



Social Science

Part - II

Standard 5



Government of Kerala
Department of Education

TB/V/2015/300(E)

CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

ARTICLE 51 A

Fundamental Duties- It shall be the duty of every citizen of India:

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between age of six and fourteen years.

TB/V/2015/300 (E) 1

Social Science

Part II

Standard V



Government of Kerala
Department of Education

State Council of Educational Research and Training (SCERT) Kerala
2015

The National Anthem

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

PLEDGE

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

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

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

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

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Dear Students,

Social Science focuses on the study of the individual's relationship with the society and environment. It is the group feeling and the ability to work that contributed to the development of human culture and civilization. Our collective effort is essential for the existence of a healthy society. Social Science learning will help us to face the challenges of the changing times and to proceed effectively. It will help us to develop knowledge, attitude, and skills required to become ideal citizens who strive for the common good.

I hope that this text book will be helpful for you to inquire more and involve creatively in the process of social development.

Wishing you the best,

Dr. S. Raveendran Nair
Director
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Certain icons are used in this
textbook for convenience



**For further reading
(Need not be subjected to evaluation)**



Questions for assessing the progress



Summary



Significant learning outcome



Let us assess



Extended activities

Changes Wrought by Iron

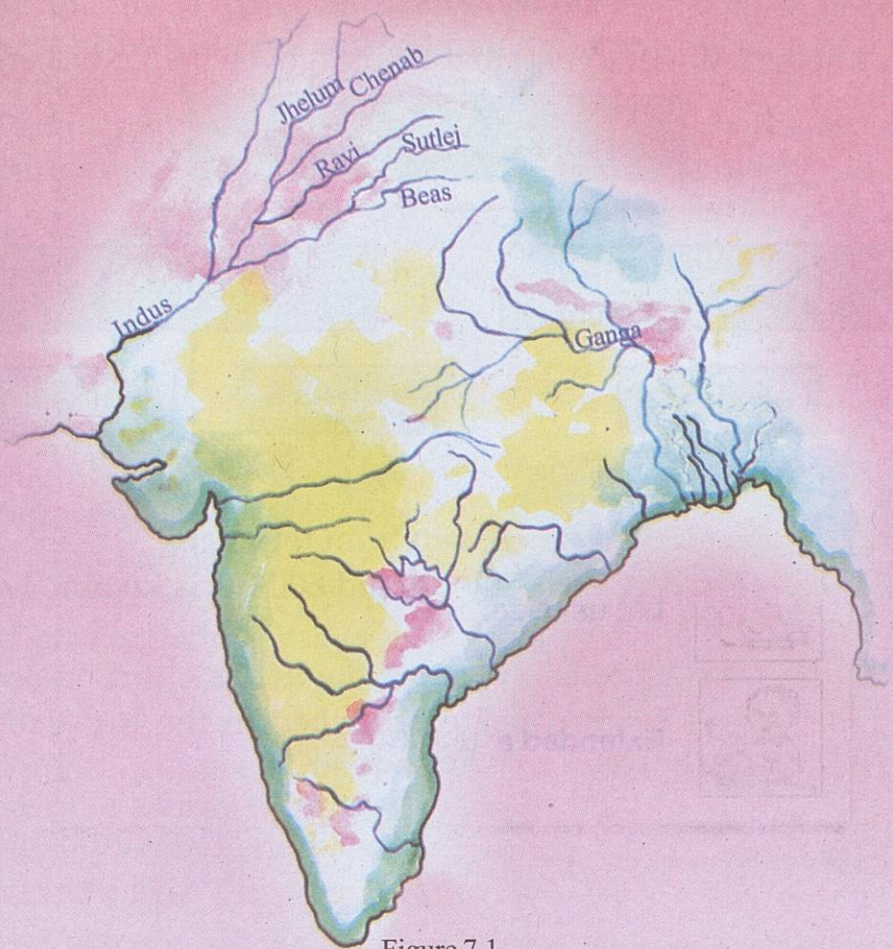


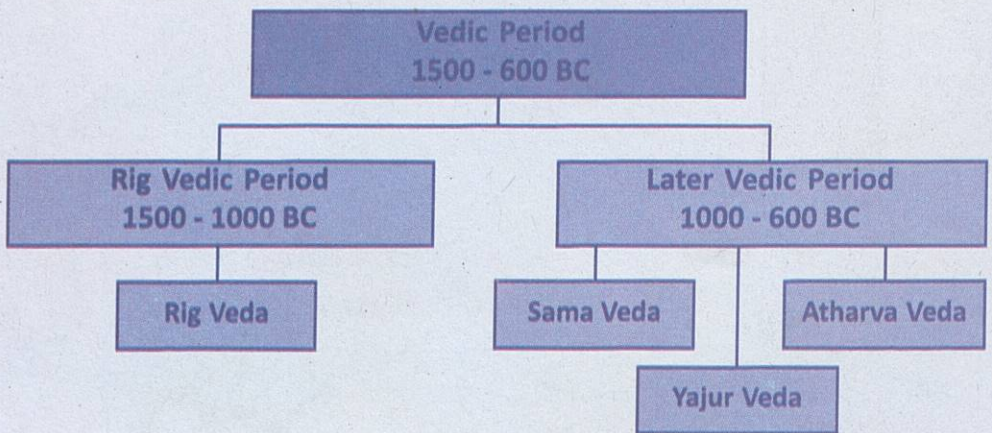
Figure 7.1

Which are the rivers marked in the given map?

- Indus
-
-
-
-
-

Which among them flow through the north west region of India? They are the River Indus and its tributaries. The Harappan civilization that we discussed earlier had flourished along these river basins. Around 3500 years ago, a group of people, namely Aryans, migrated to this region. The Vedas provide us information about them. The Vedas are composed in Sanskrit language. In the earlier period the Vedas were passed orally from generation to generation. The period during which the human life as depicted in the Vedas existed, is known as the Vedic Period.

Look at the following chart that sheds light on the Vedic Period.



What information do you obtain from the chart?

- The period between 1500 BC and 600 BC is known as the Vedic Period
- Rig Veda is the earliest among the Vedas
- The period of human life described in the Rig Veda is known as the Rig Vedic Period
-
-
-

Cattle, the measure of wealth

Let us see the observation made by the famous historian A L Basham on the Aryan social life during the Rig Vedic Period.

"The farmers prayed for the increase of cattle, the warriors expected cattle as booty and the sacrificial priest was rewarded with cattle for his service."

What could be the reason for giving such importance to cattle during that period?

During the Rig Vedic Period cattle were considered to be the most important form of wealth. The main occupation was cattle rearing. People were also engaged in agriculture. The main crop was barley. The groups of Aryans who reared cattle were known as tribes. The chieftain of each tribe was known as 'Rajan'. The tribes fought each other for the possession of cattle. There were battles among different Aryan tribes as well as between the Aryans and the Non-Aryans. The Aryans possessed horses and weapons made of copper and bronze. With the advantage of these, they conquered the Non-Aryans. The subjugated people were known as *Dasas* or *Dasyus*. Aryans captured the cattle of the defeated Non-Aryans.



Compare the social life of the Rig Vedic Period with that of the Harappa, based on the following indicators:

- Occupations
- Tools

During the Rig Vedic Period people worshipped the gods such as Indra, Varuna, and Agni; and goddesses such as Atithi and Ushas. The pottery used in this period was grey in colour and was known as 'Grey ware'.

The given picture is of the remnant of a Grey ware used in the Rig Vedic Period.



Grey ware

Towards the Gangetic Plain

Later Vedic Period is the period during which human life as depicted in the Sama, Yajur, and the Atharva Vedas existed. The Aryans, who had been cattle-rearers in the Rig Vedic Period, reached the gangetic plain in the Later Vedic Period. The gangetic valley is the area surrounding river Ganga. Conflict between tribes, emergence of new tribes, and growth in population were the main reasons for their migration to the gangetic plain.

Locate the gangetic plain on the map (Fig.7.1) and identify the present states across which the gangetic plain stretches. Let us examine the features of the gangetic plain.

- Dense forests
- Fertile alluvial soil
- Plenty of rain

Which metals were used by the Aryans to make tools and weapons when they migrated to the gangetic plain?

It was very difficult for them to clear the trees and till the hard soil using their tools made of copper and bronze. So they set fire to jungles for clearing the area. However, the stumps of the burnt trees hindered their way forward. It was necessary for them to have a harder metal to make more effective tools and implements and this led to the invention of iron.



Which is the metal we use to make the tools used for felling trees and ploughing land?

How is iron different from copper and bronze?

The gangetic plain was rich in iron ore deposit. With the invention of iron, the people of the gangetic plain made harder weapons and implements, with which they could easily clear the jungles. They used iron ploughs for tilling hard soil. Agriculture became the prime occupation. This period in which iron implements were used is known as the Iron Age.

How far were the conditions in the gangetic plain favourable for agriculture? Write down your opinion.

Let us see the major impacts of the shift from cattle rearing to agriculture.

- Beginning of settled life
- Increase in agricultural production
- Exchange of surplus products

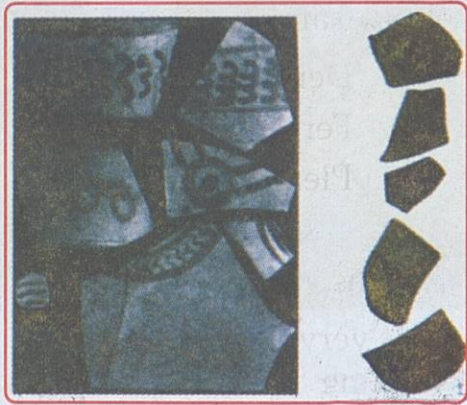
Discuss the changes in human life brought about by the the invention of iron and iron implements along the gangetic plain.

Prepare a brief note based on your discussion.

The earthenware used by the people of Later Vedic Period is known as 'painted grey ware'.

The remnants of a few such pots are seen in the picture.

When people began to lead a settled life, some changes were brought about in their social life. The society got divided into four based on occupations: the *Brahmins*, the *Kshatriyas*, the *Vaishyas* and the *Sudras*. This stratification is known as *chaturvarnya*.



Remnants of painted grey ware

Can you name the gods and goddesses worshipped in the Rig Vedic Period?

In the Later Vedic Period, this mode of worship lost its importance and instead *yagas* became important. Most of the *yagas* involved animal sacrifice on a large scale.

Some features of the Rig Vedic and Later Vedic Periods are given below. Read them carefully and write down the relevant period in the space provided.

Stones do have a story to tell...

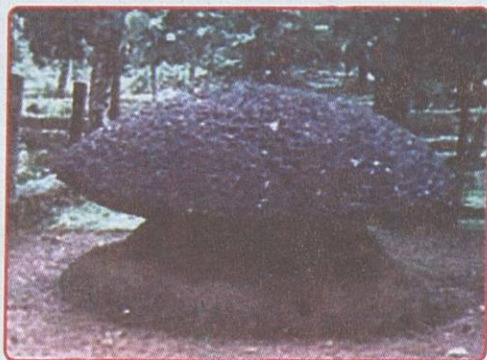
Features	Rig Vedic/ Later Vedic Period
Agriculture became the chief occupation	
Yagas became prevalent	
Iron tools and implements were used	
Cattle rearing was the main occupation	
Began settled life	
Gods like Indra and Varuna were worshipped	
Painted grey wares were used	

Let us now discuss the human life in *Tamilakam* during the Iron Age. Kerala was a part of *Tamilakam* during that period. In the ancient period South Indian regions were generally known as *Tamilakam*.

Look at the pictures given below.



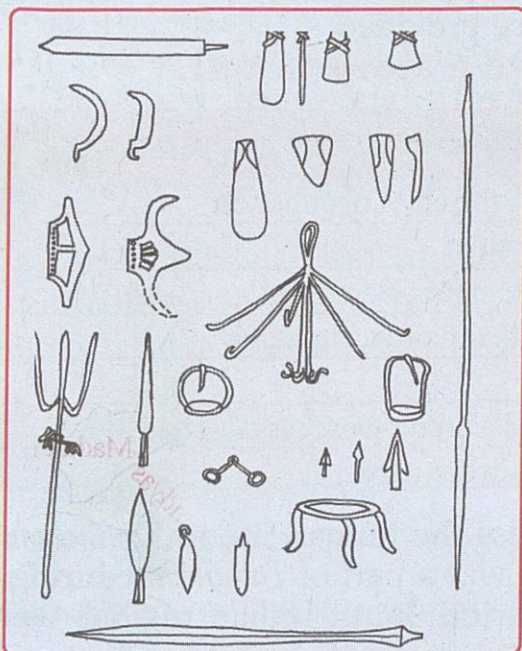
Nattukallu



Kudakallu

These are 'megaliths', big stones of different shapes, placed over graves in ancient *Tamilakam*. Remnants of iron tools and implements, earthenware, grains, and other objects used during that period have been found in such graves. These megaliths are evidences of the human life in ancient *Tamilakam*. Hence the period is known as the Megalithic Age.

Observe the picture given below. These are the tools and weapons used during the Megalithic Age. All of them were made of iron.



The iron implements of the Megalithic Age



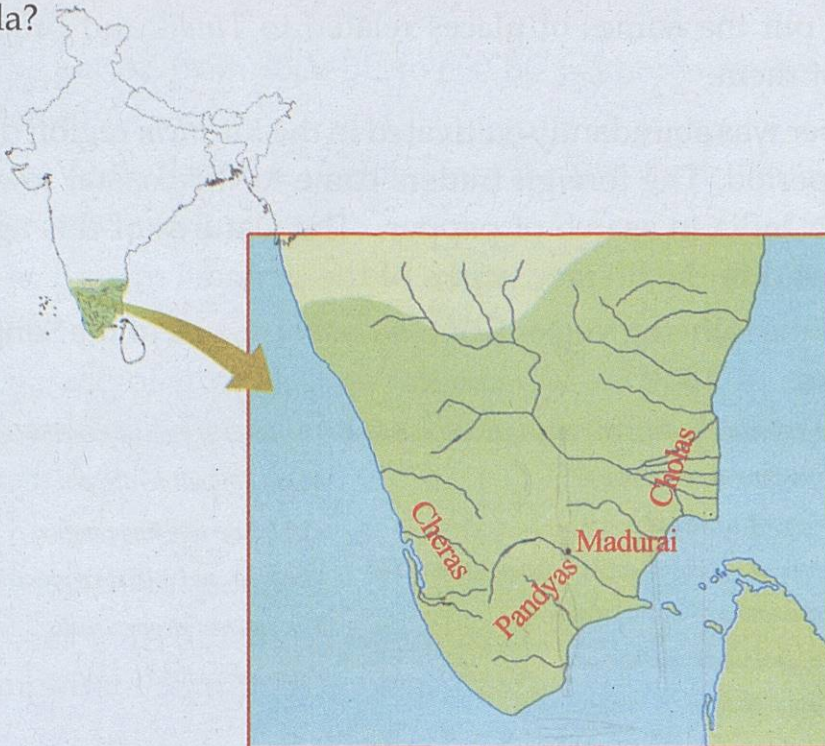
Why is the Iron Age of ancient *Tamilakam* known as the Megalithic Age? How does the Megalithic Age differ from the Stone Age?

The major sources on the life of people in ancient *Tamilakam* are the megaliths and the *pazhamthamizhpattukal* (ancient Tamil songs). The latter are also known as 'Sangham Literature'.

Do you know why these songs are known as 'Sangham Literature'? The Pandyas who ruled the ancient *Tamilakam* with Madurai as their capital, patronized an assembly of poets known as *Sangham*. The important works included in the Sangham literature are *Pathupattu*, *Patittupattu*, *Akananuru*, and *Purananuru*.

The ancient *Tamilakam* was ruled by the dynasties called the Cheras, the Cholas, and the Pandyas, collectively known as *Moovendars*.

In the map given below, the regions where the Cheras, the Cholas and the Pandyas ruled are marked. Can you identify the dynasty which ruled the region that includes the present Kerala?



South India in the Sangham Age

Through the *Pazhamthamizhpattu*

The Sangham literature (the ancient Tamil literature) tells us that the ancient *Tamilakam* was classified into five geographical regions. They were known as *Tinai*s. Each *Tinai* had its own geographical features. Let us have a look at these.

Tinai	Geographical features
<i>Kurinchi</i>	Hilly zones
<i>Mullai</i>	Jungles and grasslands
<i>Palai</i>	Dry land
<i>Marutam</i>	Agricultural fields
<i>Neytal</i>	Coastal zones

Have you heard of places like Mullassery, Maruthur, and Palakkad?

These names have been formed with relation to a specific *Tinai*. Now go through the list of *Tinai*s and try to relate these names to the respective *Tinai*.

Find out the names of places related to *Tinai*s and prepare a list of them.

Pepper was abundantly cultivated in the *Kurinchi* region during this period. The foreign traders came to the coastal towns of South India in search of pepper. The features of this age are depicted in the literary works of the period.

Read the following verses from *Purananuru*, one of the Sangham works.

മീൻ വിറ്റ് പകരം നേടിയ നെൽക്കുമ്പാരം കൊണ്ട്	<i>The heap of rice obtained by selling fish</i>
വീടും ഉയർന്ന തോണികളും	<i>Made difficult to discern</i>
തിരിച്ചറിയാൻ പാടില്ലാതായി.	<i>The house and huge boats.</i>
അപകാരം കുട്ടിയിട്ടിരിക്കുന്ന മുളകുചാക്കുകൾ	<i>The confused folk struggle to part</i>
ശബ്ദമായമാനമായ കരയിൽനിന്നും	<i>The stacked pepper sacks</i>
വേർതിരിച്ചറിയാൻ കഴിയാതെ	<i>From noisy land</i>
വിഷമിക്കും കാണുന്ന ആളുകൾ	
കപ്പലുകൾ കൊണ്ടുവന്ന സ്വർണ്ണം	

തോണികൾവഴി കരയിലെത്തുന്നു.
 മലയിൽനിന്ന് കിട്ടുന്ന വിഭവങ്ങളും
 കരയിൽനിന്ന് കിട്ടുന്ന വിഭവങ്ങളും
 ചേർത്ത് അർത്ഥികൾക്ക് കൊടുക്കുന്നു.

The gold brought by ships
 Bourne inland by boats
 The gifts from land and hill
 Exchanged with traders from afar.

(Unpublished translation)

What information do you get from the song?

- Goods were exchanged in the *Tiniais*
- Trade of pepper flourished
- Lumps of gold were received in return
- There were overseas trade relations
- Traders came in search of other goods besides pepper

Find out and add more information.



Discuss the major changes that human life underwent as it evolved through the Bronze Age to the Iron Age.



Summary

- The period from 1500 BC to 600 BC is known as the Vedic Period.
- The Vedic Period is divided into the Rig Vedic Period and the Later Vedic Period.
- The human life of these two periods was different in many ways.
- The use of iron became widespread in India during the Later Vedic Period and hence this period is known as the Iron Age.
- The Iron Age of the ancient *Tamilakam* is known as the Megalithic Age.
- *Tiniais* with different geographical characteristics were an important feature of ancient *Tamilakam*.



Significant learning outcomes

The learner can:

- describe the Vedic Period.
- compare the human life of the Vedic Period with that of the Harappan civilization.
- identify the features of human life during the Later Vedic Period and differentiate it from that of the Rig Vedic Period.
- describe the peculiarities of the Megalithic Period.
- list out the peculiarities of the *Tiniais*.



Let us assess

- Compare and contrast the social life of the Rig Vedic Period with that of the Later Vedic Period
- List out the the major Sangham works
- Match the items in Column A with that of Column B in the given table.

A	B
<i>Kurinchi</i>	Dry land
<i>Mullai</i>	Agricultural land
<i>Neytal</i>	Hilly zone
<i>Palai</i>	Grassland
<i>Marutam</i>	Coastal area

- The invention of iron and use of iron implements was an important milestone in the human history. Justify.



Extended activities

- Collect the pictures of Megalithic monuments and prepare an album with proper description.

Non-Violence, Wisdom, Power

കാടും പടലും വെണ്ണിരാകി
കനകക്കതിരിനു വളമേകി
കഠിനമിരുന്നുകുഴമ്പാക്കിപ്പല
കരുണിരവാർത്തുപണിഭേകി
അറിവിൻ തിരികൾ കൊളുത്തനിക്കലകൾ
കാലോരത്തിൽ ചുടേകി
മാലോടിഴയും മർത്ത്യതമാവിൻ
മേലോട്ടുയരാൻ ചിറകുതകി

- വൈലോപിളളി

Burnt jungles down to ashes
To nurture golden grains,
Hard iron we tamed to fashion
Handy tools to serve toil,
Lit the lamps of lore to spread
The fiery zeal of life to arts,
And wings to suffering souls were lent
To ascend unscaled heights of yore.

(unpublished translation)

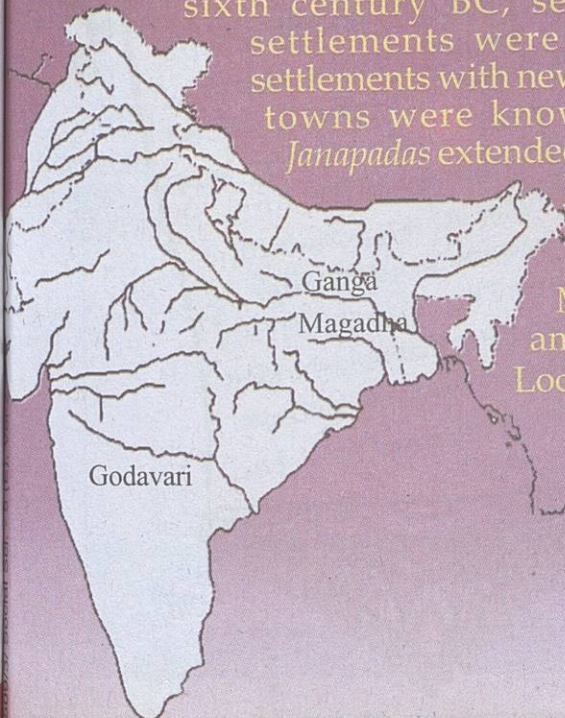
Read the given poem.

Based on this poem, find out the way in which the human life attained progress in India. We have discussed the Aryan invasion along the gangetic valley.

As a result of Aryan expansion to the gangetic plains by the sixth century BC, several agricultural lands and settlements were formed in the region. These settlements with newly developed trading centres and towns were known as *Janapadas*. Several such *Janapadas* extended upto the Godavari basin. Sixteen

Janapadas gained prominence among them and came to be known as the '*Mahajanapadas*'. Magadha was the most powerful among the *Mahajanapadas*.

Locate Magadha in the given map.



Mahajanapadas

Magadha, Anga, Vajji, Vatsa, Malla, Kasi, Kosala, Chedi, Panchala, Ashmaka, Avanti, Surasena, Kuru, Matsya, Gandhara, and Kamboja.

Magadha had large deposits of iron ore. The use of iron weapons and implements were instrumental in the growth of Magadha. Iron axe was effective in clearing the dense forests of the gangetic plain. They were able to till hard soil using iron ploughshare. Consequently, agricultural production increased. This stimulated trade and the subsequent growth of cities. Magadha attained prosperity with the progress of agriculture and trade. This helped Magadha to organize a huge army and conquer the nearby regions. Rulers of Magadha, during their reigns, annexed other *Janapadas* to Magadha, thus making it a larger kingdom.

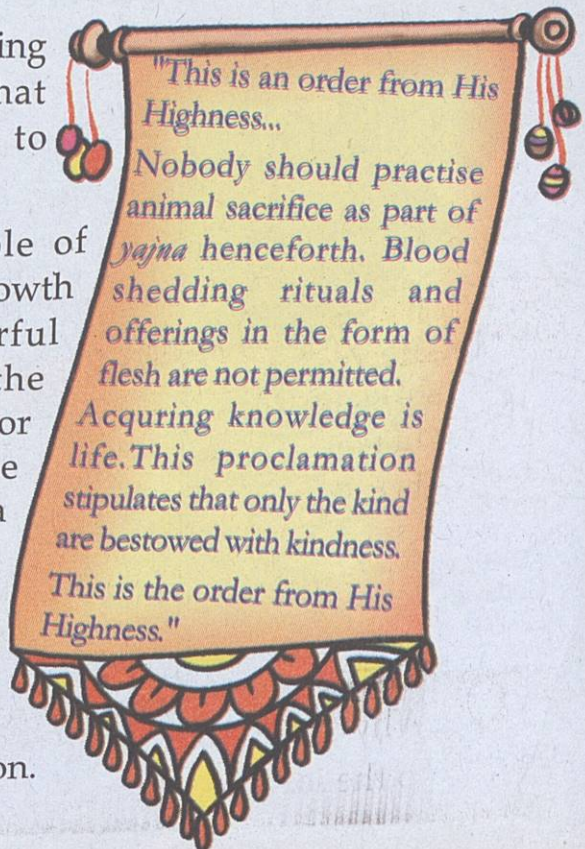
What are the factors that helped Magadha to grow as a powerful kingdom?

- Large deposits of iron ore •
- •

Ahimsa

This is the proclamation of King Bimbisara of Magadha. What could have prompted him to make such a proclamation?

We have discussed the role of agricultural progress in the growth of Magadha to a powerful kingdom. Cattle were the backbone of agricultural sector in those days. They were essential for ploughing and a source of manure. Extensive killing of cattle as offerings during the *yagas* adversely affected agriculture. It is in this context that King Bimbisara made such a royal proclamation.



During this period, Buddhism and Jainism evolved against the inequalities that existed in the society. Jainism propagated by Vardhamana Mahavira and Buddhism by Gautama Buddha gave emphasis to Ahimsa. It was widespread animal sacrifice that prompted Buddha and Mahavira to spread the doctrine of Ahimsa.



Statue of Mahavira



Statue of Buddha

They preached their ideology in the language of the common man. Prakrit was the language that Mahavira used, while Buddha used Pali language. Mahavira and Buddha were brought up in royal families in the lap of every luxury. Still they were unhappy and worried about the sufferings of the common man and thought of the ways to relieve them of their sufferings.



Jain Principles

- Right knowledge
- Right faith
- Right conduct

Buddhist Principles

- The worldly life is full of sufferings
- Desire is the sole reason for unhappiness
- One can ward off sufferings, if one frees oneself from desires
- Adopting the *eight-fold path* frees one from desires and sufferings



Why did Buddhism and Jainism give much importance to the idea of Ahimsa?

Expansion of power

Isn't this picture familiar to you? Where have you seen it? It is our national emblem. It is taken from the pillar erected by Emperor Ashoka at Saranath. The Dharma Chakra of Ashoka, depicted in the emblem, can be seen at the centre of our national flag.



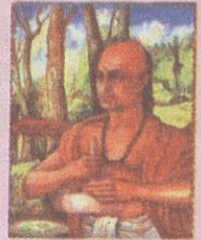
National emblem

Ashoka was the most important among the kings of the Maurya dynasty with Magadha as the capital. It was Chandragupta Maurya who established the Maurya dynasty.



Arthasasthra

Chanakya, also known as Kautilya, was the chief advisor to Chandragupta Maurya, the founder of the Mauryan empire. *Arthasasthra* is the greatest work of Chanakya. It discusses how a powerful and effective administration should be organised.



Chanakya

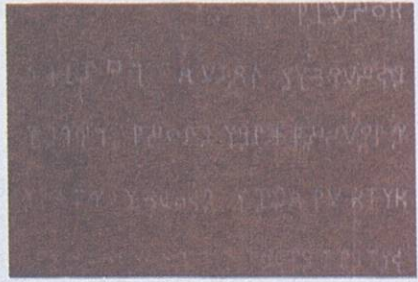
Duty of a king

There will be peace in the kingdom only if different sections of people co-exist harmoniously. To ensure this in his empire, Ashoka adopted the policy of *Dhamma* (Dharma). *Dhamma* aimed at maintaining peace in the nation by promoting unity and tolerance among the people. Some of the ideals of it are given below.

- Obey parents
- Respect gurus (teachers)
- Denounce animal sacrifice
- Express tolerance towards every religion
- Show kindness towards fellow creatures

Discuss the contemporary relevance of Asoka's policy of *Dhamma*.

Ashoka, conveyed his directions, decisions, and *dhamma* to his subjects through stone edicts. These edicts were placed along the sides of the main roads and in the city centres.



Ashoka's stone edict

Buddhism inspired Ashoka to propagate *Dhamma*. Ashoka had waged many wars to expand his kingdom. The war with the kingdom of Kalinga was the most important among them. In this war, Kalinga was defeated. It was after the Kalinga war which caused the death and devastation of many people that Ashoka adopted Buddhism. He played a significant role in propagating Buddhism in different parts of the world.



No More War

When Ashoka ascended the throne, he waged many wars to expand his empire. He sent a message to the king of Kalinga demanding his surrender. But the king of Kalinga refused the demand. In 261 BC



Kalinga War - An illustration

Ashoka led a huge army against Kalinga. The freedom-loving people of Kalinga put up a stiff resistance against the attack of Ashoka. Contrary to Ashoka's expectation Kalinga came close to victory on a number of occasions. But ultimately the victory was Ashoka's.

The battlefield was filled with corpses of soldiers of both sides. Vultures hovered over the heap of dead bodies... the sufferings of those who had lost their limbs... lamenting of the orphaned children... despaire of widows...

These sights overwhelmed Ashoka. He realized that such a victory was meaningless. Soon Ashoka became an ardent follower of Buddhism and continued his reign based on Buddhist principles.

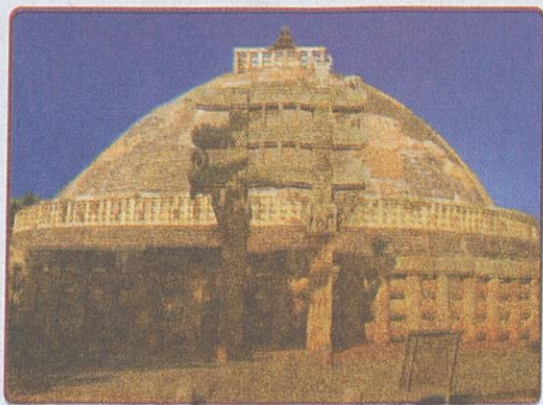
Present the scene of the war of Kalinga that influenced Ashoka as a skit in the classroom.

Society, economy, art

Let us examine the socio-economic life during the Maurya period.

- Social stratification based on *Chaturvarnya* doctrine prevailed.
- *Sudras* were confined to agricultural work.
- Buddhism and Jainism became more popular.
- Agriculture and trade flourished.
- The rulers provided better irrigation facilities for the progress of agriculture.
- Handicrafts like sewing and weaving existed.
- Coins were in use for transactions.
- Several roads were constructed for the progress of trade.

The given picture is of the *stupa* built by Emperor Ashoka at Sanchi. Several such *stupas* were built during the reign of the Mauryas. Besides these, the Maurya kings built many palaces and several pillars like the one at Saranath. All these monuments point to the progress in the fields of architecture and sculpture during that period.



The stupa of Sanchi



Compare and contrast the social life of the Marurya period with that of the Later Vedic Period.

Transition of ages

After the decline of the Mauryan Empire, the fourth century AD marked the growth of a new dynasty in the gangetic plain - the Guptas. Chandragupta I, Samudragupta and Chandragupta II were the important rulers of the Gupta

dynasty. By the end of the Gupta period there was a remarkable decline in trade with distant lands. More people engaged in agriculture. The kings used to offer large shares of land as gift to priests and places of worship. The farmers were made to engage in agriculture in these lands by the priests. There was an increase in social inequality during this period. The popularity of Buddhism and Jainism weakened.



Compare the socio-economic life of the Maurya and the Gupta periods.

The blooming of wisdom

Many works were written in Sanskrit during the Gupta period. Kalidasa was the important literary figure of the period. *Abhijnanashakuntalam*, *Meghasandesam*, and *Kumarasambhavam* are his great works.

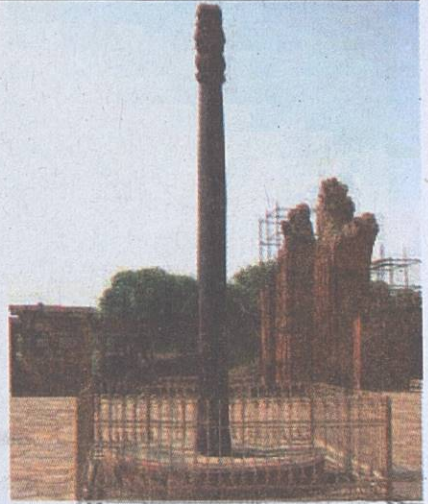


Navaratna

A group of nine scholars who lived in the court of Chandragupta II is known as the Navaratna. They were Kalidasa, Ghatakarpara, Kshapanaka, Vararuchi, Varahamihira, Vetalbhatta, Dhanvantari, Amarasimha, and Sanku.

Have you noticed the iron pillar in the picture? This pillar, constructed during the period of Chandragupta II, is presently situated at Mehrauli in Delhi. Aren't you amazed at the survival of this iron pillar still remaining rust - resistant even after centuries of snow, rain and sun? This iron pillar is the epitome of the smelting process of iron in the Gupta period.

Varahamihira, Brahmagupta, Bhaskaracharya, and Aryabhata gave valuable contributions to the field of science in the Gupta period. Varahamihira and Brahmagupta made remarkable contributions to astronomy, Bhaskaracharya to mathematics, and Aryabhata to both astronomy and mathematics.



Iron pillar at Mehrauli

The names of famous scholars of the Gupta period are given in the table. Write down the field in which they were famous.






Scholars	Fields
Aryabhatta	
Kalidasa	
Varahamihira	
Bhaskaracharya	
Brahmagupta	

The picture given below shows the remnants of the Nalanda University, a famous educational centre in ancient India. It was established during the Gupta period. Students from different parts of Asia came here in pursuit of knowledge. Thousands of students and hundreds of teachers were engaged in educational activities in the University.



The remnants of the Nalanda University

The pictures of some monuments that we have discussed in this chapter are given below. Each of them signifies the progress in a particular field. Identify the fields.

Monument	Fields
	
	
	
	
	



'The Gupta period was marked by excellence in the fields of science, art, literature, and education'.
Substantiate.

We have discussed the changes that took place in the society right from the beginning of the Magadha period till the end of the Gupta period.

Let us find out the important ones among them.

- Extensive farming led to increased agricultural production.
- Agriculture and related occupations created new knowledge.
- The ideologies that came up against social inequalities, influenced the society and the rulers.
- The rulers promoted the changes in the fields of science, art, and literature.



Summary

- Settled life and spread of agriculture led to the emergence of *Mahajanapadas*.
- Jainism and Buddhism originated in the sixth century BC.
- Magadha emerged the most powerful among the sixteen *Mahajanapadas* that became the centre of the Mauryan Empire.
- The Gupta period was marked by excellence in the fields of science, art, literature, and education.
- The Nalanda University was one of the important educational centres in ancient India.



Significant learning outcomes

The learner can:

- describe the *Mahajanapadas* that existed in ancient India
- identify the factors that helped in the growth of Magadha
- evaluate the social background that led to the emergence of Buddhism and Jainism
- evaluate the features of the Mauryan period
- evaluate the progress achieved in the fields of art, literature, and science during the Gupta period
- compare the socio-economic life of the Gupta period with that of the Maurya period.



Let us assess

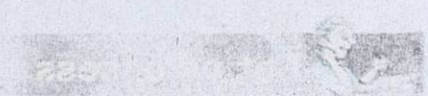
- Was the emergence of Buddhism and Jainism the need of the period? Substantiate your opinion.
- Elucidate the factors that favoured the growth of Magadha.

- What role did the agricultural sector play in the formation of the *Janapadas*?
- Explain the *Dhamma* of Ashoka.
- Elucidate the progress achieved in the fields of art, literature and science during the Gupta period.



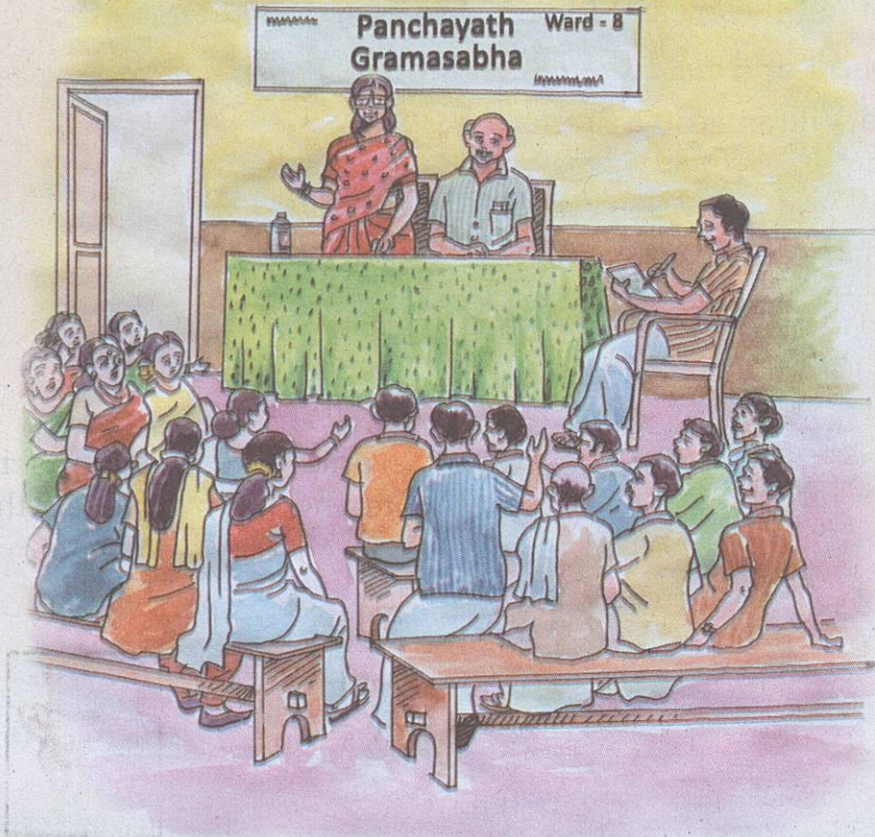
Extended activities

- List out the objects on which the national emblem is imprinted.
- List out the ancient Indian writers and their works.
- Collect and read the Jataka Stories, Panchatantra Stories and Vikramaditya Stories.





For the People



Have you heard of Gramasabha?

The picture shows a Gramasabha in session. Are such Gramasabhas convened in your locality? Try to find out the participants and topics discussed in those meetings.

Gramasabha is a forum to decide the developmental activities at ward level in each panchayat. In municipalities and corporations they are known as 'Ward Sabhas'. Every voter in a ward can participate in the Gramasabha/Ward Sabha. They have the opportunities to express their opinions in the discussions. People take collective decisions on the developmental activities to be carried out in their wards. Such activities are led by the people's representative elected from the ward. These representatives are known as ward members in panchayats and councillors in municipalities and corporations.

Where else can you see such election of representatives?

- Class / school
- Co-operative society
- Club / library
- Block Panchayat
- District Panchayat
- State Legislative Assembly
- Parliament
-

People can directly participate and take decisions in Gramasabha. However, at the state and national levels the representatives elected by the people take decisions collectively.

Democracy is an impossible thing
until the power is shared by all.

- Mahatma Gandhi



Democracy is the government of the
people, by the people, and for the people.

- Abraham Lincoln

Democracy is the only system of government that captures global respect.

- Amartya Sen



You have seen the views of some great men reflecting certain features of democracy. Let's see what democracy is. Democracy is the system in which the people are governed either directly by themselves or by their elected representatives.



Democracy

The English word democracy is derived from the Greek term 'demokratia'. It is a blend of two words, 'demos', means people and 'kratos', means power.



Direct and Indirect Democracy

In direct democracy people directly take important decisions. In the State Legislative Assemblies and in the Parliament the decisions are not taken directly by the people. Here, the representatives elected by the people take decisions on their behalf. Such representative democracy is called indirect democracy.

Democracy and election

The people elect their representatives to govern at various levels, from the local level to the Parliament. Elections are held on the basis of universal adult franchise. Any citizen attain the age of 18 years has the right to vote in elections. The representatives to Local Self Governments, State Legislative Assemblies and Lok Sabha are elected through voting. Election is a basic feature of democracy.

Try to find out answers to the following questions related to elections.

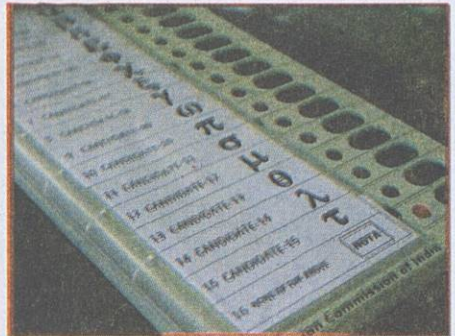
Who among your family members can vote?

Which is your state legislative constituency?

Who is the Member of the Legislative Assembly (MLA) from your constituency?

Which is your Lok Sabha constituency?

Who is the Member of Parliament (MP) from your constituency?

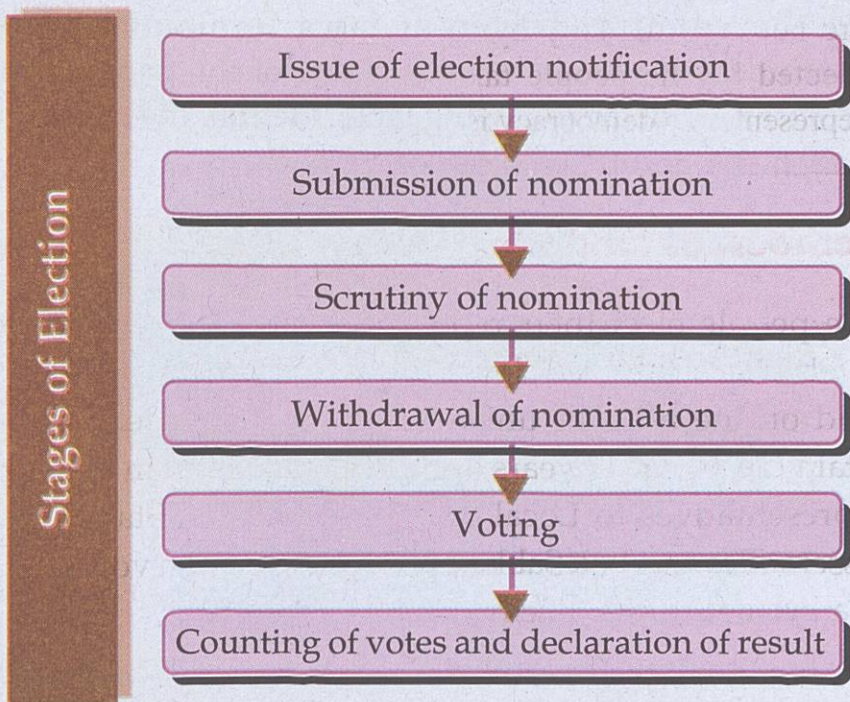


Stages of election

Isn't a leader elected from your class to the School Parliament?

The election process of our country passes through certain stages.

Observe the following flowchart showing these stages:



All elections strictly follow these stages. Election is an inevitable part of democracy.

Democracy depends on some other factors too.

Let us see what they are.

Factors sustaining democracy

• **The Rule of Law**

All are equal before the law. Everyone is obliged to obey the law. Nobody is above the law. The significance of the rule of law can be understood from a simple example.

What will happen if somebody drive carelessly? Discuss its consequences.

The aim of traffic rule is to ensure smooth and safe traffic for vehicles.

Identify similar rules and evaluate their role in making our lives comfortable.

• **Rights**

Rights are granted to the citizens for the progress of individual and the country. Different laws implemented by the government to ensure various rights of the people are given in column 'A' of the following table. Identify the rights ensured by each law and try to fill in column 'B'.

A Laws	B Rights
• Right To Education Act (RTE)	•
• Traffic laws	•
• Right to Information Act	•
• The Senior Citizens Act (Maintenance, Protection and Welfare)	•

You have seen that the citizens of a democratic country enjoy various rights by various laws like those mentioned in the table.

Conduct a discussion in the class on the impact of the absence of these rights and how it will adversely affect democracy.

• **Social and economic justice**

Democracy is the form of government that ensures the participation of all people. It is meaningful only when all are equal. Ensuring equal treatment for all by minimising social and economic inequalities is the principle behind the idea of social and economic justice.



The following are a few social conditions that violate social and economic justice. How do they affect democracy? Analyse.

- Slavery
- Gender discrimination
- Unemployment
- Poverty

• **Mass Media**



Observe the picture and try to identify what all come under mass media.

List out the different television channels and newspapers.

The mass media is a major means that helps in informing the public about events happening in the society. Free and impartial media are the foundation of democracy. The media play an important role to familiarize the public with individual opinions and to bring common demands to the government's attention. The media also informs the public of the decisions of the government. Identify such news from the newspapers and present them in class.

What will be the condition of democracy in the absence of media? Prepare a note.

• **Opposition**

We have seen the significance of election in democracy. Election creates both ruling and opposition parties. It is the duty of the Opposition to persuade the government to function better by pointing out the wrongs of the government.

Collect news on the functioning of the Opposition. Conduct a discussion on the role of the Opposition in democracy.

Election, rule of law, rights, social and economic justice, mass media and Opposition are the factors that sustain democracy.

Democracy- a way of life

As a way of life democracy upholds human values and individual liberty. Respecting opinions of others is a part of democratic way of life. An individual has the right to agree or disagree with the opinion of others. Democracy becomes meaningful when we are able to form collective decisions. We should be able to adopt the democratic way of life at home, in school and in society.

We imbibe several democratic habits from our day-to-day life. What are they?

- We accept the opinions of others.
- We wait for our turn.
- We value the freedom of others.



Is your friend democratic? Observe the table. Put a tick mark in (✓) the suitable box.

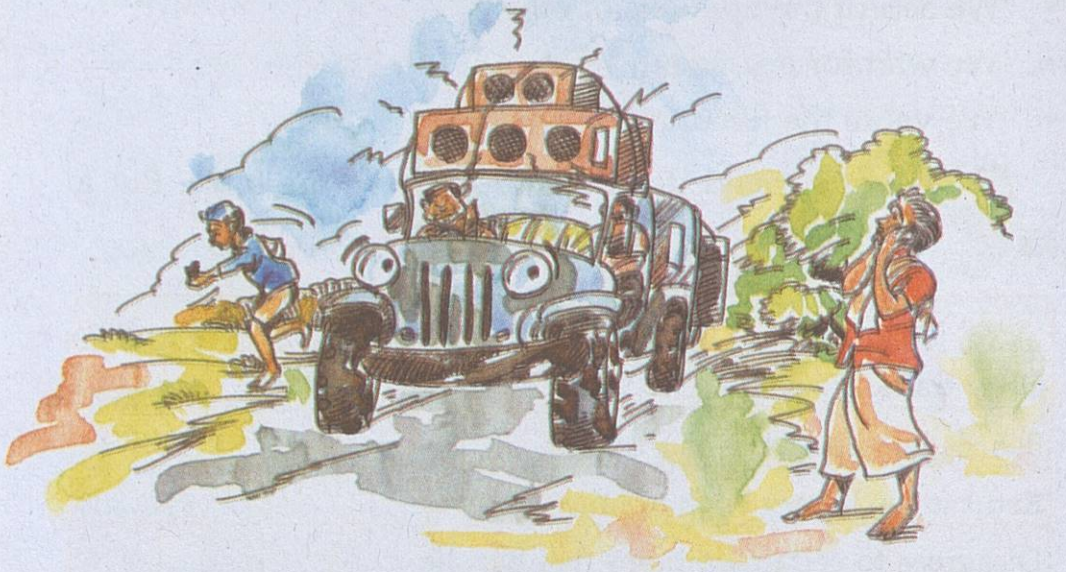
Context	Yes	No
Obey traffic rules		
Boards the school bus in a queue		
Returns the library book in time.		
Disagrees to certain opinions that he/she considers wrong.		
Wears the school uniform without fail.		
Does not litter public places.		

Try to add more statements to the list.

The tick mark (✓) in the 'yes'-box implies that the individual is a democrat. An increase in the number of tick marks in the 'yes' column signifies that the person is more in tune with the democratic way of life.

Every individual should respect the democratic activities of others for the progress of the society. No one has the right to obstruct the democratic activities of another. Democracy is based on the legal system. It is undemocratic to break the law.

Observe the picture indicating sound pollution.



Have you noticed similar undemocratic activities? Discuss how they obstruct democracy. Democracy is the world's best form of government. It enables each citizen to be a part of the government. We have to stay alert to empower democracy.



Summary

- Democracy is a government of the people, by the people and for the people.
- Democracy is not only a form of government but also a way of life.
- Elections, the rule of law, rights, social and economic justice, mass media and the Opposition are the factors that sustain democracy.



Significant learning outcomes

The learner can:

- state the ideas relating to democracy by comparing its various definitions.
- explain the stages of election process.
- identify the basic factors that sustain democracy.
- recognize that democracy is a system of government as well as a way of life and that it is essential for the common good of the society.



Let us assess

- List three features of democracy.
- Certain conditions favourable for the smooth functioning of democracy are given below.

A - Election

B - Courts

C - Rights

D - Social and economic justice

E - Mass media

F - Opposition

Mark the appropriate letter (signifying the aforementioned factors) against the statements given below.

1. Constructed a bridge across the river

2. Any individual can assume an office, if he/she has the required qualification

3. The court sentenced the convict for life imprisonment.

4. All TV channels highlighted the news of the corrupt public figure.

5. People elect their representatives once in five years.

- Prepare a note on a situation where democratic principles are applied



Extended activities

- Prepare a report on the election of your class leader. (You may include details like the submission of nomination, the mode of election, number of votes secured by each candidate, etc.)
- Collect news on election and rule of law.
- Prepare a wall magazine featuring the views of great men on democracy.
- Prepare a questionnaire to conduct an interview with your ward member/councillor (concerning developmental activities).
- Prepare a short note on the importance of election in democracy.
- Prepare a collage incorporating the news and pictures related to election.

In the Land of Kerala

Kerala is well endowed with natural beauty. Hills, rivers, backwaters, coastlines, diverse plant and animal life, and moderate climate are the special features of Kerala.

Read these lines of Sri. S K Pottekkatt, an eminent writer, describing the beauty of Kerala.

കേരളമേ, നിന്റെയോമനപ്പേർ കേൾക്കെ
കോൾമയിർ കൊള്ളുന്നെന്നുള്ളമെന്നും
നീരാളിപ്പച്ച വിരിച്ച വയലുകൾ
നീളെക്കിടക്കുമുൾ നാടുകളും
വാരിളം പുല്ലണിക്കുന്നിൻ പുറങ്ങളും
നേരറ്റ നീരലർപ്പൊയ്കകളും
പുത്തിരി കത്തിച്ച പാതിരാവും പിന്നെ
പുത്തിരുവാതിരപ്പുനിലാവും

*Paddy fields of emerald green
Blankets the vast interiors,
The green lushy valleys,
The mesmerizing ponds in bloom,
The sparklers lit night
And the divinely pure moon!
O my Kerala, how flutters my heart
To hear thy dear name just mentioned!*

(Unpublished translation)



Don't you wish to know more about our beautiful state?

Kerala is located in the southern part of India between the Western Ghats in the east and the Arabian Sea in the west.

Observe the given map (Fig. 10.1)

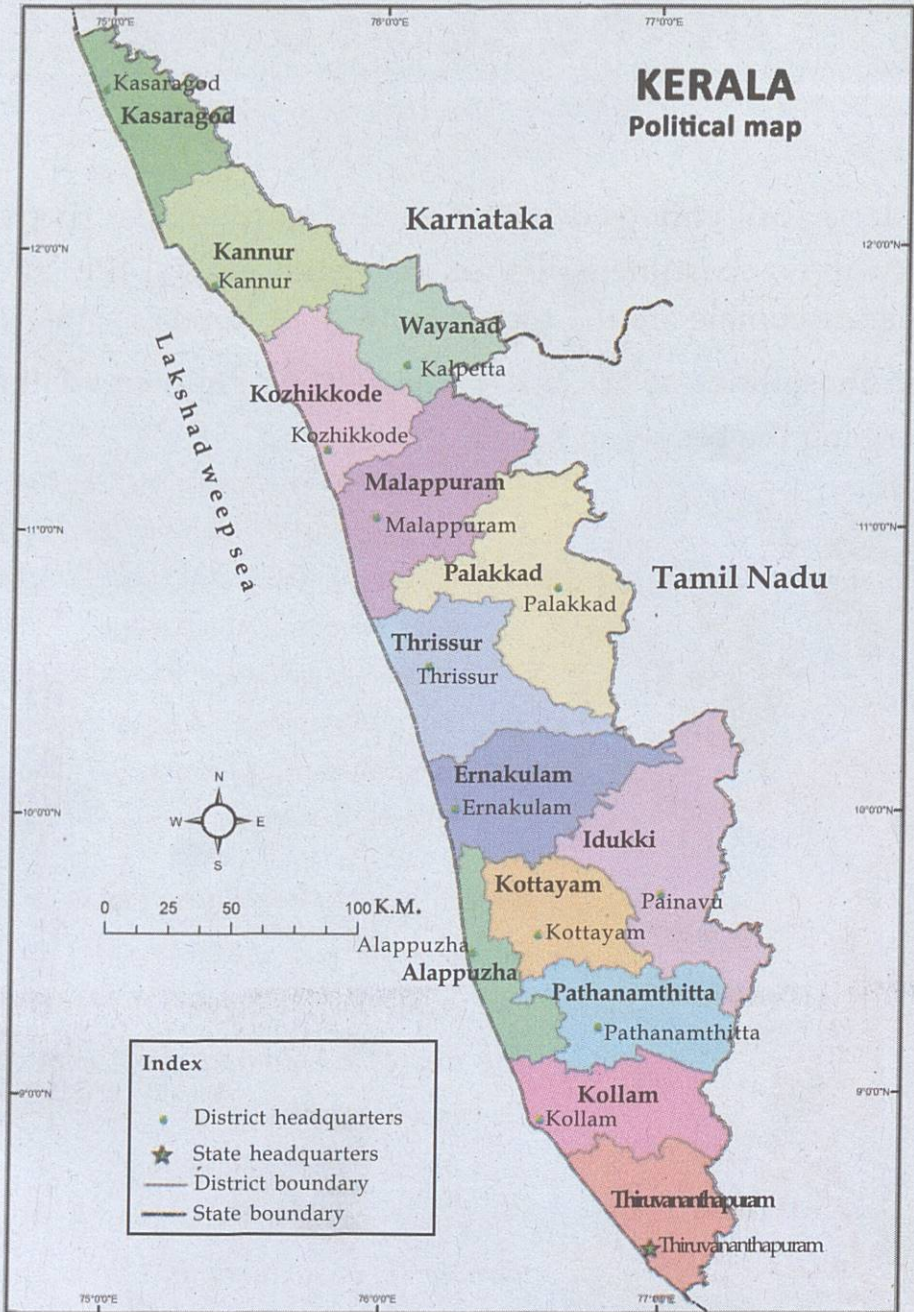


Fig : 10.1

- Which are the neighbouring states of Kerala?
- How many districts are there in Kerala?
- Which is the smallest district in Kerala?
- Identify the districts that do not have a coastline.
-

Prepare more questions based on this map. Write down the answers in your notebook. A quiz programme may be conducted in your class with the questions you have prepared.

Physiography

The physiography of our state extends from the sandy stretches along the Arabian Sea in the west, through hills and valleys, to the torrenting streams and lofty peaks in the east.

Based on the elevation from sea level, the physiography of Kerala can be divided into three.

Observe the given map (Fig. 10.2) and list out the physiographic divisions of Kerala.

- Highland
-
-

Highland

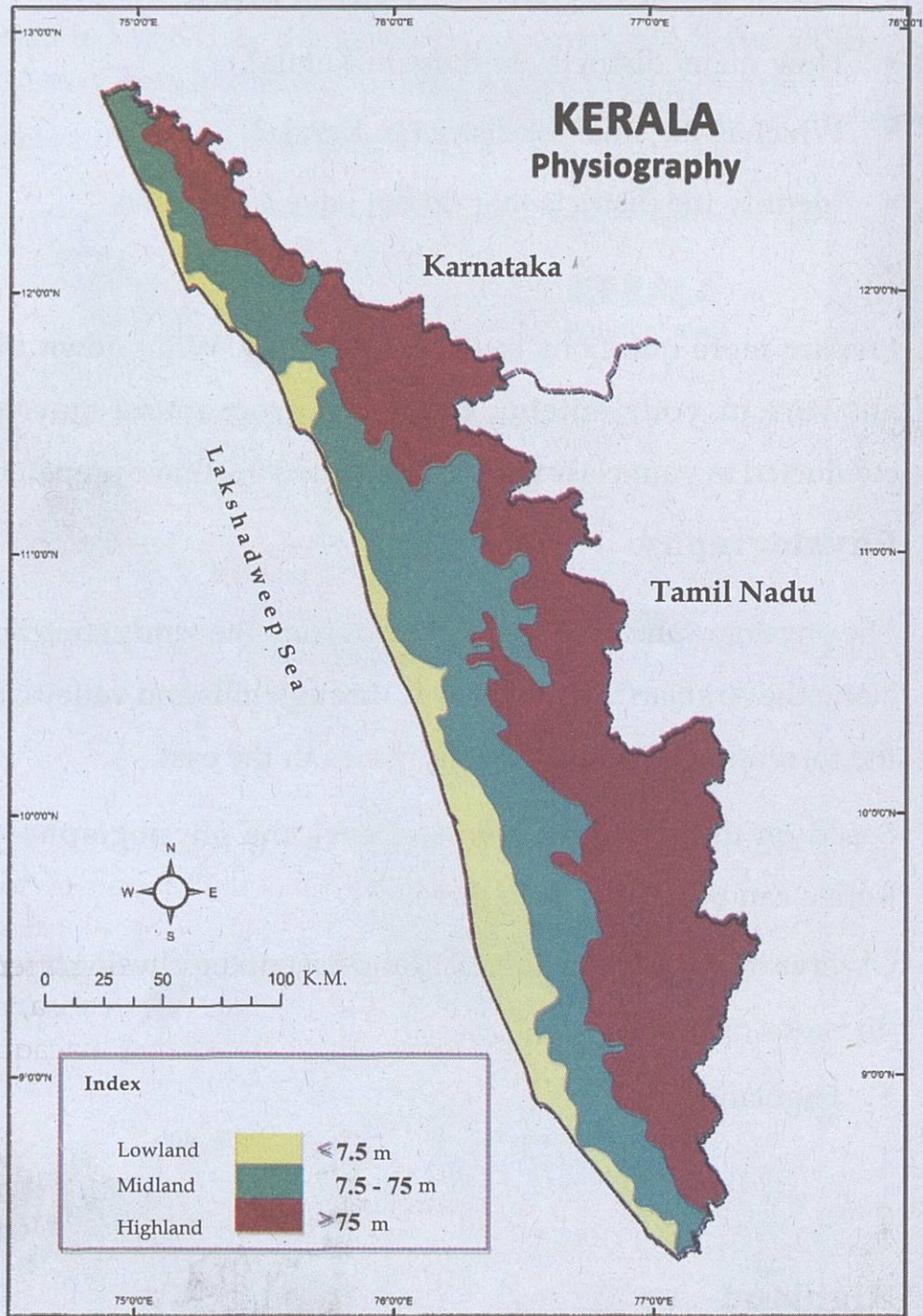


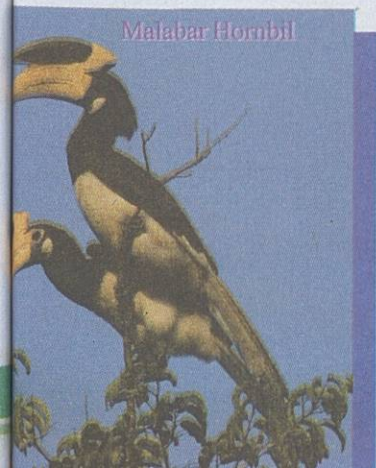
Fig. 10.2

Highland is the area with an elevation of over 75 metres from

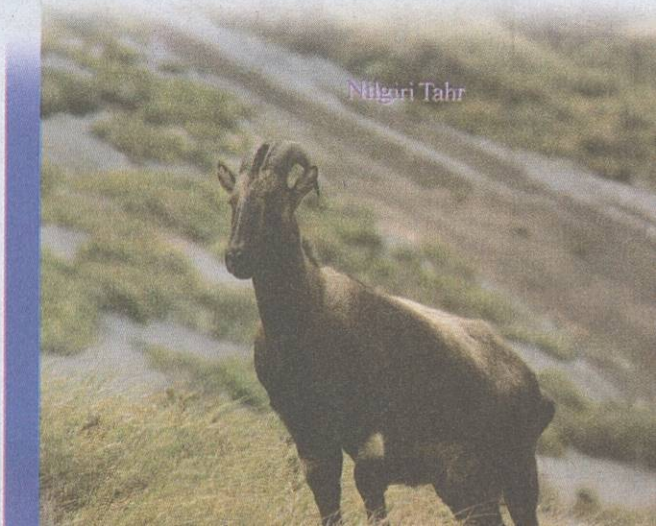
the sea level. All our rivers originate from this physiographic unit composed of lofty mountains and hills. Most of this region is covered with forests.

In the lap of the Sahya

The highland region of Kerala is part of the Western Ghat mountain ranges which extend from Tamil Nadu in the south to Gujarat in the north. The Western Ghats is the abode of a wide variety of animals including tiger and leopard, different types of birds and butterflies, reptiles like king cobra, and rare species like the nilgiri tahr and the lion-tailed macaque.



Malabar Hornbill



Nilgiri Tahr

The Western Ghat region is also home to trees such as rosewood, eaglewood, sandalwood, red sandalwood and orchids of different kinds. This region is also known as the Sahyadri mountain range.

Collect the pictures of the flora and fauna in the Western Ghats from the internet and prepare a digital album in the computer of the Social Science lab.

Midland

The midland includes areas lying between an elevation of 7.5 metres and 75 metres above the sea level. The midland zone consists of small hills, valleys and river basins.

Identify from the map the physiographic units bordering the east and the west of the midland.

Lowland

The lowland is the area that has an elevation upto 7.5 metres from the sea level. Generally this is a sandy tract.

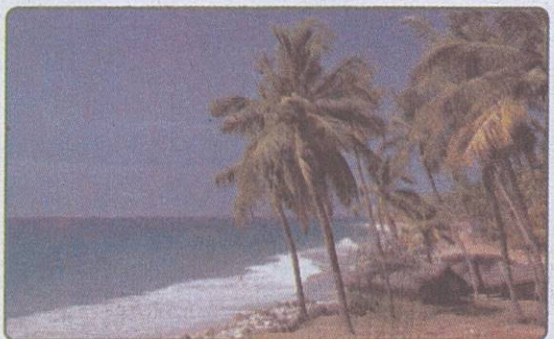


In the valley of silence...



Silent Valley is a forested tract in the Western

Ghat region of the Mannarkad taluk in Palakkad district. 'Silent Valley' owes its name to the perceived absence of noisy cicada. This forest is the habitat of several plant and animal species including the endangered lion-tailed macaque.



Climate

Kerala experiences a moderate climate. Nearness to the sea is the main reason for a climate which is neither too hot nor too cold in Kerala.



Kerala receives the highest amount of rainfall during the south west monsoon season which begins in June. It is known as *Edavappathi* or *Kalavarsham*.



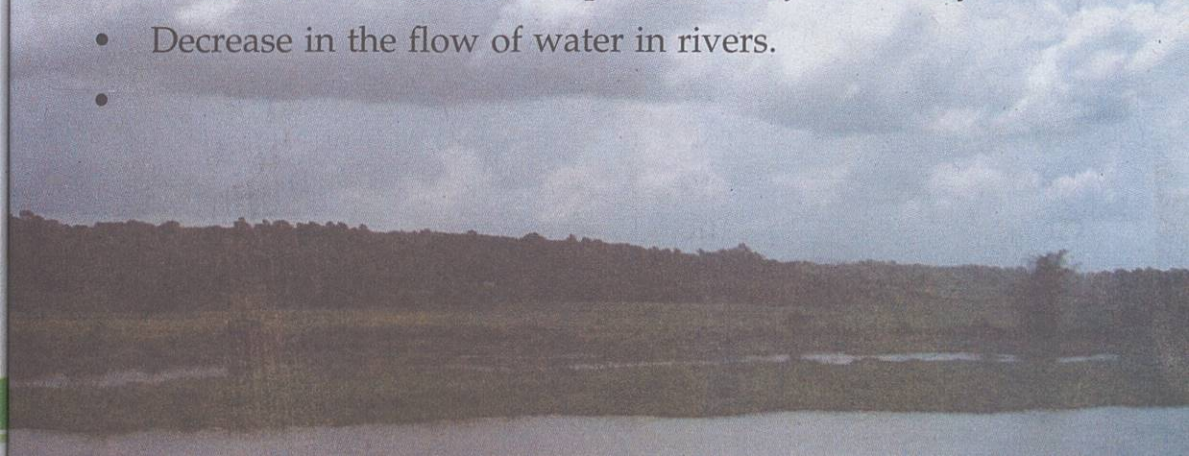
The north east monsoon is known as *Thulavarsham*. Evening showers accompanied by thunder is the peculiarity of *Thulavarsham*.



During which months is *Thulavarsham* experienced in Kerala?

By the end of December, a slightly cooler climate is experienced in Kerala. The summer season begins by the middle of February. What features of summer are experienced in your locality?

- Decrease in the flow of water in rivers.
-



Rivers

There are 44 rivers originating from the Western Ghats and flowing through Kerala. Of these, the Kabani, the Bhavani, and the Pambar flow towards the east. The Periyar is the longest river in Kerala.

Observe the maps in the Social Science lab and answer the following questions.

- Which are the rivers flowing through your district?
- From which physiographic division do the rivers in Kerala originate?

Write down the uses of rivers.

- Drinking water
-

Look at the picture which shows the present state of our rivers.



Today, the rivers in Kerala are under the threat of pollution.

Do the rivers in your locality face such a threat? List out the other problems faced by the rivers in your locality.

- Bank shelving
-



A revival

The Kodungarappallampuzha in Attappadi which had dried up twenty five years ago, is in the course of regaining its flow. The Kodungarappallampuzha is a tributary of the Bhavani river originating from Perumalmudi in the Tamil Nadu border. Deforestation led to the degeneration of the river. Aided by activities such as the construction of rainwater percolation pits, check-dams and afforestation programmes, the river has regained its flow through Attappadi.



The Kodungarappallampuzha is a tributary of the Bhavani river originating from Perumalmudi in the Tamil Nadu border. Deforestation led to the degeneration of the river. Aided by activities such as the construction of rainwater percolation pits, check-dams and afforestation programmes, the river has regained its flow through Attappadi.

Enquire about the problems faced by the rivers in your locality and prepare notes.



Though Kerala has numerous rivers, many places face acute water shortage during summer. Why?

Backwaters



Backwaters are large waterbodies located close to the sea. The *Vembanattu Kayal* spread across the districts of Alappuzha, Kottayam, and Ernakulam, is the largest backwater in

Kerala. The backwaters are utilized for fishing, shell mining, coir industry, and tourism.

Lakes

Lakes are large waterbodies located close to the sea. The Sasthamkotta lake in Kollam district is the largest freshwater lake in Kerala.



Backwaters and lakes face several problems. List them out.

- Dumping of industrial waste
-

The rivers, lakes, and backwaters are closely related to the life of Keralites. Many of the historically and culturally important places are located along the river banks. Shouldn't these water bodies which are closely linked to our culture be conserved?

Agriculture and human life

Kerala is an agricultural state. Fertile soil and abundant rainfall make Kerala favourable for agriculture.

Coconut and paddy are the main crops in the coastal region. The backwaters here are widely used for pisciculture.



But in the midland diverse crops can be found. Besides paddy, coconut, plantain, elephant yam, butter yam, and arecanut, rubber, tapioca, coffee, and pepper are grown in this region.

The cool climate of the highland is ideal for tea, cardamom, and pepper.

Do you know that Onam, the regional festival of Kerala, is connected with the harvest in the month of *Chingam*? The arrangement of *Kani* on *Vishu* and planting of saplings on *Pathamudayam* emphasize the role of agriculture in Kerala's culture.

These festivals become relevant only if our crop diversity and agrarian culture are preserved.

Collect proverbs associated with agriculture.



The vanishing crop diversity

Nowadays Keralites cultivate industrially significant crops like rubber instead of traditional crops. Now, many educated people are attracted towards non-agricultural jobs. Lack of interest in cultivating traditional crops is another issue in Kerala. Isn't it be changed? Discuss.



What are the agricultural produce used to prepare food in your home? Classify these into those cultivated in your state and those coming from others.

My courtyard farm

Cultivate in your courtyard and in your school campus. It is a delightful experience to produce the vegetables and paddy needed for our consumption.

What are the merits of it?

- Poison-free vegetables
-

Transport

In Kerala the modes of transport have developed in accordance with the physiographic divisions. Water transport is of great importance in the lowlands marked with backwaters, lakes, and river mouths. We have an inland waterway leading from



Thiruvananthapuram to Hosdurg. Ports for the purpose of fishing, transport, defence, etc. have also been developed.

As bridges were constructed across the backwaters, railway lines and national highways developed in Kerala. Road transport is prominent in the midlands and highlands. These

roads extend to Tamil Nadu and Karnataka through the passes in the Western Ghats.

Air transport to different parts of the country as well as to several foreign countries operate from the international airports in Thiruvananthapuram, Kochi and Kozhikode in Kerala.

Observe the map (Fig. 10.3).

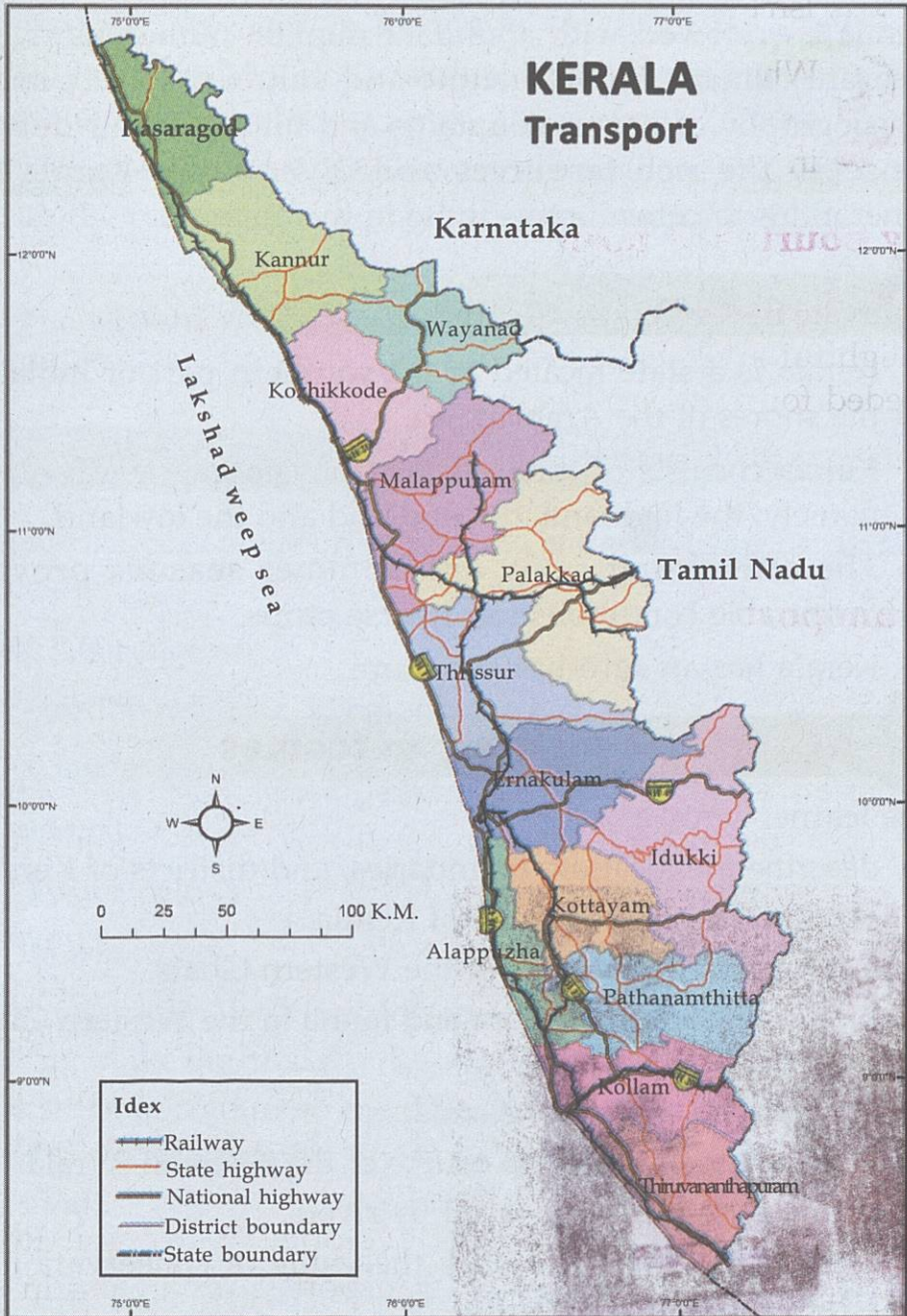


Figure 10.3

- Identify the districts with no railway lines. What could be the reason for this?
- Which physiographic division has the maximum length of National Highways? Why is it so?

Gods own country

Kerala is endowed with abundant rainfall, numerous rivers, pleasant climate, highly literate and cultured society and a physiography of green mountains and hills. It is our duty to conserve the rich resources and diversity of Kerala for generations to come. Let us unite in this mission.



Summary

- Kerala is a state located at the southern part of India on the shores of the Arabian Sea.
- Kerala consists of three distinct physiographic divisions, namely, the highland, the midland and the lowland.
- The alternating rainy and summer seasons provide favourable conditions for diverse crops.
- Kerala has an agro-based culture.



Significant learning outcomes

The learner can:

- describe the location, boundaries, and districts of Kerala.
- explain the physiography of Kerala.
- analyse the importance of the Western Ghats.
- prepare an album of flora and fauna in the Western Ghats with proper captions.
- infer on the climate of Kerala.
- illustrate the origin and course of the rivers in Kerala.
- analyse the problems faced by rivers.
- express in different modes the value of conservation of rivers and backwaters.

- make inferences on Kerala's culture is agro-based.
- analyse the different modes of transport developed in Kerala in accordance with the topographical peculiarities.



Let us assess

1. 'Crops cultivated in Kerala are in accordance with its physiography'. Write a few examples justifying the statement.
2. The rivers in Kerala face several problems. Prepare notes on the problems faced by the rivers in your locality.
3. What are the climatic features of Kerala?
4. The eastern zone of Kerala does not have rail transport. Why?



Extended activities

Prepare a model of the physiography of Kerala using cardboard and clay.

Materials required

Cardboard (Size 30 cm × 30 cm)

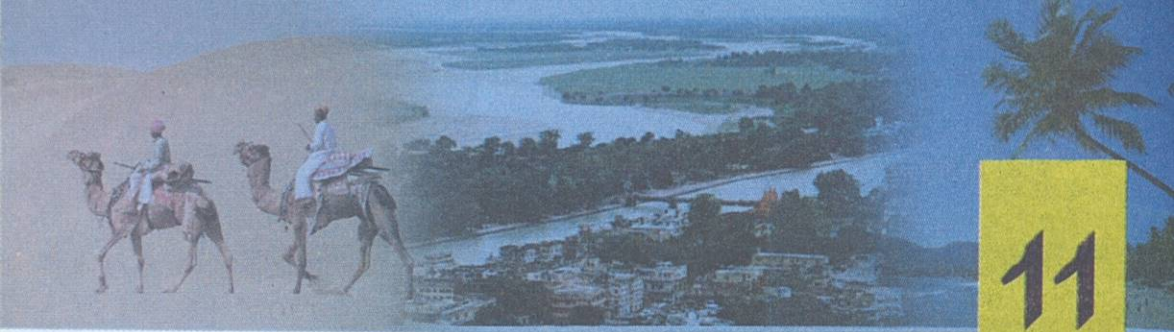
Clay

Pencil

Water colour

Marker pen

Draw the outline of Kerala on the cardboard of the size 30 cm × 30 cm. Make the model of Kerala using clay on the cardboard. Give suitable colours to the different physiographic divisions. Label the physiographic divisions as 'highland', 'midland' and 'lowland'.



Our India



Recall your pledge in the school assembly. It begins as follows.

India is my country. All Indians are by brothers and sisters. I love my country and I am proud of its rich and varied heritage...



We Indians are proud of the varied heritage of our country. The diversity in attire, language, tradition, etc. makes India unique. This diversity is also evident in physiography, climate,



vegetation, lifestyle, etc. Amidst these diversities, the Indians live united like siblings; breaking the barriers of caste, religion and language. This chapter will help you to know more about the diversities of India.

India - Location and neighbouring countries

We have earlier discussed the continents. Can you identify the continent to which India belongs?

Find out India's neighbouring countries from the map of Asia. You may use the atlas or wall maps for this.

Have you noticed the ocean to the south of India on the map of India provided (fig 11.1)? This is the Indian Ocean. The part of the ocean to the east of India is known as the Bay of Bengal and that to the west is known as the Arabian Sea.

India - States

For administrative convenience, India is divided into 29 states. On 2014 June Andhrapradesh has been divided in to two states namely Seemandhra and Telangana. The administrative headquarters of each state is known as the state capital.

- List out the 29 states and their capital cities from the map of India.

Delhi is the National Capital Territory.

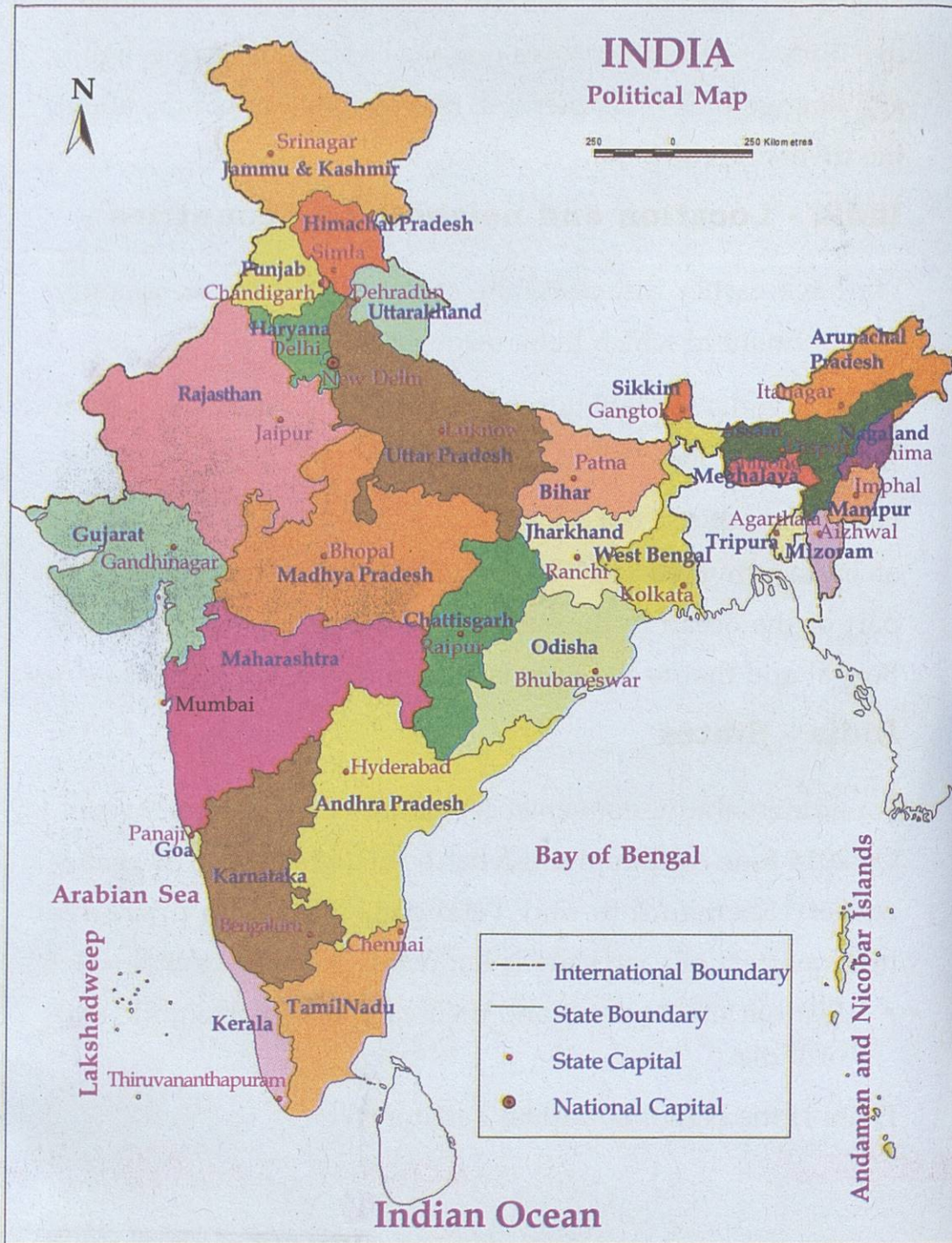


Fig - 11.1

Other than the states, there are six union territories in India. They are Puducherry, Daman and Diu, Dadra and Nagar Haveli, Chandigarh, Lakshadweep, and the Andaman and Nicobar islands.

Locate the union territories and the National Capital Territory on the map (fig 11.1).

India - Physiography

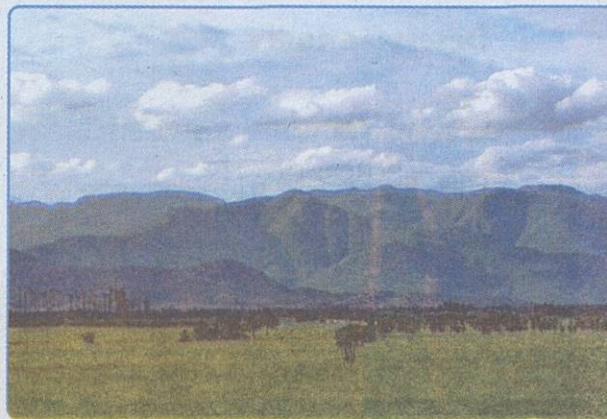
There are different landforms like mountains, plateaus, plains and islands on the earth. Such features of a region constitute its physiography. The physiography of India is diverse with mountain ranges, plains, vast plateaus, deserts, coastal plains, and islands.

Mountains in India

You have learned about the major mountain ranges in different continents.



The Himalayas



The Western Ghats

A part of the Himalayas, the loftiest mountain range in the world, belongs to India. The other major mountain ranges in India are the Aravallis, the Western Ghats, the Eastern Ghats, the Vindhya ranges, and the Satpura ranges. They are comparatively lower than the Himalayas in height. A number of rivers originate from these mountain ranges.

Plains in India

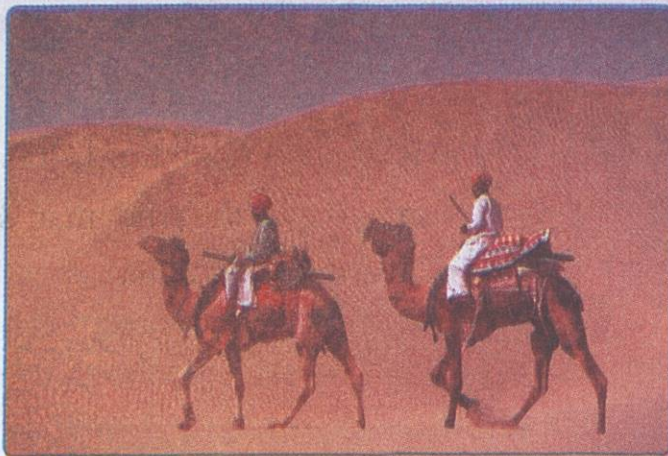
Plains are extensive and level landforms. There is a vast expansive plain to the south of the Himalayan mountain ranges. These plains were formed by the deposition of alluvium brought down by the rivers originating from the Himalayas. These are known as the Indo - Ganga - Brahmaputra plains. Crops such as paddy, wheat, maize, and sugarcane are cultivated in these fertile plains. Hence, this region is also referred to as India's granary.



Ganga plain

Deserts in India

Strong winds, scorching heat, and extensive sand dunes are the characteristic features of deserts in India. A major part of the state of Rajasthan, situated to the north west of India, is a

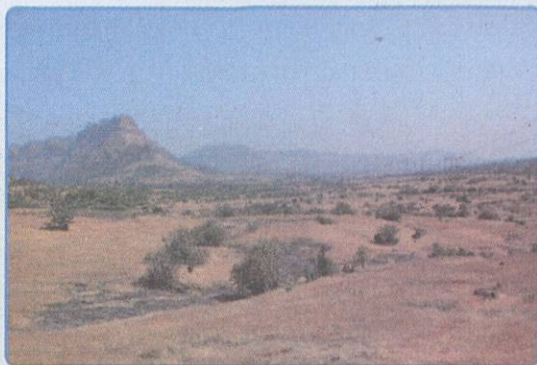


Thar desert

desert. This region, known as the Thar desert, is sparsely inhabited and the least cultivated due to the scarcity of rain.

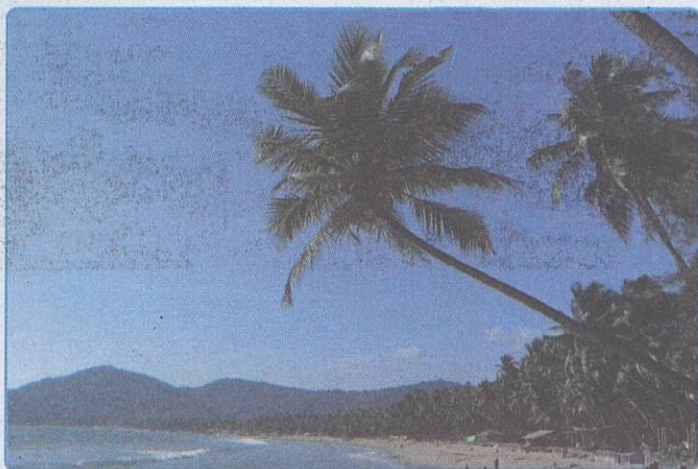
Plateaus in India

Plateaus are comparatively elevated landforms with almost flat surfaces. The Deccan plateau is the largest in India. The other major plateaus are Malwa and Chotanagpur.



Deccan plateau

Coastal regions in India



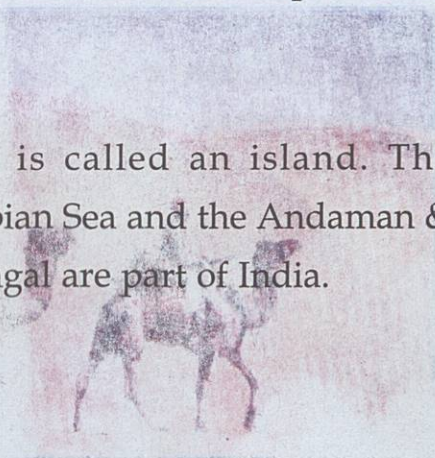
A coastal region

Coastal regions are low lands bordering the sea. India has a long coastline.

Identify the southern most coastal state from the map of India.

Islands in India

The land surrounded by sea is called an island. The Lakshadweep islands in the Arabian Sea and the Andaman & Nicobar islands in the Bay of Bengal are part of India.



The pictures given below are of these islands. Identify the location of the Lakshadweep and the Andaman & Nicobar islands from the map (Fig 11.1)



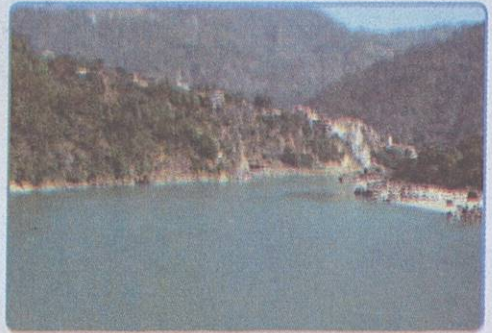
A Lakshadweep island



Andaman & Nicobar islands

India - Rivers

We have discussed the major mountain ranges in India. Many of these mountain ranges are the sources of a number of rivers. The Indus, the Ganga, and the Brahmaputra originating from the Himalayas, and the Mahanadi, the Godavari, the Krishna, the Kaveri, the Narmada, and the Tapti originating from the high altitude regions of peninsular India are the major rivers of India.



The River Ganga

India - Climate



In the rainy season

Diverse climate prevails in India. India experiences rainy, winter, and summer seasons. Of the two rainy seasons in India, the first extends from June to September and the second, from October to November. The western

coastal region bordering the Arabian Sea and the north eastern states receive heavy rainfall during these periods. Cherrapunji in Meghalaya receives the highest rainfall in India. The agricultural sector in



A glimpse of winter



A summer scene

India is highly dependent on these rainy seasons.

The winter season in India is experienced from December to February. It is followed by the summer season from March to May.

India - Natural vegetation and animal life

You have learnt that India's physiography and climate are diverse. Consequently, diversity can also be found in plant and animal life. India's natural vegetation includes rain forests, deciduous forests, thorn and shrub forests, and grasslands.

These regions which are the habitat of different types of birds and animals such as elephant, lion, tiger, leopard, wild gaur, deer, peacock, and hornbill are undoubtedly a treasure of India.



Rain forest



Deciduous forest



Grassland



Thorn forest

We, the Indians

You are now aware of the diversities in physiography, climate, and plant and animal life in India, aren't you? There is a corresponding diversity in the human life as well.

While rice is the staple food of the South Indians, it is wheat for the North Indians. What might be the reason for these regional differences in food habits? Discuss in the class.

The people of South India commonly use cotton clothes, while the people living in the mountain regions prefer woollen clothes. Do you know why?

Festivals are diverse. Onam is the regional festival of Kerala. The major festival of Tamil Nadu is Pongal. Bihu is celebrated in Assam and Holi in North India. Such diversities are evident in rituals also. Try to find out more examples for the cultural diversity of India.

- Language
-



The other parts of India is entirely different from where we live. Though there are diversities in physiography, climate, vegetation, animal and human life; India stands united as a single nation. We are indeed proud of the rich and varied heritage of India.



Summary

- India is located in the south of Asia.
- India is divided into 28 states, 6 union territories and a National Capital Territory.
- The physiography of India includes mountains, plateaus, plains, coastal regions, and islands.
- The major rivers of India are the Indus, the Ganga, the Brahmaputra, the Mahanadi, the Godavari, the Krishna, the Kaveri, the Narmada, and the Tapti.
- India experiences three seasons as rainy season, winter season, and summer season.
- Rainforests, deciduous forests, thorn and shrub forests, grasslands, etc. are the major types of vegetation in India.
- Though diversities exist in physiography, climate, vegetation, language, dressing, food habits, rituals, and festivals; India stands united as a single nation.



Significant learning outcomes

The learner can:

- explain that India is a part of Asia and can define its location, size, neighbouring countries, states, and capitals.
- describe the diversities in physical features of India such as physiography, rivers, climate, vegetation, and animal life.

- describe the diversities in India's cultural features like language, dressing, rituals, festivals, food habits, and agricultural practices.
- explain the concept of 'Unity in Diversity'.



Let us assess

- Find out the capital cities of the following states.
 - Arunachal Pradesh
 - Himachal Pradesh
 - Mizoram
 - Rajasthan
 - Chattisgarh
 - Goa
- Explain the features of India's physiography.
- List out the rivers originating from the Himalayas and those originating from the high altitude regions of peninsular India.
- Describe the features of the climate in India.



Extended activities

- Observe the political map of India and list the 28 states and their capitals in the following table.

Sl. No.	State	Capital
1	Arunachal Pradesh	Itanagar
2		
•		
•		
28		

- Prepare a digital album on the diversity in dressing of India.
- Locate the mountains, plains, and plateaus of India in atlas or wall maps. (India : Physical map)

CHILDREN'S RIGHTS

Dear Children,

Wouldn't you like to know about your rights? Awareness about your rights will inspire and motivate you to ensure your protection and participation, thereby making social justice a reality. You may know that a commission for child rights is functioning in our state called the **Kerala State Commission for Protection of Child Rights**.

Let's see what your rights are:

- Right to freedom of speech and expression.
- Right to life and liberty.
- Right to maximum survival and development.
- Right to be respected and accepted regardless of caste, creed and colour.
- Right to protection and care against physical, mental and sexual abuse.
- Right to participation.
- Protection from child labour and hazardous work.
- Protection against child marriage.
- Right to know one's culture and live accordingly.
- Protection against neglect.
- Right to free and compulsory education.
- Right to learn, rest and leisure.
- Right to parental and societal care, and protection.

Major Responsibilities

- Protect school and public facilities.
- Observe punctuality in learning and activities of the school.
- Accept and respect school authorities, teachers, parents and fellow students.
- Readiness to accept and respect others regardless of caste, creed or colour.



Contact Address:

Kerala State Commission for Protection of Child Rights

'Sree Ganesh', T. C. 14/2036, Vanross Junction

Kerala University P. O., Thiruvananthapuram - 34, Phone : 0471 - 2326603

Email: childrights.cpcr@kerala.gov.in, rte.cpcr@kerala.gov.in

Website : www.kescpcr.kerala.gov.in

Child Helpline - 1098, Crime Stopper - 1090, Nirbhaya - 1800 425 1400

Kerala Police Helpline - 0471 - 3243000/44000/45000

Online R. T. E Monitoring : www.nireekshana.org.in



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