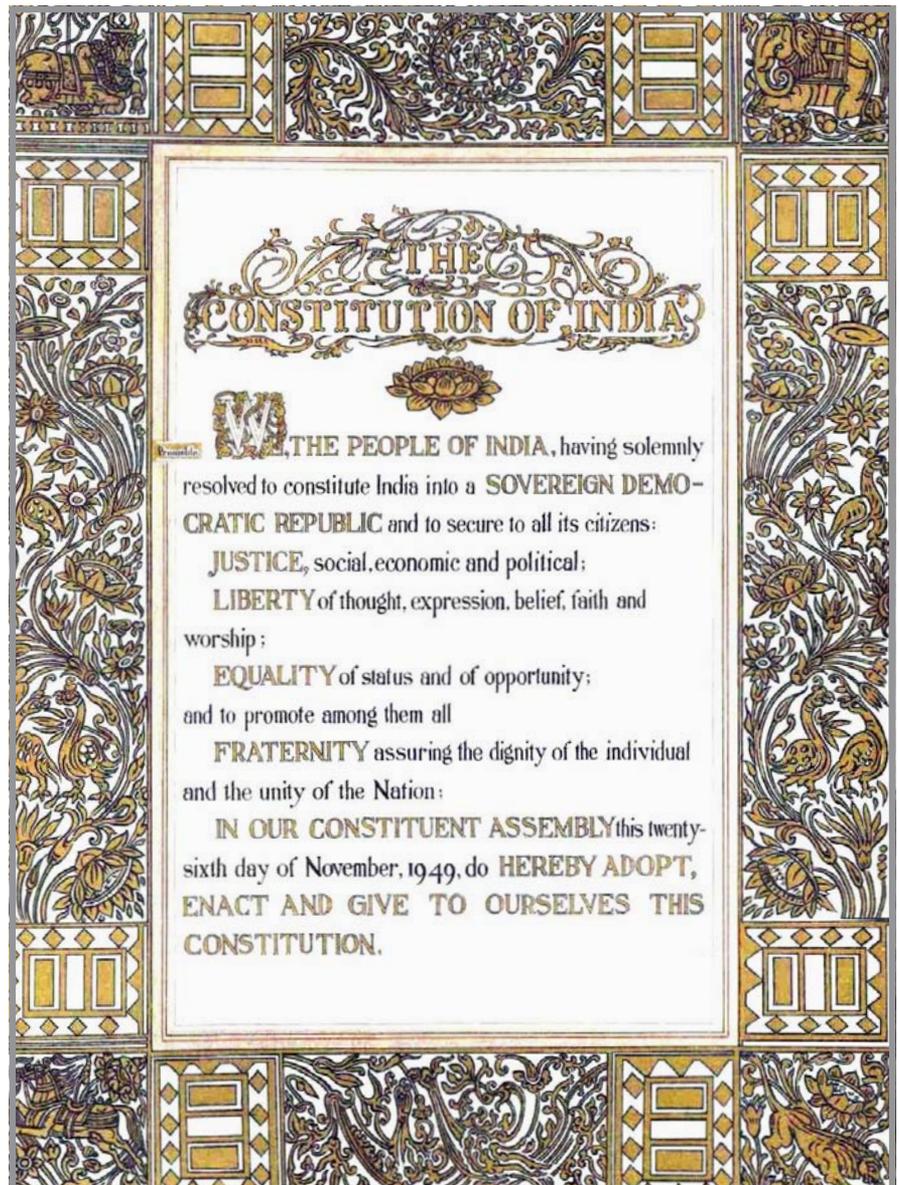
Let us remember that **democracy** is just not a form of government but is a way of life. It teaches us to provide equal opportunities to everyone without any discrimination. It makes us conscious about protection of the old, infirm and children. It expects involvement of all members of the family or society in decision making. In democracy, everyone can share equal freedom in social, economic

and political fields. In case of conflicting interests, issues and extreme approaches, the harmony can be brought through tolerance and self-discipline. In this way, it strikes a **balance** in the society.

Many a time, a question arises that when a large number of people are involved in taking a decision or reaching at a consensus, whose view should be accepted? In democracy, the opinion of majority is accepted but the opinion of minority is also respected.

Goals of Democracy

- To solve all problems through discussion, persuasion and compromise. There is no place for coercion and violence in democracy.
- Democracy stands for gradual changes in society in the social, economic and political fields.
- Democracy aims at social, economic and political equality.
- Democracy maintains harmony and balance in the society.
- To root out authoritarianism and dictatorship.
- Democracy inculcates the habit of obeying the rules and regulations of the state.
- It helps in maintaining peace.
- It endeavours to solve the problems of poverty, hunger, illiteracy and unemployment, the main causes of inequality in India.
- Probably, the ultimate goal of democracy is the well being of each individual as a distinct and significant human being.



Preamble of Indian constitution

Representative Democracy

In a vast country like India, it is difficult to devise a method for the direct participation of the people in the governance of the country. Therefore, representative democracy has been adopted in India. Under this system, people elect their representatives who govern on their behalf. This means, India is indirectly governed by the people through their elected representatives like *Panchs*, Municipal Councillors, Members of Legislative Assemblies or Members of Parliament.

India is the largest democracy of the world governed by a democratic government. A **democratic government** is a government of the people, for the people and by the people. The people of India have the power to govern their country through their elected representatives who take decisions on behalf of the people, make laws in the interest of the people and work for their welfare.



Do You Know?

We Indians must feel proud of the fact that our constitution makers gave equal voting rights to men and women both after independence when the Constitution was enforced unlike that of US, the UK and France where women had to fight for years to get the right to vote. In the United States of America women got the right to vote in 1920. In UK they were given voting rights in 1928, whereas in France the women were given the right to vote in 1944.

People's Participation

Participation of the people in the election process of the country at various levels is based on **Universal Adult Franchise**, which means all the citizens of India, who are 18 years of age and above are eligible to cast their votes, irrespective of caste, colour, creed, religion, region or language. Right to vote and to elect representatives is given to all the adults without any discrimination. This right forms the very basis of democratic governments at various levels in India.

People's participation does not end even after the elections. It is also to be seen when government is formed by the elected representatives. In day to day life, people closely watch the activities of various departments of the government and criticise also, if required. They also guard their own rights and freedom given to them by the Indian Constitution.



Queue outside a polling booth



A woman casting vote

When the term of government at any level expires, which is five years in India, general elections are held. At this stage again, it is the people who decide whether to elect the same political party or candidates to rule or replace them by some others in the elections. Considering all the aspects, the duty of the voters in a democratic set up is by no means easy and simple. Therefore, it is essential to think carefully before one casts one's vote. It is our moral duty that we use our right to vote judiciously.

How do we govern ourselves?

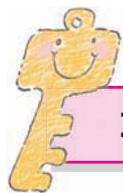
In our daily life, we observe that many activities are always going on throughout the country. These are building of roads, generation of electricity, running of hospitals and dispensaries, imparting education, transportation of goods and passengers, defending the borders, etc. Who organises and controls all this? Who makes laws to regulate such activities? It is the governments at different levels that organise, supervise and control the activities around us. The government not only makes laws for all of us but executes them as well. In case, some people break these laws, they are punished also.

For good governance and smooth functioning of various departments, the duties and responsibilities are divided among the governments at different levels.

Levels of Government

Keeping in mind, the large extent of the country, vast population and diversity of India, the responsibilities of the government have been divided into governments at three levels. They are:

- (i) Government at the **national level** works for the whole country and is called the **Central or Union government**.
- (ii) Government at the **state level** works within its own state territory. For example, the government of Haryana works only in the state of Haryana. The government of Kerala looks after Kerala state only and likewise.
- (iii) The **lowest level** of government is at the **village level** which is also called the **government at the grass root level**. The *Gram Panchayats* come under this category.



Keywords

- **authoritarianism**: a government in which ruler is an absolute dictator.
- **coersion**: use of force to cause something to occur.
- **compromise**: an accommodation in which both sides make concessions.
- **democracy**: a form of government chosen by the people.
- **dictatorship**: a form of government in which ruler is unconstrained.
- **poverty**: the state of having little or no money or possession.
- **violence**: a turbulent state resulting in injuries and destruction.



Something To Know

A. Tick (✓) the correct option.

1. Conflicting interests lead to—

(a) understanding

(b) harmony

(c) flexible stand

(d) clashes

2. In an atmosphere of discord and division, what is the best way to settle disputes?

(a) firm stand and rigidity

(b) fight for one's rights

(c) open confrontation

(d) adjustment and accommodation

3. Democratic way of life demands that—

(a) majority should not accept what the minority says.

(b) minority should ignore the view point of majority.

(c) opinion of the minority should be respected.

(d) majority and minority both should stick to their stands.

4. Which one of the following is against the spirit of democracy?

(a) harmony and balance

(b) dictatorship

(c) social equality

(d) economic equality

5. Identify the undemocratic method of problem solving.

(a) discussion

(b) coercion

(c) persuasion

(d) compromise

B. Fill in the blanks.

1. Our country is _____ governed by the people through their representatives.

2. A democratic government is a government _____ the people, _____ the people and _____ the people.

3. When elected representatives govern the country on behalf of the people, it is called _____ democracy.

4. There is no place for _____ and _____ in a democracy.

5. Democracy paves the way and prepares the citizens to _____ the disputes.

C. Match the following:

- | | |
|------------------------------|----------------------------------|
| 1. India | a. right to cast vote |
| 2. Goal of democracy | b. live and let live |
| 3. Universal Adult Franchise | c. government at national level |
| 4. Union Government | d. well being of each individual |
| 5. Positive attitude | e. democratic government |

D. Answer the following questions in brief.

1. What is the most positive attitude in a conflicting situation?
2. Mention an outcome of conflicting situations.
3. Who organises, supervises and controls activities around us?
4. What is the outcome of tolerance and self-discipline?
5. Give example of any two elected representatives of the people at various levels of government.

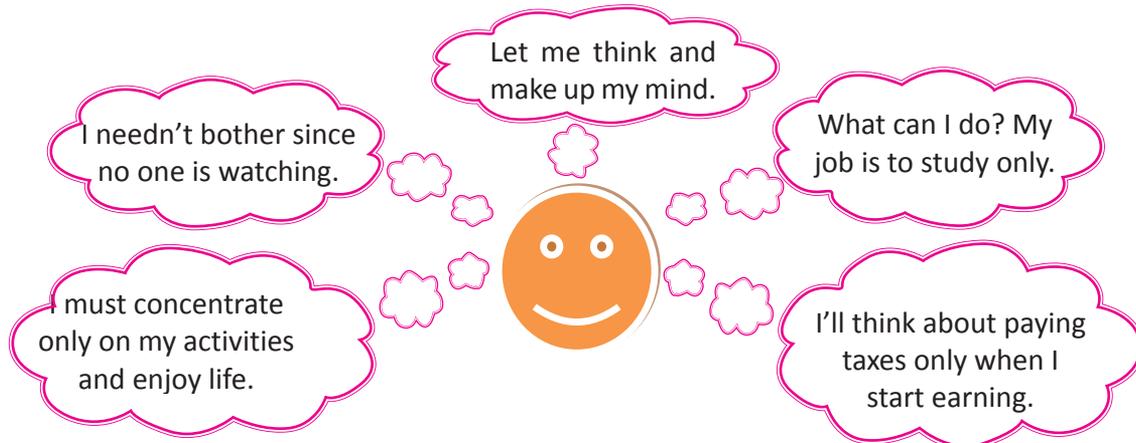
E. Answer the following questions.

1. State three points on the right which forms basis of democratic government.
2. Whose view should be accepted when so many people are involved in taking a decision and why?
3. Why did India opt for representative democracy? Explain.
4. Mention any three advantages of a democratic set up.
5. How do people guard their own rights and freedom granted to them by the Constitution? Explain.



Value Based Question

As a citizen of India, should you pay your taxes honestly and regularly?



1. Study the above diagram carefully and suggest ways and means to bring a change in the attitude.
2. Why should we pay taxes honestly and regularly?



Map Skill

On the outline political map of the world, locate and label the following:

- (a) The oldest representative democracy—USA
- (b) The country with largest number of voters—India
- (c) A country which has given voting rights to its women in 2015—Saudi Arabia
- (d) The country which is considered the birth place of direct democracy—Greece
- (e) The country which gave its women the right to vote as late as in 1928—UK



Something To Do

1. Read the Preamble very carefully. Identify the key concepts or words which depict the key goals/ideas/salient features of the Indian Constitution. Now discuss them in the class and try to list the top five which are most essential in a democratic set up.
2. Divide the class into four groups. Let each group prepare a presentation against any one of the following topics.

The right to vote should not be given to-

- (a) the poor people
- (b) the women
- (c) the uneducated people
- (d) the corrupt people

On the day, when presentation is made in the class by the concerned group, all others should raise points against the topic. At the end, the teacher should conclude the debate in favour of 'Universal Adult Franchise'.