

SOCIAL SCIENCE I

Part -2

Standard IX



Government of Kerala
Department of General Education

State Council of Educational Research and Training (SCERT) Kerala

2024

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

SOCIAL SCIENCE I

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Dear Students,

We must be able to recognise the contemporary society and lead a responsible civic life by making effective interventions. The study of Social Science helps us to achieve this end. The Sixth theme 'From the Land of Cholas to Delhi' deals with the history from the Chola Kingdom to the Delhi Sultanate. The Seventh theme 'Extension of Democracy through Institutions' discusses the spread of democracy through various institutions. The Eighth theme 'Towards a Gender-Neutral Society' discusses gender discrimination, gender, gender status and gender roles in the Constitution. Lessons are designed in such a way that knowledge is constructed by familiarising with, analysing and interpreting key sources of information. There are opportunities to utilise science and technological facilities in learning. Along with democratic and secular values, a scientific and broad-minded attitude should be formed in children.

With love and regards,

Dr. Jayaprakash R. K.

Director
SCERT Kerala

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Some symbols are used in this book
for ease of study



For additional reading - not for
assessment



Note taking



Learning activity



Collage making



Assessment questions



Placard making



Extended activities



Let's discuss

THE CONSTITUTION OF INDIA

PREAMBLE

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

JUSTICE, social, economic and political;

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

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

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

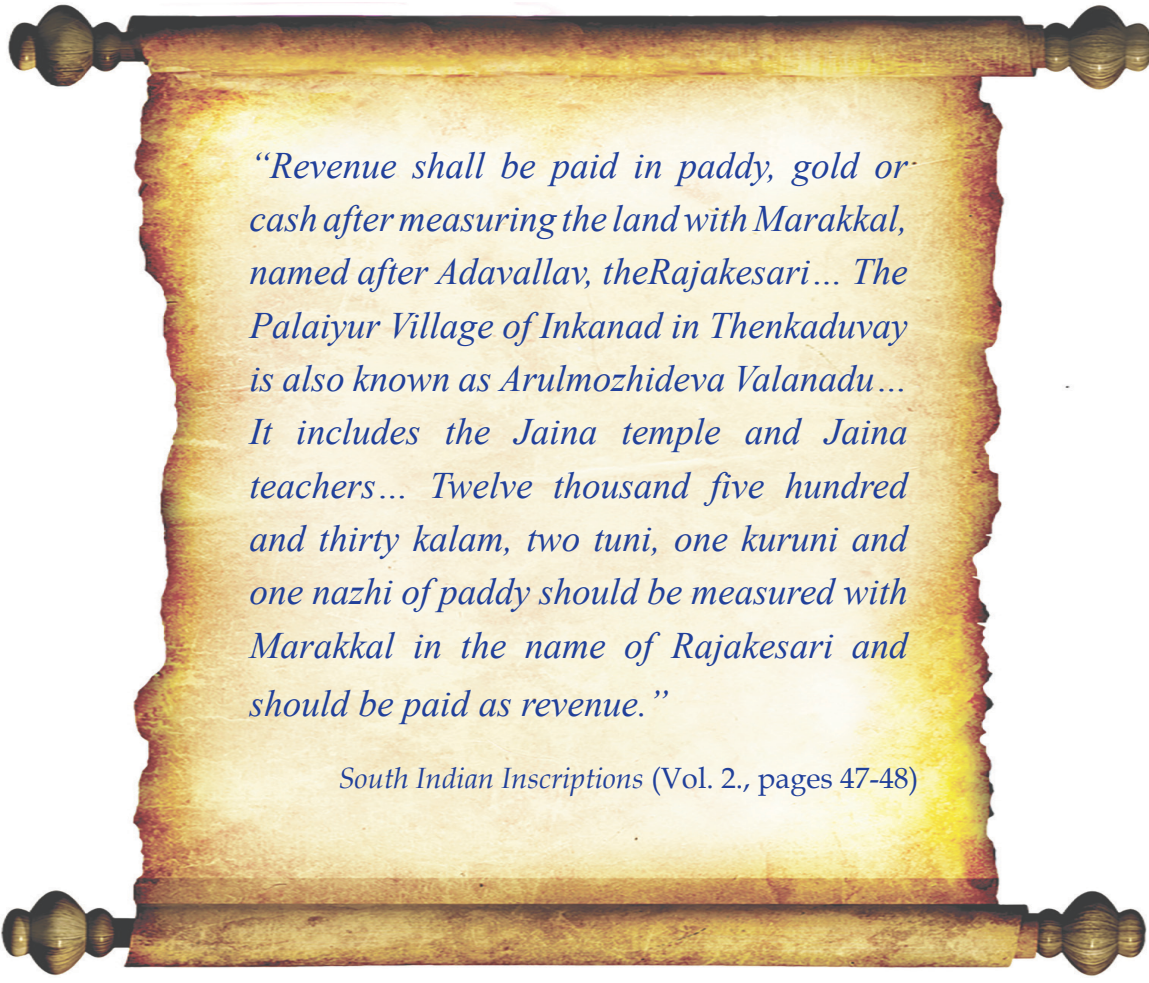
IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

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



6

FROM THE LAND OF CHOLAS TO DELHI



“Revenue shall be paid in paddy, gold or cash after measuring the land with Marakkal, named after Adavallav, the Rajakesari... The Palaiyur Village of Inkanad in Thenkaduvay is also known as Arulmozhideva Valanadu... It includes the Jaina temple and Jaina teachers... Twelve thousand five hundred and thirty kalam, two tuni, one kuruni and one nazhi of paddy should be measured with Marakkal in the name of Rajakesari and should be paid as revenue.”

South Indian Inscriptions (Vol. 2., pages 47-48)

Given here are some excerpts from the inscription found on the southern wall of the second floor of the Brihadiswara Temple of Tanjore which was built by Rajaraja Chola. Let's see what it says: Revenue should be paid in paddy, gold or cash measured with the Marakkal in the name of the king. As per the measurements done in the Palaiyur village, which is a part of the Inkanad in Thenkaduvay region, this land includes a Jaina temple and a community of Jaina teachers. The paddy to be collected from there amounts to 12530 kalam, two tunis, one kuruni (names of different units of measurement of paddy). This paddy was to be measured by Marakkal which is named after the Rajakesari Adavallava (Rajaraja Chola).

This inscription describes the south Indian kingdom ruled by the Cholas from the ninth to thirteenth century CE. It refers to the economic condition of the Chola kingdom. What information do we receive from this?

-
-
-

Cholamandalam which was around Thanjavur (Tanjore) was their headquarters. The Cholas captured power by defeating the Pallavas about whom you have already learned in the previous classes. Most of south India were then under the control of the Chola kings. This helped them in achieving social and economic stability.



Observe the given map, identify and list the present south Indian regions that were included in the Chola kingdom.

Identify from the map the river that helped in the prosperity of the Chola kingdom. How could a river contribute to the progress of a country?

As you have discovered, the Chola Kingdom was located in the Kaveri River Valley which made the area rich in resources. Most of the people lived in villages as agriculture was their main occupation. They cultivated cereals, fruits, pulses, sugarcane, betel leaf, arecanut, ginger, turmeric and different varieties of flowers. The rulers who recognised the significance of irrigation in agriculture and constructed different irrigation facilities. These included ponds, tanks, canals and wells. In addition to this, bunds were constructed across the rivers and the water thus collected was distributed to different parts of the country through canals. Huge ponds were built in areas where there were no natural streams, and rainwater was collected in them during the rainy season. These water reservoirs that were protected from going dry were called 'Erippatti.' Apart from this, cultivators were given tax concessions for the development of agriculture and they were encouraged to bring barren land under cultivation. By donating land to temples and Brahmins, it became possible to expand agriculture to a larger area. However, such lands were filled by agricultural labourers who lived like slaves.

The Granary of Tamizhakam



Thanjavur is a vast area located in the heart of Tamil Nadu. The presence of rivers and canals make this region suitable for agriculture. Rich with paddy fields and plantations of coconut trees, plantains and jack-fruit trees, this area was once known as the 'granary of Tamizhakam.'



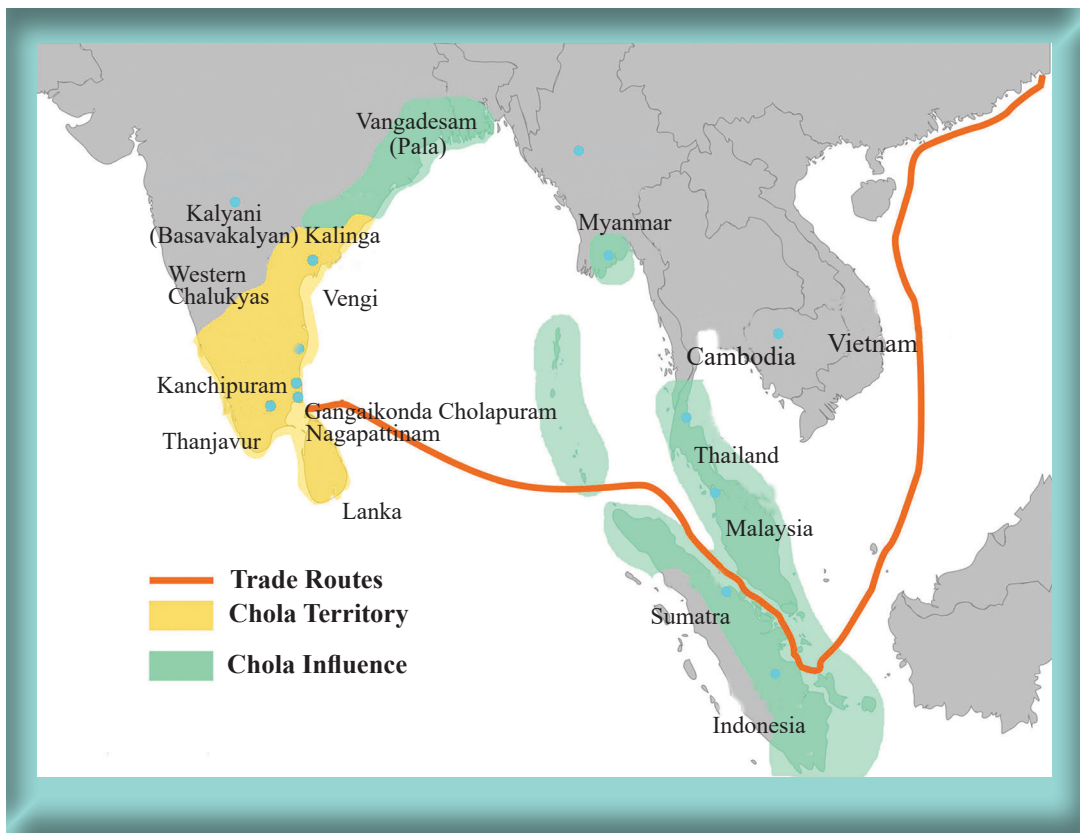
Erippatti



Analyse the role played by the agriculture sector in the economy of the Chola Kingdom.

We have discussed, in the previous classes, that the surplus generated through agricultural progress leads to the development of trade. The inscriptions of the Chola period prove that both

internal and overseas trade were developed during that period. Several products were sold out in the local markets. Weaving was an important industry. Guilds of weavers existed at that time. Quality textile items were exported to north India and other parts. Sugarcane was also an important commercial product. Apart from agriculture, metal work was also developed. The idols and vessels found in the temples are evidence to this. The ornaments made of gold and silver had developed. The manufacturing of iron tools also developed. Pearl and coral were collected from the seashores and exported to foreign countries. A group of merchants from Cambodia visited the Chola kingdom in the eleventh century. During this period Nagapattinam, Mahabalipuram, Kaveripoompattinam, Shaliyur and Korkai were the important centres of coastal trade. The area where the present Visakhapattanam port is located was then known as Kulothungacholapattanam. Kulothunga Chola was a ruler of the Chola kingdom. Rich merchant guilds like Nagarathar and Manigramam made brisk trade possible.



The trade network of the Cholas



Observe the map and identify the lands with which the Chola Kingdom had trade relations.

Do you know the world-famous temple located at Thanjavur, the capital of the Chola kingdom? It is the Brihadiswara Temple built during the reign of Rajaraja Chola (985 – 1014). This temple of Gangaikondacholapuram was built during the reign of his successor Rajendra Chola I (1014 – 1044). The temples of that period were also very rich. The rich exchequer inspired the kings to build temples. Income from land got as gift, contributions from Grama Sabhas, tax collected from lands entitled to be taxed, contributions from devotees, the wealth derived from the economic transactions of the institution in the village, etc. were the sources of income of the temples. Educational institutions and hospitals functioned along with temples. A large number of people were employed in connection with the construction and maintenance of the temples. Artisans and craftsmen depended on the temples for their livelihood.



Assess the role played by temples in the socio-economic life of the Chola Kingdom.

It is understood that the Cholas maintained trade relations with our neighbouring countries like Sri Lanka. In Sri Lanka, they had established their political domination in addition to trade relations. The Chola inscriptions as well as the Sri Lankan literary works like *Mahavamsa* and *Choolavamsa* confirm this. South India's relationship with South East Asia became very close under the Cholas. In addition to traders, the Buddhist and Hindu sages and scholars also travelled frequently from Cholanadu to Sumatra, Java and Malaysia. These travels resulted in the spread of language, religion, ideas, and architecture of the Chola kingdom in those lands.



Brihadiswara Temple

Brihadiswara Temple or Rajarajeswara Temple is an important historical monument located in the Thanjavur city of Tamil Nadu. It is also known as 'Thanjai Periya Kovil.' It is surrounded by the Sivaganga Fort. The entrance to the temple is through two huge sculptured gopuras. The Vimana above the sanctum has thirteen stories. UNESCO has declared this temple a world heritage centre.



Gangaikonda Cholapuram

Gangaikonda Cholapuram, the capital of the later Cholas, is located 36 kilometres north of Kumbhakonam in Tamil Nadu. It was Rajendra Chola who shifted the capital from Thanjavur to this location. This city and the temple of the city were built to commemorate his crossing of the river Ganga and the invasion of north India.



The Chola Lake

The Cholas had established their domination in the area around the Bay of Bengal. The naval dominance of the Cholas existed in the Bay of Bengal. Hence, the Bay of Bengal was called the Chola Lake.

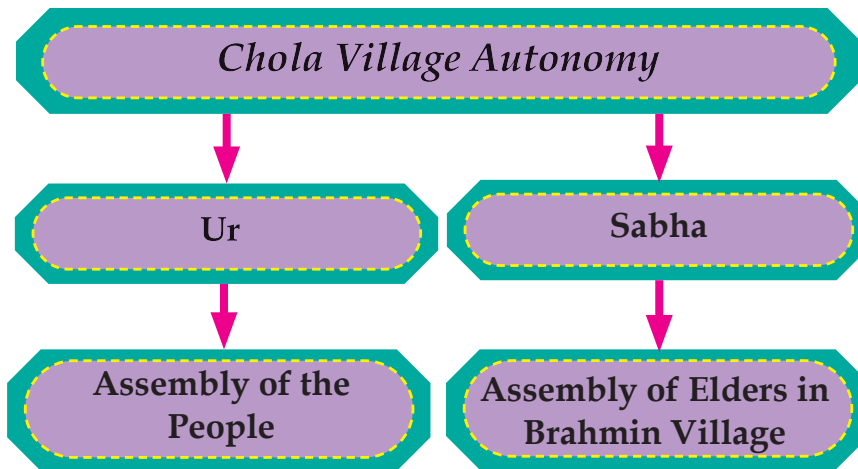


Discuss the role played by the Cholas in spreading the Tamil language and the culture of south India to southeast Asia, and their impact on the life of the people of southeast Asia.

Chola Rule

We have studied the important kings of Cholanadu. A Council of Ministers assisted the king in administration. Marco Polo, who visited Kerala in the thirteenth century, opined that the Cholas had a very strong army, including a navy. The kingdom was divided into Mandalams, Valanadus and Nadus for administrative convenience. The rulers built many roads for development of trade and movement of the army. In addition to land tax, forests, mines, and salt were also taxed. Sale tax and professional tax were also collected. The unpaid service called 'Vetti' was also considered equal to tax.

Many records of the time give evidence regarding village self-governance under the Cholas. The most important among them is the Uththaramaerur Inscription. Two types of Councils called 'Ur' and 'Sabha' existed during that period. They had autonomous power.



The maintenance of ponds, wells and roads was the responsibility of the local administrative bodies. However, the growth of feudalism, that you have studied in the previous units, constrained the activities of these local bodies.

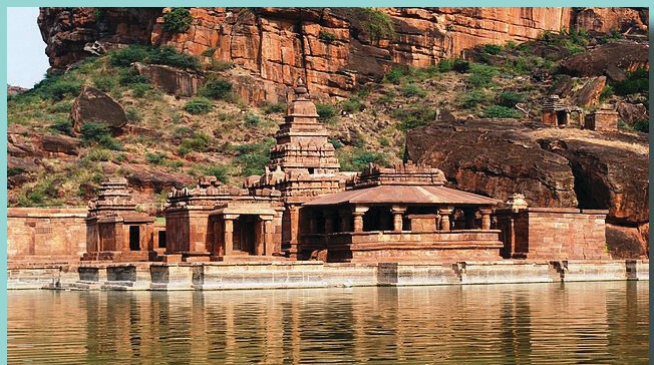
The society of the Chola kingdom was not egalitarian. Caste system and several hierarchies existed there. Brahmins were the highest section in the society. There were many landless agricultural workers and slave labourers in the society.



Evaluate the efficiency of the Chola rule in comparison with the modern systems of governance.

The Chalukyas

Given here is the picture of the rock-cut Temple at Vatapi (Badami) in Karnataka. It was built by the Chalukyas, who ruled south India and Deccan from the sixth to the twelfth century CE. Jaina, Saiva and Vaishnava deities were there in these temples. In this period, the Chalukyas built several



Temple at Vatapi



Virupaksha Temple - Pattadakal

temples. In the beginning, they constructed rock-cut temples but later shifted to structured temples. The Megutti Jaina Temple of Aihole in Karnataka, and the Virupaksha Temple of Pattadakal are examples of the structural temples of the Chalukyas. Carvings can be seen on the pillars that support the roof of the temple.

Even though the temples of the Chalukyas evolved out of the Gupta style, they reflected the Dravidian style which was the local traditional style of south India. The main feature of Dravidian architectural style was the use of rock-cut stone for construction. Plenty of rocks were obtained from the Western Ghats and Deccan Plateau. Skillful sculptors carved beautiful temples out of natural rocks.



How did the geographical features of south India influence the temple construction of the Chalukyas?

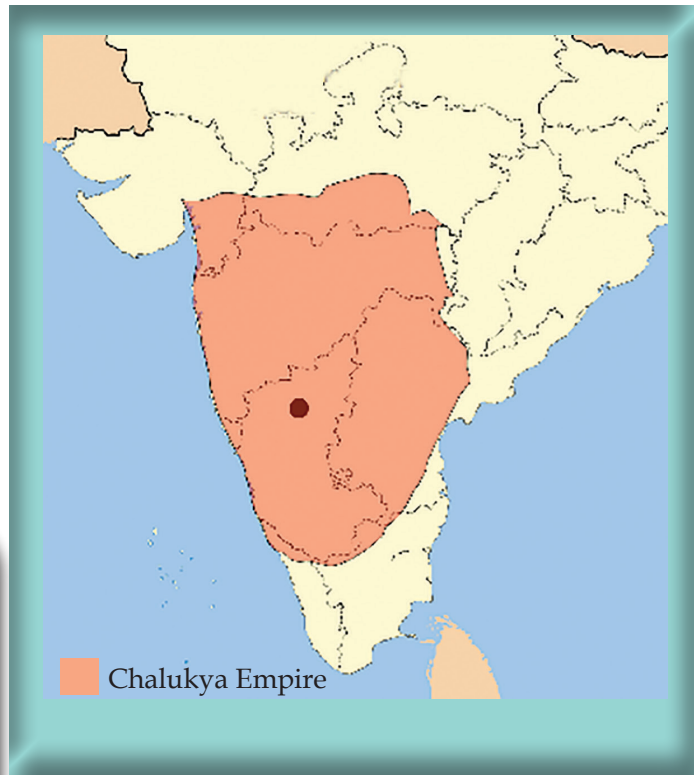
Have you thought how the Chalukyas could build so many temples? How could they have collected the resources, labourers and wealth required for this?

We have discussed the availability of rock-cut stones for the construction of temples. They collected the required wealth from agriculture in the fertile Deccan region. They produced surplus through agriculture in the Krishna-Godavari Valleys. This surplus production made it possible to bring and employ the required workforce from outside.

There was no centralised monarchy like the Cholas as we learned in the previous classes. Instead, the monarchy was controlled by temples, Brahmins who were the owners of the Brahmadeya land and the Samantas. Thus, the centres of power often got shifted. The Chalukyas ruled from the sixth to twelfth century CE, concentrating their power in places like Vatapi, Venki and Kalyani.



Observe the map and identify the present Indian states where the Chalukya kingdom had extended.



Although the Chalukyas had a centralized taxation system and an organized bureaucracy, the rule was centred on the military-powered lords. There was no standing army. Unlike the Cholas, there was no Council of Ministers to assist the king. The power was exercised by the members of the royal family. Pulakesi II was the most notable Chalukya ruler.



Compare the Chola and Chalukya reigns based on the following hints.

- Centralised Administration
- Samanta Rule (Rule of feudatories)
- Local Administration
- Influence of the Temples



Nalanda University



Vikramashila University



Buddha Viharas

The Tri-Party

The picture of Nalanda, the Buddhist study centre which existed in India in the fifth century CE, is given here. This university, visited and studied by many including the famous Chinese traveller Huan Tsang, faced collapse later. But, the Pala king, Dharmapala, was one among the important rulers who rebuilt the Nalanda University. He granted 200 villages towards meeting the expenses of Nalanda. Moreover, he founded the Vikramashila University in Magadha on the top of a hill on the banks of the Ganga with the aim of spreading knowledge. The Pala kings, who ruled from the eighth to mid-ninth century CE with their centre of power in Eastern India (Bengal), built a lot of Buddha Viharas.

They established relations with the neighbouring country Tibet. As a result, many Buddhist followers came to Nalanda and Vikramashila for studies. The Palas maintained relations with the Caliphs of Arabia and South East Asia. The economic condition of the Pala state improved through trade with these areas. Besides, the Shailendra kings, who ruled Malaya, Java and Sumatra, had sent their diplomats to the palace of the Palas.



The age of Pala rule was a period of the spread of Indian culture and Buddhism. Bring out a digital magazine based on this statement.

The Pratiharas were the rulers of the western part of north India in the same period (from the eighth to the tenth century CE) when the Palas were in power. A native of Baghdad, Al-Masudi who visited Gujarat at the beginning of the tenth century CE, describes the achievements of the Pratihara kings. Bhoja was the most prominent Pratihara ruler. The Pratiharas promoted

art and literature. The Sanskrit poet and playwright Rajasekharan, who authored 'Kavyameemamsa' and 'Karppuramanjari' lived in the palace of the Pratiharas. They built many beautiful temples and buildings at Kanauj in modern Uttar Pradesh. During the eighth and ninth centuries CE, scholars from India were sent as diplomats to the palace of the Caliph of Baghdad. They spread Indian Science and Mathematics to the Arab world. In spite of the hostility between the Arab rulers of Sindh and the Pratiharas, the exchange of goods and travels of scholars between India and West Asia went on freely.



Teli Ka Mandir-Gwalior
(Temple built during the Pratihara period)

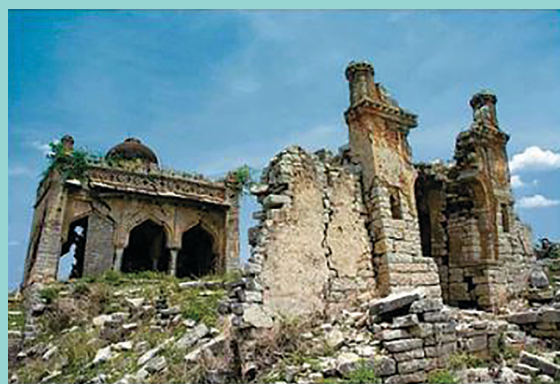


Prepare an album elucidating the achievements of Pratiharas in the fields of art and literature.

A picture of the Malkhed Fort (Manyakheda) situated in Gulbarga district of Karnataka is given here. It is made of limestone, locally known as 'Shahabad Shila.' From this, you might have understood that it is an ancient fort.

It was built by the Rashtrakutas, who dominated Deccan and south India from the eighth to the tenth century CE. Govindan III and Amoghavarshan were the prominent Rashtrakuta rulers.

Kavirajamargam is a notable work written by Amoghavarshan in Kannada. The Rashtrakuta rulers, who maintained religious tolerance, promoted Jainism along with Saivism and Vaishnavism. They also provided facilities for the Muslim traders to do trade, to settle down and to propagate their faith. This strengthened the foreign trade. The Rashtrakutas also promoted art and literature.



Malkhed Fort



Kailasa Temple - Ellora

Besides Sanskrit Pandits, literateurs who used to write in other languages also lived in their palace. The rock-cut temple of Ellora was built by the Rashtrakutas.

During the period of the Rashtrakutas the society was further divided on the basis of caste. In addition to the Chaturvarnya, there were other sections of the society that were subjected to untouchability and discrimination. Carpenters, cobblers and fishermen were included in this section. The dominant sections

of the society—the Brahmins and the Kshatriyas—maintained their status. However, the fall of trade and the growth of agriculture led to the decline of the status of the Vaishyas and paved the way for the uplift of the status of the Sudras. As the Sudras had become the members of the army, their status improved. Though women participated in the religious and administrative areas along with men, their status declined.



Despite the progress they achieved in the fields of art and literature, could the Rashtrakuta society be considered as egalitarian one? Evaluate.

Even though, the three states that we familiarised in this section were continuously engaged in mutual warfare, they ensured the stability of governance in their respective provinces. They encouraged art, literature and building of temples along with agriculture.



Evaluate the conditions that existed in the local kingdoms of India from the eighth to twelfth centuries CE.

Delhi Sultanate

So far, we have discussed the various regional kingdoms that existed in different parts of India. By the beginning of the thirteenth century CE, the majority of Indian territories came under a system of government that centred in Delhi. Let us look into the background and features of the same. We have learned

in previous classes that the Arabs had commercial and cultural relations with India. But, at the beginning of the eighth century CE, the Arabs attacked Sindh, the western coastal region of the Indian Subcontinent. The goal behind this attack was the wealth of India and the trade interests of Arabs.



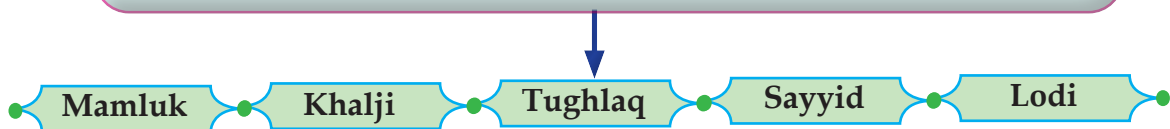
The Arab Invasion of Sindh



The Arabs invaded the Sindh in 712 CE. It was led by Muhammed Bin Qasim, the military chief of the Umayyad Caliph of Baghdad. The immediate cause of the invasion of Sindh by the Arabs was the pirate attack of a ship going from Ceylon to Arabia loaded with gifts for the Caliph of Baghdad and Governor Al Hajjaj.

With this invasion, other countries realised the political and military weakness of India. Then, the Turkish rulers, Mahmud of Ghazni and Muhammed of Ghor invaded India in the eleventh and twelfth centuries CE. Mahmud is said to have attacked India 17 times. This shows their interest in the great wealth of India. These invasions gradually gave way to the Sultanate rule (Delhi Sultanate), centred in Delhi. North India, central India and some parts of south India were under the rule of the Sultans. Five dynasties were in power during the period of Sultanate which lasted from 1206 to 1526 CE. They are as follows.

The Dynasties of Delhi Sultanate



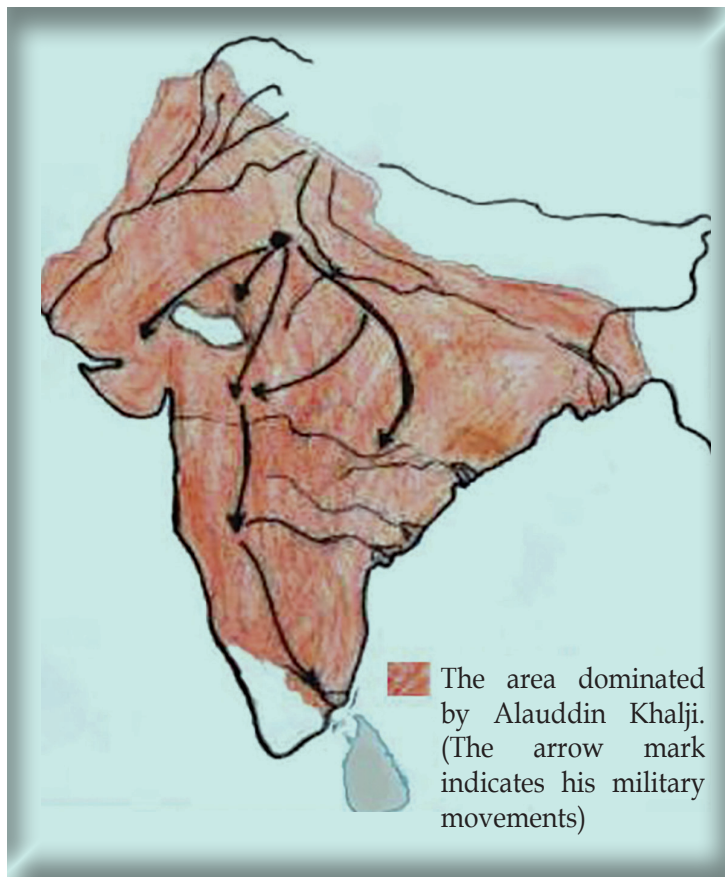
This period witnessed several experiments and administrative reforms. The Market Control executed during the reign of Alauddin Khalji (1296 – 1316) was important among them.

Its objective was to control the prices of all products in general and the price of the foodstuff in particular. Alauddin had to build a strong army after the Mongolian invasion. He was forced to make such a reform because of his concern that a large army would require huge sum of money to be paid as salary. If the price of products is low, it is enough to pay low salary. As part of this, he established warehouses and punished those who charged higher prices and the hoarders.



Sultana Razia (1236 – 39)

Razia was the daughter of Iltutmish, the prominent ruler of the Mamluk dynasty. Iltutmish considered none of his sons qualified to succeed him to the throne and nominated Razia as his successor. Though there were women rulers in Iran and Egypt, nominating a woman to the throne was an important change during that period.



Organise a panel discussion in the class on the ways to be adopted to reduce the public expenses of the governments and the everyday expenses of the people in modern times.

Socio-Economic Life

The Moroccan Traveler Ibn Batuta, who visited India in the fourteenth century, opined that the fertile soil of India was very suitable for agriculture. He has recorded that cultivation was done twice or thrice a year. The majority of the population was farmers. But, continuous famines and wars made the life of farmers difficult. Sugarcane, wheat, indigo, cotton, oil seeds, fruits and flowers were cultivated. This led to the development of crafts like oil making, jaggery making, weaving and colouring of textiles. 'Rahat Irrigation system' in which water was drawn from a waterbody for irrigation by spinning a wheel using cattle was in practice.



Rahat Irrigation System

In addition to the growth in agriculture, administrative stability, improvement in the transportation system and a monetary system based on Tanka (Silver) and Dirham (Copper) contributed to the growth of trade. Both exports and imports got strengthened. Soft silk, glass, horses, Chinese vessels, ivory and spices were imported from different countries. In India there were more exports than imports. So, gold and silver had flowed into India during that period.

The development of trade caused the growth of cities and urban life. Delhi and Daulatabad were the biggest cities of the eastern world of that period. Bengal and Gujarat were well-known for their textile products. Lahore, Multan and Lucknow were busy towns. The Turks started paper making in addition to the already existing hand crafts like leatherwork, metallurgy, carpet making and carpentry. The whole land of the country was divided into iqtas and were allotted to the Turkish nobles. The nobles collected the land revenue from these iqtas and gave it to the Sultan. The collection of tax in cash led to the emergence of cash economy and thereby paved the way for the massive economic growth.



Iqta System

The Iqta system was introduced during the reign of the Delhi Sultan Iltutmish. This was the system under which the land of the country was divided into large and small units that were granted to soldiers, bureaucrats and nobles. The land granted was known as Iqta.



Examine, with the help of a diagram, how the agricultural progress during the reign of the Sultan influenced the country's economy.

Now, let us see how the social life was during the Sultanate period. The medieval society was full of several inequalities. The Sultan, chief nobles, village chiefs called Muqadams, and lower nobles led their lives in high standards. Most of the people in the cities and villages underwent several sufferings. The existing social structure based on caste system did not undergo any fundamental changes. Some people are of the opinion that there had been some changes in the status of women. This progressive change can be seen in the women's right over the property. However, the caste system did not limit the interaction between the Hindus and the Muslims. The leaders of the army and administration were often the Hindus.



Compare the social life in ancient India with that in the Sultanate period based on the following hints.

	Ancient India	Sultanate Rule
Caste System
Status of Women



Cultural Life

Pictures of some musical instruments familiar to you are given. Can you find out their names? These musical instruments came to India during the Sultanate period. In this way, the Sultanate's rule had a strong influence on the cultural life of India. The Sultan's rule had different effects in different regions of India and in different areas of people's life. More than that, this did not happen suddenly, instead, a symbiosis of the two cultures formed through long-term mutual interaction. It has had its ups and downs at times.

Apart from music, this influence can be seen in architecture and literature also. The Qutb Minar, Tughlaqabad Fort, Haus Khas Complex and Lodi Gardens situated in Delhi are examples of their contributions to the field of architecture.



A lot of texts were composed in the Arabic language and many scientific and astronomical works of India were translated into Arabic during this period. The Persian language came to India with the arrival of the Turks. Amir Khusru was a writer who wrote beautiful works in the Persian language. Writing of history also grew into a prominent branch during this period. Ziauddin Barani was an important historian who lived in India during the Sultanate period.



Urdu Language and Amir Khusru

The Urdu language evolved as a unique blend of 'Hindavi', the vernacular language of the people of Delhi and its adjacent regions and Persian, a foreign language. The medieval Indian poet Amir Khusru played an important role in the development of Urdu. Given below are his words on India:

"I love India for two reasons. First, India is my motherland. To love the motherland is a part of everyone's faith. Secondly, India is a beautiful world. The climate here is more beautiful than that of Khurasan. The nature here is full of flowers and green throughout the year."



Organise a discussion on how the cultural contributions of the Sultanate period are still reflected in the culture of India.

After the decline of the Gupta rule, significant administrative interventions in India took place in Deccan and south India. Here, small kingdoms were replaced by large states. Local cultures were strengthened. A monarchical rule that was not based on individuals, arose. After the Arab conquest of Sindh in the eighth century, the Turks came and brought India under the rule of the Delhi Sultan for about three centuries. During this period, India witnessed a unified and stable Government. This was a period of cultural exchanges and integration.



Organise a seminar on the influence of Sultan rule on the administrative and cultural life of India.



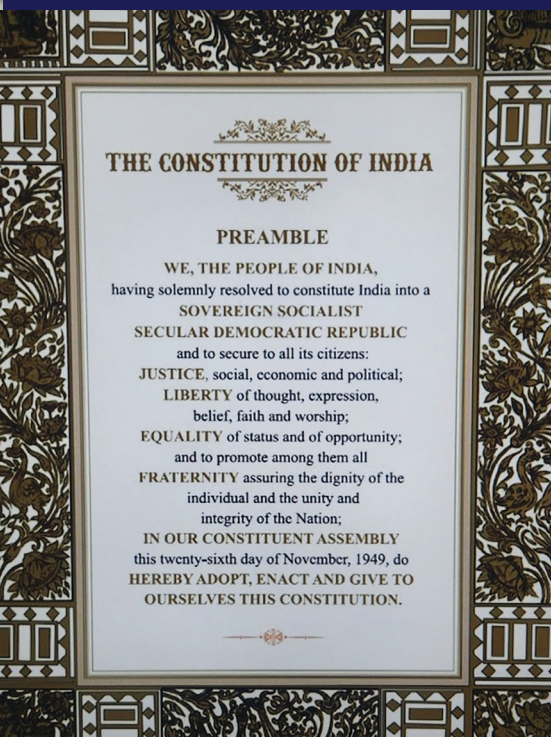
Extended Activities

- Prepare a digital magazine showing the changes and influences in the field of architecture in India under the Sultans.
- Prepare a digital atlas including the maps of the important dynasties of south India and the Delhi Sultanate.
- Develop a digital presentation on the changes in the cultural life in India during the Sultanate period and present it in the class.



7

EXTENSION OF DEMOCRACY THROUGH INSTITUTIONS



Democracy is not only a system of governance but also a system for fulfilling various needs and aspirations of the citizens and thereby ensuring a dignified life. In India, many constitutional institutions have been working for the establishment of democracy and its all pervasive growth.

Right to Education will be ensured: National Commission for Backward Classes

Madhya Pradesh: The National Commission for Backward Classes said in a press conference that it would recommend starting more educational institutions for the

backward classes. The Commission said that it will also include measures to address the economic backwardness of these sections.

Violation of Human rights: The Commission has registered a case

New Delhi : The National Human Rights Commission has voluntarily registered a case against human rights

violation in the labour sector. The action is based on the news about this in various media.

Lok Sabha Election Notification

New Delhi : Notification for the 18th Lok Sabha Elections has been issued. The Commission informed that the election in the country has been

decided to be conducted in 7 phases. Prior to this, the Commission also started the procedures including revision of the voter list.

Steps for the economic and social uplift of Scheduled Caste and Scheduled Tribes

New Delhi: The National Commission for Scheduled Castes and the National Commission for Scheduled Tribes have announced that steps will be taken for the progress of the Scheduled Castes and Scheduled Tribes in the country.

The commissions also said that recommendations would be made for timely provision of basic facilities including housing, education and reservation benefits to bring these sections into the mainstream of society.

Women safety measures are essential

New Delhi : The National Commission for Women has announced that it will give instructions to the governments to

take measures to prevent the increasing violence against women and to implement women's safety laws strictly.

Protection of Minority Rights: Commission intervened

New Delhi : The National Commission for Minorities has expressed concern over atrocities against minorities. The

Commission also put forward recommendations to protect the rights of religious, linguistic and cultural minorities.



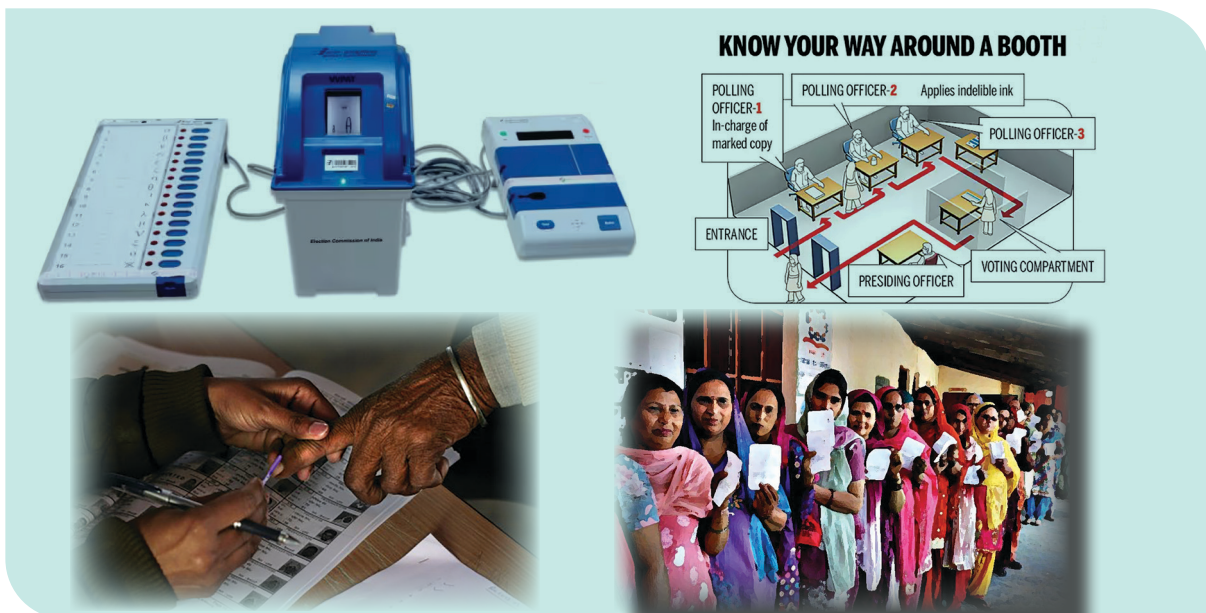
In the news given above the different mechanisms that have been set up for the institutionalisation of democracy are mentioned. Can you find out what they are?

- National Commission for Minorities
-
-
-

These bodies can be classified into two: constitutional bodies and extra constitutional bodies. The constitutional bodies are autonomous bodies formed when the Constitution came into force. The Constitution is the source of power of the constitutional bodies. Constitutional amendment is essential for effecting any change in the power or structure of these bodies. On the other

hand, extra constitutional bodies are formed by the laws passed by the Parliament. They can be given constitutional status as and when required.

These bodies play a pivotal role in practically implementing the fundamental values of Constitution such as equality, liberty, social justice, and secularism in Indian society. These institutions achieve the basic goals of democracy by integrating all sections of the people of the country. The success of democracy hinges on the active participation of marginalised and weaker sections of society. For that, their wishes and aspirations need to be considered fairly. Constitutional and extra constitutional bodies play a vital role in realising this goal, in India. Let us examine how the institutions mentioned above help in the spread of democracy.



The images above depict various stages of the electoral process. Examine each picture and identify the specific step in the election process that it represents.

- Queuing up to vote

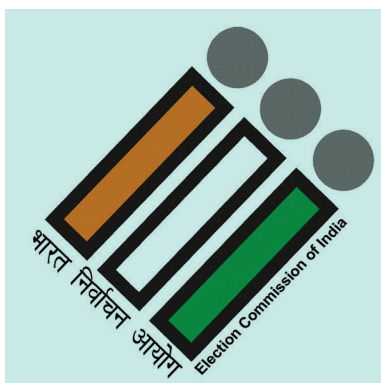
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Election Commission Headquarters - New Delhi

Election Commission

It is known that elections play a pivotal role in democratic governance. In a democratic system of governance, people's representatives and rulers come to power through elections. Therefore, it is essential to have an independent and authentic system to guarantee just and impartial elections. In India, the Election Commission, a constitutional body, is entrusted with this vital responsibility.



The Election Commission of India came into existence on 25 January 1950 based on Article 324 of the Indian Constitution. The present Election Commission consists of a Chief Election Commissioner and two Commissioners. They are appointed by the President of India. The tenure of office of the members of the Commission is 6 years or up to the age of 65. The Chief Election Commissioner can be removed from his position only through impeachment. The activities of the Election Commission in different states and the Union Territories are coordinated by the Chief Electoral Officers.



Electronic Voting Machine (EVM)

General election in India is the largest democratic process in the world. Electronic Voting Machine (EVM) is the system executed by the Election Commission of India to ensure transparency in the process of election and to prevent election crimes. Electronic Voting Machine was first experimented in the by-election to the Paravur Legislative Assembly Constituency of Kerala in 1982. EVM was used in all the 543 constituencies in the Parliament elections in 2004. An Electronic Voting Machine has two units: the Control Unit and the Ballot Unit. The 'Voter Verified Paper Audit Trail' (VVPAT) system is also included to ensure transparency. Electronic Voting Machines (EVMs) help to speed up the election process, timely declaration of results, and to reduce election costs.

As a constitutional body formed for the establishment of democracy, the Election Commission performs a significant role. Listen to the conversation given below.



Impeachment

Impeachment is the process of removing persons holding constitutional positions through parliamentary proceedings.

It is clear from the conversation that in our country the Election Commission prepares voters list and issues voter identification cards. Let's examine what other functions the Election Commission has to perform.



Election Commission - Functions

Preparation of electoral roll and issuance of identity card.

Supervise, administer, and control the elections to the offices of the President and the Vice President of India, Members of the Lok Sabha and the Rajya Sabha, and State Legislative Assemblies.

Promulgation and enforcement of the codes of conduct.

Recognition of political parties and allotment of symbols to them.

Issue election notifications, receive, scrutinise and accept nominations, and publish the lists of candidates.

Schedule the dates for poll and its counting, declare results and resolve disputes.

Audit election expenses and take appropriate follow-up actions.

Our country has well-organised laws to define the duties and responsibilities of the Election Commission, and to make the extensive and complex electoral system, efficient and participatory. The People's Representation Acts of 1950 and 1951 perform these functions. The Parliament passed these laws in accordance with Article 327 of the Constitution. The Acts detail the election procedure. They also detail every step from the submission of nomination papers to the declaration of election results. Let's get to know with these acts.



Representation of People Act, 1950

National Voter's Day

January 25th is observed as the National Voter's Day. The observance of this day began in 2011. The Election Commission of India came into existence on 25 January 1950. It was decided to observe January 25 as the National Voter's Day as it was the day of establishment of the Election Commission. The National Voter's Day is observed for encouraging all voters of the country to actively intervene in the process of election and to cast their votes.

The Representation of People Act, 1950 is an act codifying the provision for fixing constituencies for elections to Parliament and state legislatures, delimiting their boundaries and preparing electoral rolls. The Act stipulates that all constituencies are single-member constituencies. The Act provides for matters such as division and delimitation of constituencies, appointment of Chief Electoral Officer, District Returning Officers and Electoral Registration Officers, and the preparation of electoral roll.

Representation of People Act, 1951

The Representation of People Act, 1951 is an act to provide for the conduct of elections to the Indian Parliament and State legislatures and to determine the eligibility and disqualification of those elected, and provide for the settlement of election disputes. It deals with the crimes related to election, and the eligibility and disqualification of the members of the Parliament. It defines the invalidation of the members of Parliament and state legislative assemblies, system of election, and the qualifications and duties of the Chief Election Commissioner, District Election Officer, Election Observers and Returning Officers. It also defines the registration of political parties. According to this act, any organization that wants to become a political party has to register with the Election Commission. It also stipulates the criteria for national party and regional party status and the rules to obtain election symbols.



- Prepare a digital album including the names of Election Commissioners of India and their tenures.
- Collect more information regarding the activities of Election Commission.
- Can the voters cast their votes only in the polling booth? Has the Election Commission made any other arrangements? Organise a discussion in the class.



State Election Commission

Apart from the Central Election Commission, there are state-level election commissions in each state. Election Commissions came into existence in the states through the 73rd and 74th Constitutional Amendments. These are formed in accordance with the Articles 243 (K) and 243 (ZA) of the Constitution. The State Election Commissions execute the duties like preparation of the voter's list for elections to the local self-governments, and the supervision and control of the elections. The Commission also decides the reservation of seats in Local Self-Governments. Kerala State Election Commission came into existence on 3 December 1993.

The Election Commission has an important role in forming a democratic government in a richly diverse and highly populated country like India. There were several sections in our society that were marginalised on the basis of social, economic and gender inequalities. The Election Commission has performed the duty of laying the strong political foundation of Indian democracy by making these sections of people participate in the process of election. This constitutional institution makes democracy stronger and meaningful through transparent and fair conduct of the elections at various levels in the country.



Sukumar Sen, the first Chief Election Commissioner of India

National Human Rights Commission



Note the date in the given calendar. Find out what is special about this day.



Hope you may make preparations for the observance of the International Human Rights Day under the auspices of the School Social Science Club. What would be the programmes that you plan in connection with this?

- Poster Exhibition
- Seminar
-
-
-

Media bring to us, from various parts of the world, a lot of news regarding the situations like wars, riots, terrorist attacks that make decent living of the people difficult. Do you know that such human rights violations happen in our locality? Have you come across such incidents? List them.

- Discrimination against children
- Discrimination against women
-
-
-



Human rights violations are denial of the civil rights and values promised by the Constitution of India. The Human Rights Commission was formed in our country with the objective of ensuring civil rights by avoiding violations of human rights. The National Human Rights Commission was established on 12 October 1993. New Delhi is its headquarters. There are six members in the commission including the Chairperson. The Chairperson would be a retired Chief Justice/Judge of the Supreme Court of India. The members of the commission are appointed by the President of India. The tenure of these members in office is three years or up to the age of seventy.

Protection of Human Rights Act, 1993

The Human Rights Protection Act is the act that came into existence directing that Human Rights Commissions and Courts shall be established at the national and state-levels for the protection of human rights and related matters. The act came into force on 28 September 1993. The national and state level Human Rights Commissions function in accordance with this act. It defines Human Rights Court, National Minority Commission, National Scheduled Castes Commission, National Women's Commission and State Human Rights Commission. The act defines the formation of the National Human Rights Commission, the appointment of its members, including the Chairperson, their removal from office, tenure in office, and the activities and powers of the Commission.

The procedure of inquiry of the Commission, submission of report, formation of State Human Rights Commissions, and the procedure of their activities and inquiries are laid down in this act. Human Rights are the rights to life, liberty, equal treatment and dignity, as assured by the Constitution of India, and international agreements ratified by India.



Headquarters of the National Human Rights Commission – New Delhi

Functions of the National Human Rights Commission

To conduct inquiries on complaints related to human rights violation.

Become a party to court proceedings in matters related to the violation of human rights.

To visit jails and rehabilitation centres and make recommendations for reforms.

To evaluate the functioning and efficiency of the systems for protection of human rights and give suggestions.

Analyse the international agreements and declarations regarding human rights and take appropriate steps.

To examine the human rights violations committed by the law enforcement officers and other public servants, and take necessary actions after examining the failures in the prevention of such incidents.



- Given above are some of the important responsibilities of the National Human Rights Commission. Collect newspaper cuttings related to the activities of the Commission and prepare a digital album including the collected news.



State Human Rights Commission

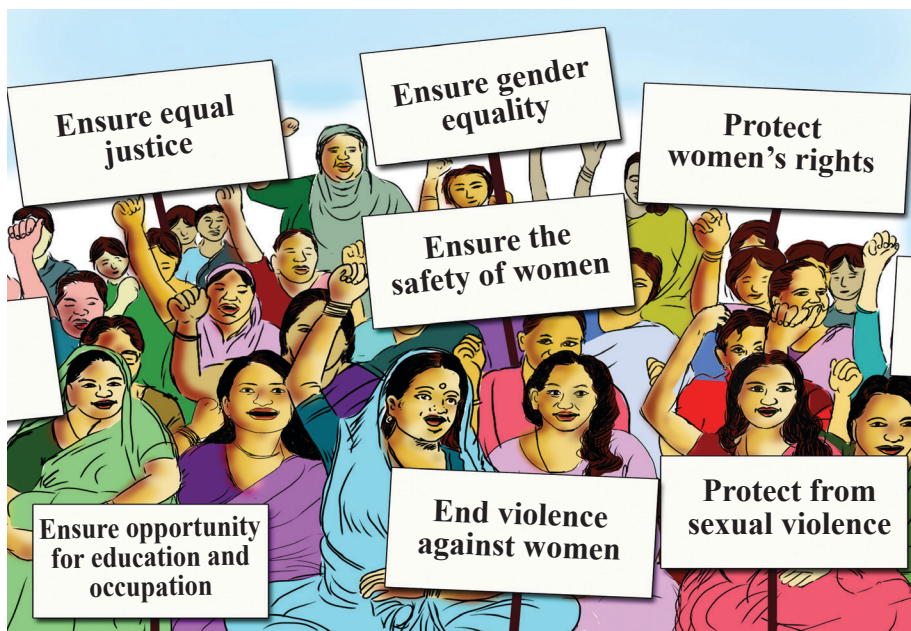
Similar to the National Human Rights Commission, there are Human Rights Commissions in the States also. Kerala State Human Rights Commission came into existence on 11 December 1998. There are three members in the Commission including the Chairperson. A retired Chief Justice/Judge of the High Court shall be the Chairperson of the Human Rights Commission. Members of the Commission are appointed by the Governor.



- Identify the issues in which the National Human Rights Commission intervened recently.
- Amnesty International is a voluntary organisation working against human rights violations at the international level. Are there voluntary organisations of this type working in our country? Identify.

Human rights have an incomparable position in a democratic system. A democratic system becomes complete and meaningful only when its citizens enjoy their rights with dignity and pride. The National Human Rights Commission plays an important role in the protection of the human rights of the citizens and thereby ensuring the extension of democracy.

National Commission for Women

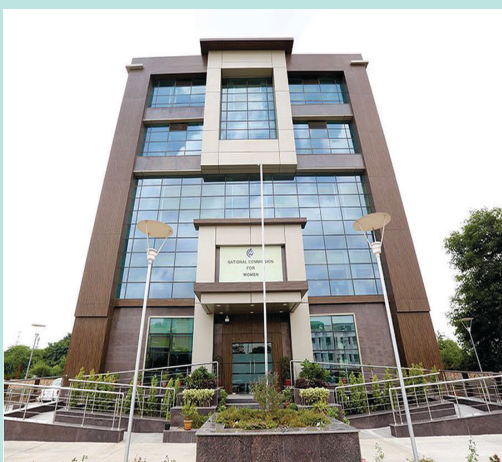




Observe the picture above. What are the issues raised by women agitators? Have you noticed any other issues faced by women? Discuss them.

- Discrimination at working places
-
-
-
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The most important function of the National Women's Commission is to intervene in the various issues faced by women in society and to suggest legal solutions. The commission was founded on 31 January 1992. The commission consists of a chairperson, five members and a member secretary. The members of the commission are appointed by the Government of India. Their tenure of office is three years. The National Women's Commission is equipped with extensive powers for the protection, equality and rights of women.



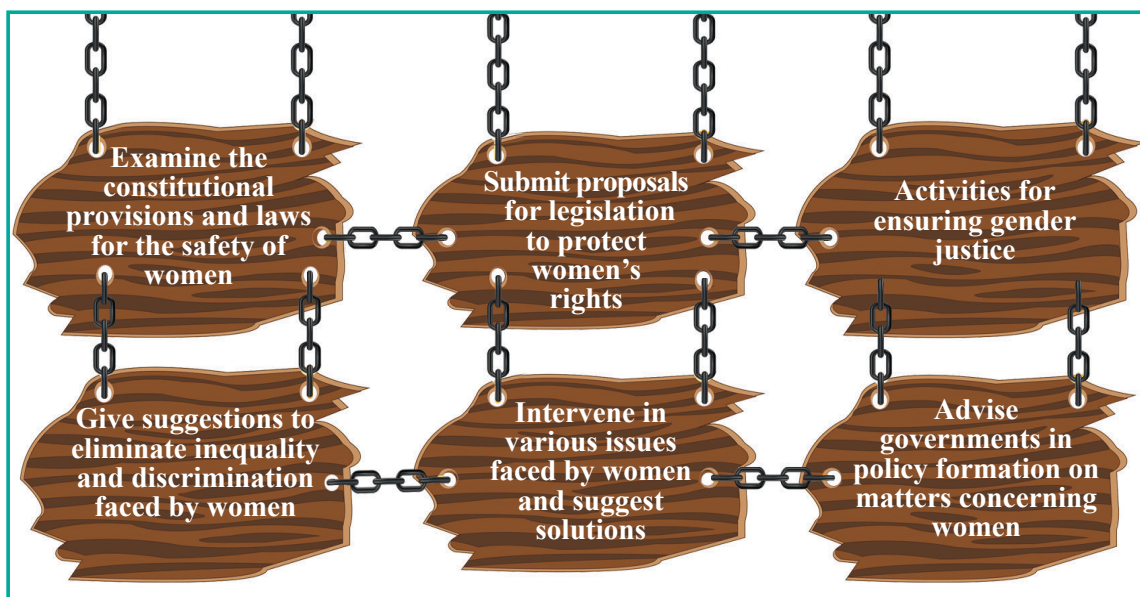
Headquarters of the National Women's Commission, New Delhi



International Women's Day

International Women's Day is observed with the objectives of the protection of women's rights, prevention of atrocities and discrimination against women, and to ensure women's participation in social progress. March 8 is International Women's Day. The United Nations Organisation aims to prevent atrocities against women, and to ensure women's empowerment beyond all political, social and economic discrimination.

Functions



- Collect news and pictures about the activities of the National Women's Commission.
- Include the collected information in the Social Science album.
- Identify, with the help of teachers, the cases/incidents the National Women's Commission intervened in for the protection of the rights of women.

There are laws in the country to ensure the rights and safety of women. Let us get to know some of them.

Dowry Prohibition Act, 1961

The Dowry Prohibition Act was passed by the Parliament in 1961 to eradicate the evil practice of dowry from society and prevent atrocities in the name of dowry. Dowry is the exchange of wealth on the occasion of marriage as per prior agreement or under compulsion. If a person consents to marriage based on the promise of certain sum of money, jewellery or wealth, it is also dowry. Both, accepting and giving dowry are punishable under this law.

Protection of Women Against Domestic Violence Act, 2005

Protection of Women Against Domestic Violence Act came into force in India on 26 October 2006. This law protects women from violence by their life partners or relatives. The broad definition of domestic violence includes all activities that insult women or cause them danger. This

law assures protection, boarding and financial help to women who are victims of domestic violence.



- Make preparations for the observance of the National Women's Day in your school.
- Prepare an invitation letter for the same.
- Collect news about problems faced by women and intervention of the Women's Commission in those issues and make a news album.



State Women's Commission

Kerala State Women's Commission came into existence on 14 March 1996. Its headquarters is in Thiruvananthapuram. Poet Sugathakumari was the first chairperson of the commission. The State Women's Commission consists of four members other than the chairperson. The official term for a member is five years. The responsibilities of the commission include intervention in different cases where women face denial of justice and suggest appropriate decisions, and to report to the government about the procedures in this regard.



The rights of all citizens should be protected in a democracy. Gender justice is very important in it. It is realised only when the rights and dignity of women are protected. The Women's Commission takes steps to legally overcome the anti-women tendencies in society from time to time.

The Women's Commission plays an important role in strengthening democracy by ensuring gender justice through interventions that ensure equal opportunity and rights.

The National Commission for Minorities



Make up for the economic backwardness of minorities

Start more educational institutions to make up for the educational backwardness of minorities

NEWS Minority organisations raise demands



Protection of the scripts of linguistic minorities imperative

Ensure the social progress of minorities

NEWS Minority organisations raise demands



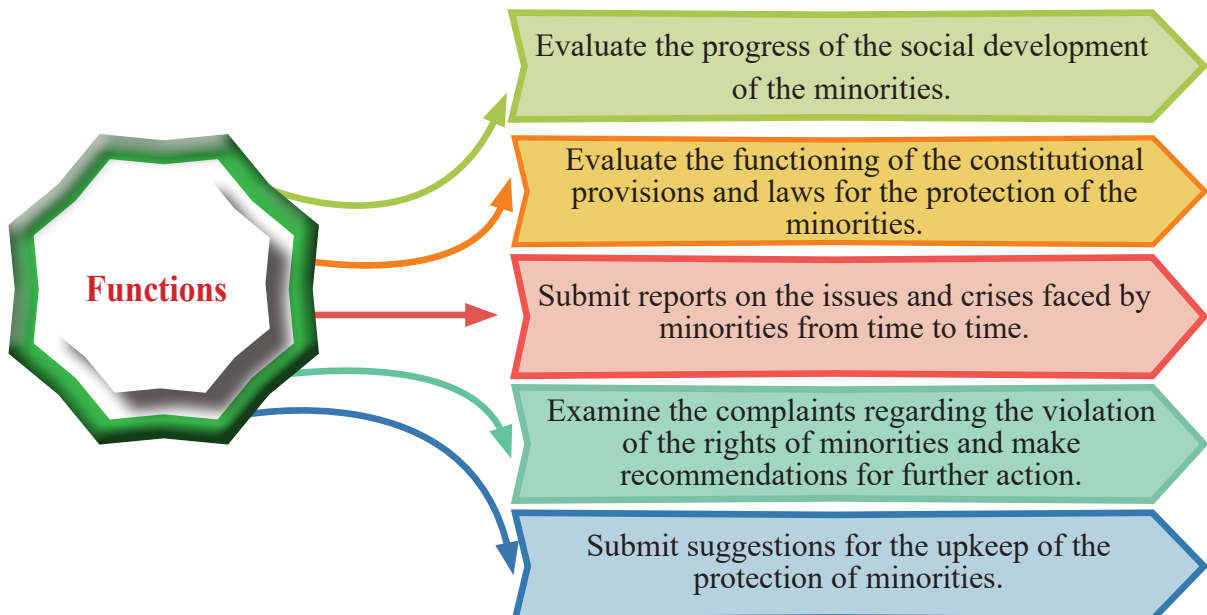
Read the television news given above. The news is about the demands raised by minority organisations about the various issues faced by the minorities. What are the issues raised here?

- Economic backwardness
-
-
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Minority Commission was formed to ensure that the interests of the minorities of the country are protected and that the laws enacted for their wellbeing are effectively implemented. The most important function of the commission is to ensure the welfare of the religious, linguistic and cultural minorities by protecting their rights. The National Minority Commission came into existence on 17 May 1993. The commission consists of a chairperson, a vice chairperson and

five members. The members of the commission are nominated by the central government. They are appointed by the President of India. Their term of office is three years. The National Minority Commission has extensive powers and functions to execute.





State Minority Commission

The Kerala State Minority Commission was established in 2013. There are four members in the commission including the chairperson and the vice chairperson. The state government nominates them. Their term in office is three years. The responsibility of the commission is to ensure that religious and linguistic minorities enjoy the constitutional rights granted to them. The commission also makes recommendations regarding the establishment of educational institutions by minorities.



- Collect news regarding the interventions of the National Minority Commission.
- Identify whether there are linguistic minorities in your area.
- Discuss and prepare notes on the issues faced by the linguistic minorities and their remedies.

The participation and inclusion of all sections of the people are important in a democratic system. The growth and progress of the religious, linguistic and cultural minorities is imperative for this. Along with this, the general awareness that the minority welfare is the responsibility of the majority should be created. The efforts of the Minority Commission towards the realisation of these ends play an important role in the extension of democracy.

National Commissions for Scheduled Castes – Scheduled Tribes

Roads and communication should be given the highest priority in Scheduled Castes and Scheduled Tribes areas. Without them, nothing we do will be effective. It is clear that many things are needed such as schools, health services and cottage industries. But we must always remember that we do not interfere in their way of life and only help them to live according to their own way.

(Jawaharlal Nehru, June 7, 1952)



Given above are the words of Jawaharlal Nehru, the first Prime Minister of India. What are the developmental activities that should be done for the Scheduled Caste – Scheduled Tribe sections, according to Nehru? Discuss.

- roads, communication facilities
-
-



The Scheduled Castes and Scheduled Tribes Commissions were formed with the objective of protecting the Scheduled Castes and Scheduled Tribes from discrimination and exploitation, and bringing them to the mainstream of society. It is important to protect their cultural diversities

and identities along with this. Both the commissions came into existence in 2004. The commission consists of a Chairperson, a Vice Chairperson and three other members. The members of the commission are appointed by the President of India. The members' term in office is three years.

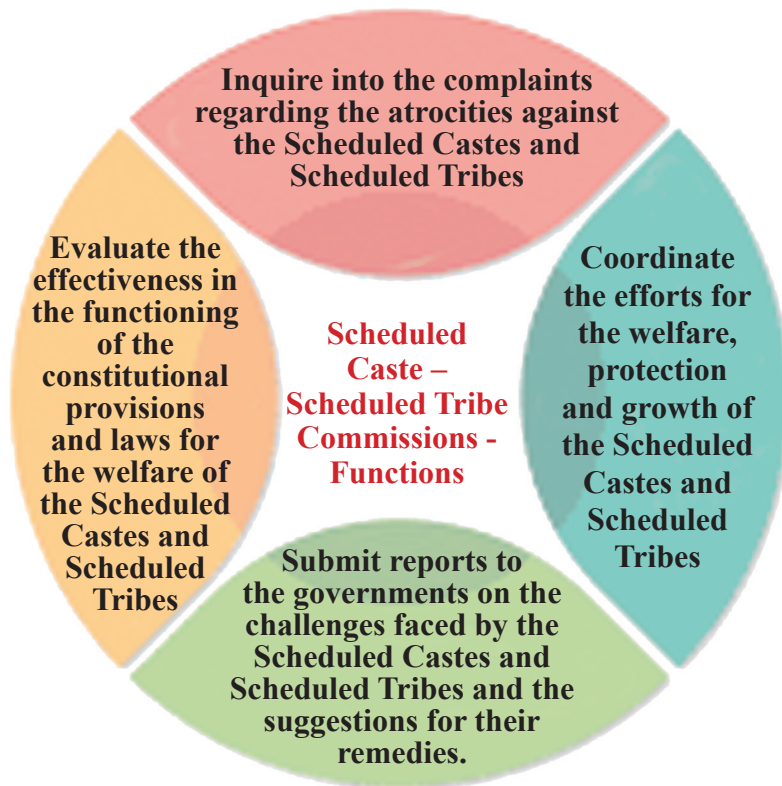


The Headquarters of Scheduled Castes and Scheduled Tribes Commissions – New Delhi

SC and ST (Prevention of Atrocities) Act, 1989

The SC and ST (Prevention of Atrocities) Act came into force with the objectives of the prevention of atrocities against the SCs and STs, establishing special courts for handling such crimes, and taking steps for their well-being and rehabilitation. The act came into force in the year 1989. This act defines the atrocities

and crimes committed against the SC and ST sections, prescribes the punishment for those who commit such crimes, and stipulates the process for their rehabilitation.



Democracy is complete only when it ensures the active participation of the socially marginalised sections of people in the course of history. Their traditional knowledge and culture should be protected in their original form while ensuring their inclusion in modern society. The activities of the Scheduled Castes and Scheduled Tribes Commissions accelerate this process and strengthen democracy.



- Find out and enlist the various welfare projects implemented by the government for the Scheduled Castes and Scheduled Tribes.
- Collect newspaper reports regarding the interventions of the National Scheduled Castes and Scheduled Tribes Commissions.



Kerala State Scheduled Castes and Scheduled Tribes Commission

The Kerala State Scheduled Castes and Scheduled Tribes Commission was formed for the welfare and protection of the Scheduled Castes and Scheduled Tribes of Kerala. The commission consists of the Chairperson and two other members. They are appointed by the Governor. The term of members in the office is three years. The main responsibility of the commission is to conduct inquiries on complaints regarding cases of violation of the rights of the Scheduled Castes and Scheduled Tribes and to make recommendations for further action in those cases. The commission is also entrusted with the responsibility to evaluate the socio-economic conditions of the said sections of the society and to make recommendations for ensuring their progress.

National Commission for Backward Classes (NCBC)

Education should be made accessible to all. The policy of the education department is to make higher education as affordable as possible for the people belonged to the backward class. If all these communities are to be raised to equality, the only way out is to give special consideration to the backward sections.

Dr. B. R. Ambedkar

Budget Speech in the Legislative Council, 1927 Feb. 24



Carefully read the speech by Dr. Ambedkar. What are the suggestions put forward by him for the progress of the backward sections?

- Make higher education less costly
-
-
-



The National Commission for Backward Classes was established with the objective of the uplift of the socially and economically backward sections. Submitting suggestions to address the backwardness of the socially and economically backward sections is also a responsibility of the commission. The commission was established in 1993. It consists of a Chairperson, a Vice Chairperson and three members. The members of the commission are appointed by the President of India. The official term of the members is three years. The commission received constitutional status in 2018.



Kerala State Backward Classes Commission (KSCBC)

Kerala State Backward Classes Commission came into existence in 1993. The term in office of the commission is three years. The commission has the responsibility to consider the socio-economic conditions of the backward communities and to make recommendations to include the deserving ones in the Reservation List and to grant them due benefits.

National Commission for Backward Classes- Functions

Ensure the effective implementation of the constitutional provisions and laws for the backward classes.

Submit report to the government on the activities of various systems for the welfare of the backward classes.

To make recommendations for taking steps against atrocities faced by backward classes and to ensure justice.

Examine the demands related to backward status and give suggestions to the government.



Headquarters of the National Commission for Backward Classes
- New Delhi



- Find out the present Chairpersons of the National and State Backward Classes Commissions.
- Prepare a note on the activities of the National Commission for Backward Classes.

The Spread of Democracy: The Role of Institutions

It is imperative to address the socio-economic backwardness of the different sections of people in our country with such a large geographical area, high population and cultural diversity. This backwardness can be redressed only by ensuring equality of opportunity, social justice and participation envisioned by the Constitution. Democracy will be complete only when the socially and economically backward sections of people are brought to the mainstream of society.



Union Public Service Commission (UPSC)

Union Public Service Commission (UPSC) is the constitutional body instituted for recruitment by the Government of India. The Commission came into existence based on Article 320 of the Constitution of India. The Commission consists of a Chairperson and ten members. They are appointed by the President of India. Their tenure in office is six years or up to the age of sixty-five. UPSC conducts recruitment to the All India Service and the Central Civil Service. The chief responsibility of the UPSC is to make recruitments to the central government services through examinations and interviews. State Public Service Commissions are responsible for conducting recruitment for state government services. Kerala Public Service Commission (KPSC) conducts recruitments to the state government services, in Kerala.

The success and failure of a democratic system of administration depend on the participation of the people. The above-mentioned constitutional and extra constitutional bodies have an important role in ensuring the participation of different sections of the people in the political process. For instance, the Election Commission expands the scope of political democracy by fostering an environment where citizens can exercise their political rights freely and without fear, and thereby broadening the foundation of democratic participation. Since 1951-52, the Election Commission has been taking measures to strengthen electoral democracy and to ensure free and just polls. The Election Commission's functions, include the delimitation of electoral constituencies, preparation of electoral rolls, implementation of universal adult suffrage, recognition of political parties, implementation of electoral reforms, and promotion of electoral literacy, which have significantly strengthened Indian democracy.

The National Human Rights Commission, National Women's Commission, National Minority Commission, National Scheduled Castes Commission, National Scheduled Tribes Commission and the National Commission for Backward Classes play a vital role in empowering historically marginalised sections of the people, integrating them into the political process, and promoting their inclusion in the mainstream of society. Beyond electoral democracy, the issues of the marginalised sections should be resolved with special attention. It is this function that the above-mentioned commissions perform. These commissions try to solve the problems related to social backwardness as well as problems faced by individuals.

as problems faced by individuals.

Along with the protection of civil liberties, it is essential to ensure the protection of the rights derived from the inherent dignity of human beings for the extension of democracy. The Human Rights Commission plays a commendable role in ensuring such rights and thereby strengthening the democratic process. The Women's Commission makes democracy meaningful by taking steps to uphold the dignity of women by initiating steps that ensure their social advancement and prevent atrocities against them.

It is the responsibility of a democratic state to ensure the protection and equal treatment of minorities. Minority Commission consolidates democracy by preventing atrocities against minorities and by ensuring rights of the minorities. The SC and ST Commissions perform significant responsibilities by taking steps to resolve the socio-economic issues faced by the Scheduled Castes and Scheduled Tribes and to integrate them into the mainstream society. The National Commission for Backward Classes undertakes the democratisation of integrating other backward sections into the mainstream society by resolving their social, economic and educational backwardness.

Thus, the aforementioned institutions expand the scope of Indian democracy into social and economic domains, encompassing marginalised sections of people and enabling them to exercise their political rights, thereby fostering a more inclusive and equitable democratic framework.

National Commission for Protection of Child Rights



The National Commission for Protection of Child Rights is established to protect the rights of children. The commission functions under the Ministry of Women and Child Development. It came into existence on the 5 March 2007. The commission consists of a Chairperson and six members. The aims of the commission are the education, health, care, welfare, and justice of children. The Kerala State Commission for Protection of Child Rights works for protecting the rights of children, in Kerala.



Organise a panel discussion in the class on 'The Role of Institutions in the Extension of Democracy.'



Extended Activities

1. Organise a seminar on the topic 'Women's Safety' in connection with the International Women's Day.
2. You must have noticed the implementation of School Parliament Election in your school. Shall we conduct a model election in the class to assess the duties of the Election Commission? What are the preparations needed for that?
 -
 -
 -
3. Collect boards and pictures and organise an exhibition for creating awareness about human rights violations and to suggest remedies for them.
4. Stage a play on 'the problems faced by women in the society and their solutions' in the class.
5. Complete the table.

Enter the names and year of formation of the various Commissions constituted for the extension of democracy in the table given below.

	Name of the Commission	Year of Formation
1	Election Commission	1950
2		
3		
4		
5		
6		

8

TOWARDS A GENDER-NEUTRAL SOCIETY

Gender and sex are distinct concepts; individuals have the right to self-identify their gender.

Honourable High Court of Kerala

This is a news report about an observation made by the Honourable High Court of Kerala on 8 August 2023.

What do you notice from this news?

-
-

Have you ever come across the terms 'gender' and 'sex' that are included in this news? In which official documents are these mentioned?

Complete the following table

- Aadhaar card
- School admission records
- Birth certificate
- Ration card
-
-

The terms 'gender' and 'sex' are often used interchangeably in various identification documents, but in some records and application forms 'male/female/others' is used instead.

Sex and Gender

In the news report given at the beginning of this lesson, the Honourable High Court of Kerala has observed that sex and gender are two distinct concepts.

Sex refers to the biological characteristics that define males and females. It refers to the difference between males and females in chromosomes, physical structures, hormones, genitalia, and other physical factors.

Gender refers to the social, cultural and psychological characteristics associated with the categories of male and female through particular social contexts. For example, some societies consider pink as the colour for women and blue as the colour for men. However, there is no biological base for this notion. This has been a social practice for years. Have you noticed similar situations?

Gender is neither biological nor constant. It is acquired and strengthened through social intervention. That is, gender is a social construct. Gender is a concept beyond sex. Each society has constructed many expectations and behaviours associated with 'men' and 'women.' For instance, it is commonly observed that societal expectations often dictate that boys are more suited

to playing with toys like guns, whereas girls are often expected to play with dolls. Similarly, individuals acquire gender expectations and behaviours from society through socialisation. These are different in different cultures. They also change with the passage of time.

All individuals may not have the gender that the society expects them to have on the basis of their sex. Some people may have gender that does not match their sex. Those who have gender identity different from the socially expected one are called Transgenders.



Socialisation

Socialisation is a lifelong process from birth and continues till death. Babies do not know about society or social behaviour at the time of birth. In order to get integrated as a part of the society, they learn the values and practices of the society at different stages. This learning process is called socialisation.



Transgender

A transgender is a person whose gender does not correspond with the gender he was assigned at the time of birth. This includes Transman and Transwoman.

Clause (K) of Section 2, TPPR Act, 2019)

Sex categorises individuals as biologically male or female. Gender makes masculinity or femininity in us. The terms masculinity and femininity refer to the behaviours the society expects from men and women. For example, men are considered symbols of strength and women that of affection. Another example is the assumption that men are not meant to cry and women are emotional. Find more examples.

Sex is inherited at the time of birth and thus it is an ascribed status. Gender is an achieved status. It is learned and formed from the culture we live in.



Ascribed Status and Achieved Status

Ascribed status is the social status an individual gets by birth. Age, race, and sex which cannot be chosen by the individual are examples of ascribed status.

Achieved status is the social status achieved by individuals through their own ability and choice. Educational qualification, income, occupational skill, etc. are examples of achieved status. They are learned from society in course of time. Gender is an achieved status as it is acquired and reinforced through social interactions.

Expand the table:



Sex	Gender
<ul style="list-style-type: none"> Refers to biological features 	<ul style="list-style-type: none"> Refers to social, cultural and psychological features
<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> 	<ul style="list-style-type: none">



Discuss the difference between sex and gender in the class and prepare notes.

We have already discussed how sex is different from gender. Gender status is determined not based on birth or physical features, but on the social interactions and behavioural patterns created by social practices.

Status refers to an individual's position within the social system. Status plays a significant role in determining how an individual is perceived and treated within a social system. Every society categorises its members based on their status, leading to social stratification. Thus, individuals are defined as high status or low status individuals in the society.



Social Stratification

Social stratification is the social placement of individuals in society into different hierarchical layers or strata without equality. This system operates in a way that individuals in higher stratum enjoy greater status, while those in lower stratum have lower status. Historical examples of social hierarchies include slavery and the caste system.

Do men and women in our society share equal status in the social hierarchy? Have you noticed any disparity?



Claudia Goldin

Claudia Goldin was awarded the Nobel Prize in Economic Sciences in 2023. The research was about working women and the causes of gender differences in labour force participation and earnings. Goldin became the third woman to receive the Nobel Prize in Economics.

Gender Roles



Haven't you listened to the conversation among three friends? What is your response to this conversation? Have you heard the statement that certain jobs should be done only by individuals of a certain gender? Do jobs actually need such gender discrimination?

A role is the expected behaviour associated with a status. The term 'Gender Role' refers to the societal expectations regarding what men and women should do, think, say and wear, and how they should behave. Gender Roles represent the specific characteristics, attitude, and actions that a society associates with masculinity and femininity. For example, some societies hold the idea that men should be the primary breadwinners, while women should manage domestic duties. These roles limit individual choices and potential. A lot of norms and habits are evident in our society based on these gender roles.

Are duties allocated based on gender in your school? Typically, who performs most of the following duties in your school?

Complete the checklist.

Duties	Boys	Girls
• Singing the prayer song in school assembly		
• Arranging benches and desks		
• Arranging the digital tools in the classroom		
• Discharge duties outside, which are not of the class		

From this, we can understand that today, in schools, such activities are shared by boys and girls together.



Perform a role play in class focusing on situations in which duties and responsibilities traditionally assigned are now equally shared between men and women.

Gender and Social Norms



This picture refers to the social evil of 'Sati' that was once practised in India. Sati was a cruel practice where a widow was forced to immolate herself on her husband's pyre. 'Untouchability' was another social evil that existed in India. This social evil categorised members of a society into hierarchically ordered castes, insisting that individuals from castes considered lower maintained a defined distance while they interacted with members of the castes considered higher. Sati and untouchability were observed in the past societies as if they were laws. However, these practices were later outlawed and abolished through legislation as part of a broader social reform movement.



The Indian Parliament abolished Sati through the Commission of Sati (Prevention) Act of 1987. This law prohibits the practice of Sati, whether by compulsion or voluntarily, and any statement in support of Sati.

The evil practice of untouchability was abolished in India through Article 17 of the Constitution and the Untouchability (Offences) Act of 1955.

There are certain norms around us which are unwritten but had existed in a society since time immemorial. They are known as 'Social Norms.' Social norms are unwritten laws regarding beliefs, behaviours and attitudes that are considered acceptable in a certain social group or culture. Greeting and thanking individuals are examples of social norms.

Look at the following statements:

- Do not waste drinking water
- Do not physically harass anyone
- Respect the elderly citizens
- Two-wheeler riders should wear helmets
- Do not discriminate anyone on the basis of physical features
- Every individual has the right to legitimate elections
- Protect the elderly citizens
- Giving and accepting dowry is a crime

Classify them into laws and norms.

Laws	Norms
• Do not physically harass anyone	• Respect the elderly
•	•
•	•
•	•
•	•

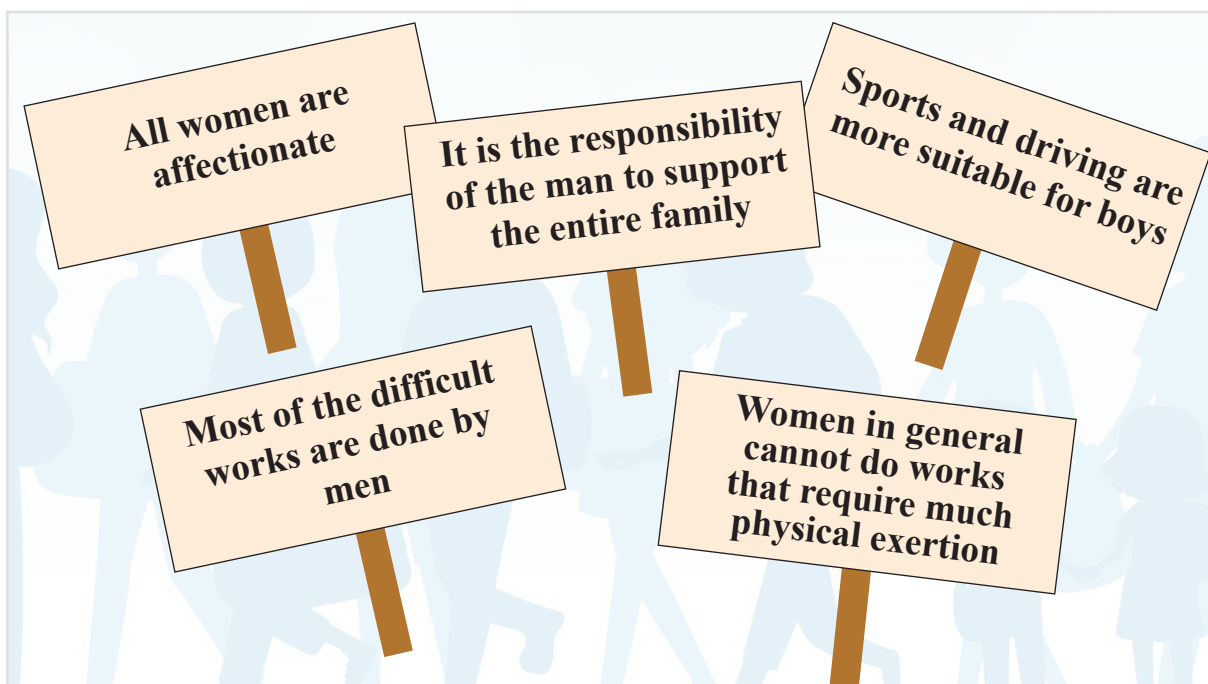
Identify more laws and norms like this and include them in the table properly.



Why do illegal norms still exist in society today? Write your comments in the activity book.

Gender Stereotypes

Read the statements below:



Do you think the given statements are correct? Are they not simply false notions held by the society traditionally?

Many people generally see these things as their inherent qualities which were mistaken by society as the quality of men and women. Stereotypes are created by simply presenting such incorrect or partially correct notions as the basic qualities of men and women.



Stereotype

A stereotype is a social classification of people into groups based on oversimplified and generalised assumptions. Stereotypes are formed on the basis of class, caste, religion, occupation, language, gender and the like.

Can you find out examples of gender stereotypes? Add them below.

- Women are good as nurses. Men are not fit for that
-
-

Gender roles, norms, and stereotypes are the reasons for gender inequality.

Media and Gender Stereotypes

Have you noticed the advertisements that appear on television and online streaming platforms? Who do you think comes more on screen to endorse the products? women or men. Note your observations.

- | | |
|--------------------------|---|
| • Curry powder | • Utensils, stove and tools used in kitchen |
| • Dishwashing implements | • Financial institutions |
| • Bikes and cars | • Cement |
| • Cosmetics | |
| • Sports products | |

Generally Women	Generally Men

Observe more advertisements. Which gender is predominantly represented among them?

It can be observed that these advertisements reinforce gender stereotypes in several ways.

Language and Gender Stereotype

There is also gender difference in the languages we use. The nouns in many languages are classified on the basis of gender. How have the terms like 'citizen' and 'man' that seemingly refers to males come to represent both males and females? For instance, there is no such term as 'male-doctor,' but 'lady doctor.' Why does the word 'doctor' seem to be mostly addressed to men? The words and usages that are used to refer to areas that were once monopolised by men continue to be used in this way.

The repeated usage of such terms reinforces stereotypes. How can we defend the reinforcement of such stereotypes through language? Gender-inclusive terms and usages are effective ways to offend these stereotypes. Look at the following words:

- Teacher
- Engineer
- Nurse

Are these words identifiable as male or female? These are examples of gender-inclusive terms used in languages.



Identify gender-inclusive terms in the languages, list the words and exhibit them in the classroom.

Haven't you noticed that media and language are factors that reinforce gender stereotypes? Family, educational institutions, art and literature, etc., also reinforce gender stereotypes.



Organise a debate on “Language, family, art, literature, and educational institutions reinforce gender stereotypes” and make notes.

Haven’t you noticed that gender roles, norms and stereotypes lead to gender differences? This causes gender discrimination and atrocities based on gender which results in lack of equality for men, women and other genders in society.

Gender-based Violence

Atrocity for dowry: Case filed against the in-laws

Transgender insulted in public: Police take action based on Transgender Protection Act

“None should suffer like this.”: Survivor of sexual assault to media

Helped in female foeticide: License of doctor and hospital cancelled

Sexual assault in workplace: Action against the institution that failed to report

What are the social issues indicated in these news headlines?

-
-
-
-

Are these atrocities based on gender?

Is there gender equality in our society?

Is the existence of these types of atrocities apt for a just society?



Just Society

A just society is one in which every individual receives equal social, economic and political justice irrespective of caste, religion or gender.

“A Society is called a just society when every member of it enjoys happiness and welfare.”

- V. R. Krishna Iyer



Collect news and pictures related to gender violence and make a collage. Exhibit your response to gender violence in the form of slogans along with the collage. Also, prepare a short speech to be delivered in the exhibition.

A World Free of Gender Discrimination

Read the following short notes:

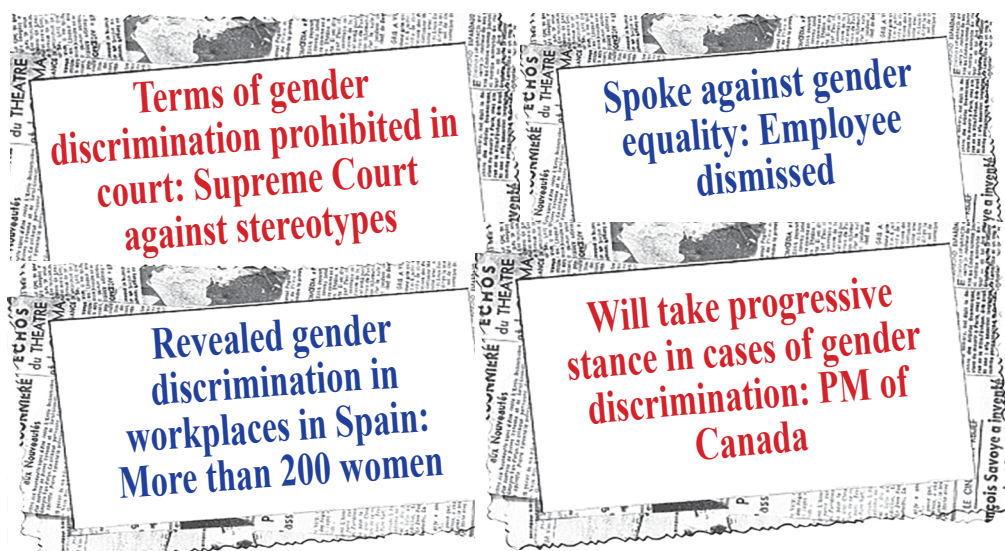
Upper Cloth Revolt (Marumarackal Samaram)

The struggle of the women of South Travancore for the right to wear clothes during the early nineteenth century is known as the Upper Cloth Revolt. The long-drawn struggle ended with the proclamation of the Travancore Government that everyone, irrespective of caste or religion, had the right to wear the clothes they chose. Still, due to caste rituals, many people could not wear the dress they chose.

Kallumala Uprising

It was mandatory for women from the Pulaya community, which was then considered a lower caste, to wear necklaces made of stone or pieces of broken glass. The Kallumala Uprising, led by Ayyankali, was held against this oppressive practice in Perinad, near Kollam. It is also known as the Perinad Revolt.

These are the instances of revolts in history led by women who faced gender discrimination along with caste oppression. They overcame discrimination by challenging the existing norms and stereotypes.



Look at the above news related to gender discrimination. What information do you get from them?

Do individuals of different genders receive equal opportunities?
Do members of a particular gender get more opportunities in certain areas?

A major cause that hinders gender equality is gender discrimination. Gender discrimination is the process of suppressing other genders for the sake of dominance of one gender.

Gender in the Constitution

Article 14 of the Constitution of India ensures that all individuals are equal before law. The Article 15 states that no individual shall be discriminated against based on gender. In 2014, the Supreme Court stated that gender is the base of the social status of an individual along with sex.



The Supreme Court of India interpreted in the verdict of the 2014 case of *Nalsa Vs Union of India* that different articles of the Constitution clarify freedom in matters related to gender.

Let us get accustomed to the articles of the Indian Constitution that are related to gender. Look at the table below.

Article 14	Equality of all genders
Article 15	There shall be no gender-based discrimination against any individual
Article 16	Equality of opportunity for all genders
Article 19 (1) (a)	All genders have the right to freely express their gender identity through dress, behaviour and action
Article 21	All genders have the right to dignity, individual liberty and privacy
Article 15A (e)	It is the fundamental duty of the Indian citizens to renounce practices derogatory to the dignity of women

Our Constitution has adopted the position that there should be a fair society in the country where all these things must exist . But, do all genders in our society get all the privileges equally?



What can be done to eliminate gender discrimination and ensure constitutional equality and freedom for all genders ? Discuss in the class.

Indicators for Discussion :

- Education that promotes gender equality
- Challenging gender stereotypes
- Challenging norms that encourage gender stereotypes
- Ensuring gender-inclusive and equitable workplaces

Our constitution envisions a just society free from all inequalities. Efforts should be made to ensure equal treatment for individuals of all genders, promoting a society with equal justice. It is the social responsibility of every member in society to participate in this process of inclusion.



Extended Activities

- Collect real-life stories of women who fought against gender discrimination and develop a digital album.
- Collect and exhibit in the class, reports on those who have survived discrimination based on gender.

Notes

[illegible]

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.

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:

- | | |
|--|--|
| <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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