

Social Science

Part I

Standard VIII



**Government of Kerala
Department of General Education**

Prepared by

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

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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 my parents, teachers and all
elders, respect 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.

Beloved friends,

From the previous classes we could imbibe many things about the vast world and the diverse social life through Social Science. Here, we come across opportunities to understand further the history and transformation of society. Novel knowledge about the vibrant past of the motherland throws fresh light on our sense of history.

It reminds us of the invasions of India by the European countries for centuries and the suppression of indigenous culture. This text book includes the lessons about the history of the freedom struggle waged by our valiant patriotic forefathers with sacrificial devotion to get freedom from slavery and colonialism.

The details of the Earth's motions such as rotation and revolution, and their impact on life are also discussed. Besides, this text book covers basic economic problems including the innumerable human needs and how they can be met with the limited resources.

This text book will, indeed, be a guide to mould you as a value conscious citizen who upholds liberty, equality and fraternity by highlighting the laws, duties and rights enshrined in our constitution.

The influence of media on our society is also explained in the context of recent important events. This text book is designed to build up the ability to comprehend the relationship between media and society.

Social Science can help to develop national consciousness, self understanding and to form new perspectives by recognising the society. Designed with a foundation of great learning experiences to understand the state of the world and to become an active citizen of the society, Part 1 Social Science text book for Standard VIII is dedicated with the confidence that it will help you to approach history enthusiastically and gain new knowledge.

With love and regards,

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Certain icons are used in this textbook for ease of study



Additional Reading:
Not subject to evaluation



Learning Activities



Extended Activities



Let's Read

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)

Unit

1

Invasion and Resistance



"In April 1601, the English East India Company sent its first expedition to the East Indies. After some eighteen months its four ships, Ascension, Dragon, Hector and Susan, had returned from Sumatra and Java with a cargo mainly of pepper. The success of this venture led to a second expedition by the same ships which left London in March 1604. On the return journey,

Hector and Susan set off first, but Susan was lost at sea and Hector was rescued by Ascension and Dragon... with most of the crew dead. In May 1606, the ships loaded with a cargo of pepper, cloves and nutmegs reached England. The Company made a profit of 95% on their investment."

James Fulcher,
Capitalism: A Very Short Introduction.

After reading the above account, do you see how the English East India Company in England, which later conquered India, established trade links in the Eastern regions including India?

Let us examine what prompted the English East India Company to trade in such a difficult condition.

Europeans had trade relations with other parts of the world from ancient times. Asia was also included in this. These connections led to the discovery of an eastward sea route from Europe by the end of the fifteenth century. The main reasons for this are as follows:



Constantinople

Constantinople was an important hub between Europe and Asia. This was the link for the land trade between Europe and Asia. In 1453, the Turks captured this place which prevented further European trade using this hub. This forced the Europeans to find an alternate route.

- technological advances in European shipbuilding and sailing
- growth in knowledge about geography
- advances made in compass and map making
- travel writings by voyagers provided knowledge about new territories and their wealth
- the commercial market for Asian products like pepper in Europe
- conquest of Constantinople by the Turks

The Portuguese were the first Europeans to reach India by sea. Vasco da Gama from Portugal was the first to reach India by sea.



Fig. 1.1 • Vasco da Gama's journey to India.



Observe the map and find the following.

- the starting point of Vasco da Gama's voyage
- the place where Vasco da Gama arrived
- the oceans and continents he traversed

Voyage of the Portuguese to India

In 1498, Vasco da Gama reached Kappad near Kozhikode. His arrival paved the way for European dominance in India. At that time Kozhikode was ruled by the Zamorin dynasty. The Arabs controlled the foreign trade with Kozhikode. The Zamorin did not accept the demand of the Portuguese to expel the Arabs and grant them exclusive trading rights. Following this, Vasco da Gama obtained permission for trade from the then Kolathiri king of Kannur. He then returned to Portugal after collecting products including pepper. Vasco da Gama returned home with goods worth sixty times more than the cost of his journey.

The profit generated in this journey encouraged the Portuguese to make similar commercial trips to India. The Zamorin did not give the Portuguese a monopoly in trade. This led to conflicts between the Zamorin and the Portuguese. The Portuguese had to face stiff resistance from the Kunjali Marakkars, who were the naval chiefs of the Zamorin. After the era of Kunjali Marakkars, the Portuguese did not face much threat from India.

The ships of Vasco da Gama



Vasco da Gama and his crew reached India with three ships named Sao Gabriel, Sao Raphael and Berrio.

Kunjali Marakkar



The Kunjali Marakkars protected the Zamorin and the western coast from the attacks of the Portuguese. Kunjali Marakkar was a designation. Four people have occupied this position at different times. Kunjali III defeated the Portuguese and captured Fort Chaliem. Kunjali IV was executed by the Portuguese in Goa. With the fall of the Kunjalis, the decline of the Zamorin also began.

Influence of the Portuguese in India.

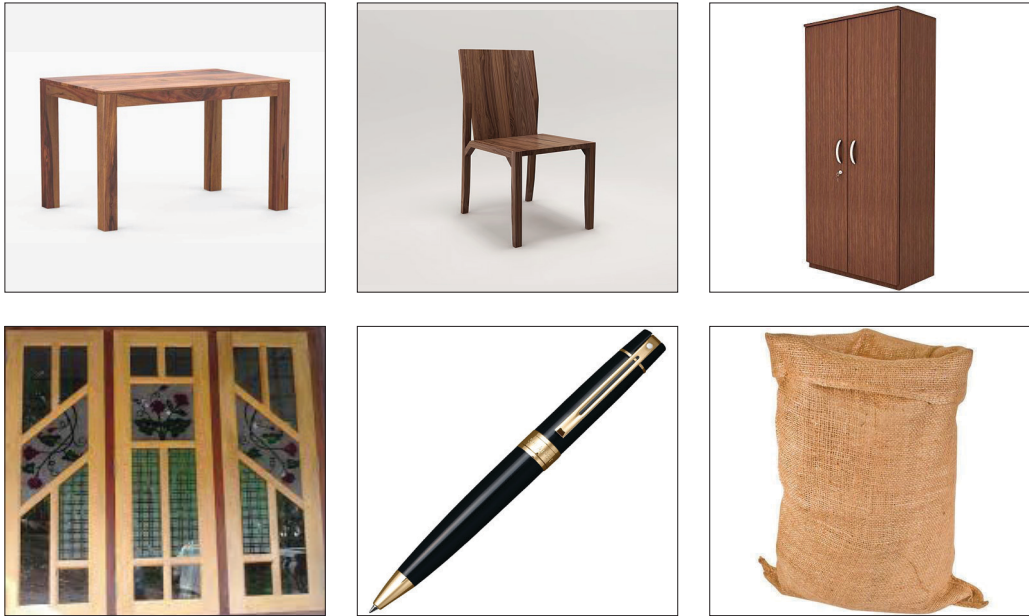


Fig. 1.2 • Different Materials

Find and list the Malayalam names of the things given in the picture.

- table (*mesha*) •
- •
- •



Fig. 1.3 • A part of Fort Manuel

The contact between India and the Portuguese resulted in Malayalam receiving these words from the Portuguese language.

- cashew tree (*parangi mavu*), papaya, guava (*perakka*) and pineapple were introduced.

- the first European Fort in India (Fort Manuel), was established in Kochi
- the regions of Kochi, Goa, and Daman and Diu came under the rule of the Portuguese
- printing technology was popularised
- art forms such as Chavittunatakam and Margamkali were popularised
- European style of construction was started
- training was given in war tactics and European weapons
- Christian religious education centres were started



Find out and list the impact of Portuguese contact in India in different areas.

Political field	Agriculture sector	Knowledge sector	Cultural sector

The Dutch

The Europeans who came to India after the Portuguese were from Holland (Netherlands). They are also known as the Dutch. Nagapattinam, Bharuch, Ahmedabad and Chinsura were the major trading centres of the Dutch in India. The Dutch defeated the Portuguese in their competition for monopoly in trade.

Battle of Colachel

In 1741, Marthandavarma who ruled Travancore clashed with the Dutch at Colachel near Kanyakumari. With the defeat in this war, the Dutch lost their supremacy in India. This was the first battle in which a European power lost to an Indian ruler.



Fig. 1.4 • Colachel War Memorial

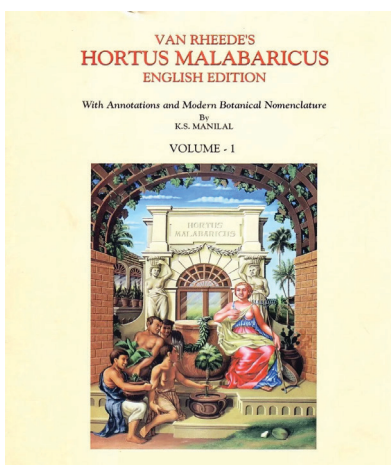


Fig. 1.5 • Cover page of Hortus Malabaricus

Hortus Malabaricus

The greatest contribution of the relationship with the Dutch is the work *Hortus Malabaricus*. Information about seven hundred and forty-two medicinal plants of Kerala is presented in this book. Hendrik-van Rheed, the then Dutch governor was the compiler of this work. Itti Achuthan, an indigenous medical practitioner, helped him in this composition. Appu Bhat, Ranga Bhat and Vinayaka Bhat also contributed to the composition of this work. *Hortus Malabaricus* was the first book to be printed with some Malayalam words. This work was translated into Malayalam and English by Dr. K. S. Manilal.



Itti Achuthan

Itti Achuthan was an accomplished indigenous medical practitioner born in Kadakarapalli village in Cherthala Taluk of the present-day Alappuzha District in a traditional family of medical practitioners.



Fig. 1.6 • A page from Hortus Malabaricus



This is a picture from *Hortus Malabaricus*. Identify the plant.

•

The French

After the Dutch, the British (English) and then the French came to India for trade. The wars fought between the British and the French for dominance in South India are known as the Carnatic Wars. The British won in this decisive war. As a result, French dominance was reduced to Pondicherry (Pudhucherry), Yanam, Karaikal and Mahe.



Look at the given map and find the major centres under the control of the Portuguese, Dutch and French.



Fig 1.7

Map not to scale

Carnatic Wars



The wars fought between the British and the French in India are known as the Carnatic Wars. These battles took place in the Carnatic region which included a major portion of the present-day Tamil Nadu and the coastal areas of Southern Andhra Pradesh. There were three Carnatic Wars.

Portuguese occupied territories	Dutch occupied territories	French occupied territories
• Kochi	• Nagapattinam	• Pondicherry
•	•	•
•	•	•
•	•	•

From Trade to Power

We had a discussion on the English East Company at the beginning of this lesson. The English East India Company was established by the British in 1600 for trade with Asia.



- In 1639 the native king Damarla Venkitadri Nayaka ceded the port of Madras to the British for a long period with the condition that he would get half of the toll revenue of the port.
- Bombay was gifted to the British King Charles II when he married the Portuguese princess Catherine in 1662. It was later handed over to the English East India Company.
- Fort William was built by the British in 1698 around the three villages of Sutanuti, Kalikata and Gobindapur. Gradually, the area became a town and came to be known as Calcutta.

The representative of the company, Captain William Hawkins obtained permission from the then Mughal Emperor Jahangir to set up a factory in Surat, Gujarat. The company then started factories in different parts of India. After gaining dominance in Madras (Chennai), Bombay (Mumbai) and Calcutta (Kolkata) the Company began to interfere in the administration of these territories.

The British established political dominance in India with the Battle of Plassey in 1757. The Nawab of Bengal, Siraj-ud-Daulah was defeated in this battle by the forces of the East India Company led by Robert Clive. The conquest of Bengal helped the British to bring other parts of India under their control. Land taxes in agriculturally rich Bengal helped the British build up their military power and raise money to conquer the rest of the country. With the Battle of Buxar in 1764, the company acquired the right to collect taxes in the provinces of Bihar, Bengal and Orissa. With that, the East India Company's administrative presence in India became stronger. The British defeated the combined forces of the Mughal ruler Shah Alam II, the Nawab of Oudh, Shuja-ud-Daulah and the Nawab of Bengal, Mir Qasim in this battle.



Discuss how the Company attained dominance in Madras, Bombay and Calcutta and interfered in the administration of these territories.

"Send me two thousand soldiers, I will conquer India."

– Robert Clive

You have read the words of Robert Clive who was the military commander of the English East India Company. Why do you think he commented like this?

- disunity among Indian princely states
- military and technological supremacy of the British

Princely States and the Company

The princely states of India were subjugated by the British through wars and diplomacy.

The Anglo-Mysore Wars were fought between the southern princely state of Mysore and the English East India Company. The Mysore army was led by Hyder Ali who was the ruler of Mysore and his son Tipu Sultan. The Company army and the Mysore Sultans clashed four times. After Hyder Ali's death in 1782, Tipu Sultan commanded the Mysore forces. In the Fourth Mysore War of 1799, Mysore fell when Tipu Sultan was killed by the Company forces.



Fig. 1.8 • Tipu Sultan

The Anglo-Maratha Wars were fought between the English East India Company and the Maratha Kingdom. With the Third Anglo-Maratha War, the Maratha territories came under the British control. With the defeat of the Sikhs in the Anglo-Sikh Wars between the English East India Company and the Sikhs, Punjab came under the British rule.



Prepare a flowchart of the main events of the English East India Company's dominance in India and display it in the class.

The aim of the British was to procure maximum wealth from the conquered territories. The methods adopted by them for this include trade, tax collection and wars.

The Tax Policies Implemented by the British

Tax	Implemented areas	Executed persons	Features
Permanent Land Revenue Settlement (1793)	Bengal Bihar Orissa	Lord Cornwallis	<ul style="list-style-type: none">the zamindars who were the landlords collected high taxes on behalf of the Britishfarmers were required to pay a fixed amount as tax regardless of fluctuations in yield

Ryotwari System (1820)	South India Deccan	Thomas Munro Alexander Reed	<ul style="list-style-type: none"> peasants were considered as landlords the British collected taxes directly from the farmers the British seized the land of farmers who failed to pay taxes
Mahalwari System (1822)	North India Central India Punjab	Holt Mackenzie	<ul style="list-style-type: none"> the village was treated as a unit and tax was collected the village which defaulted in tax payment was annexed to British India

Let us examine the general features of the taxation systems implemented by the British.

- higher tax rate
-
-

With the introduction of the British tax system, farmers were forced to take loans from moneylenders so as not to lose their agricultural land. This resulted in farmers falling into debt traps. Moneylenders had the power to seize the land of these farmers. The new legal system and land tax systems of the British encouraged moneylenders. Instead of food crops, the British forced the farmers to grow cash crops such as indigo and cotton which they needed. The spread of cash crops also led to reduced production of food crops which led to food shortage. This increased commercialisation of agriculture helped the moneylenders exploit the farmers. After the harvest, the farmers were forced to sell the agricultural products at whatever price they could get.

Let us examine how the British tax policies affected farmers.

- farmers found it difficult to pay the high taxes
- even if crops were damaged due to flood or drought, there was no tax relief

- farmers had to rely on moneylenders to avoid losing their farmland
- debt-ridden farmers lost their land

Like the peasants, the British policies made the lives of artisans also miserable. Machine-made products from Britain were imported into India. Due to the competition with such products, the market for handicraft products such as cotton-silk-wool clothes, pottery, leather and edible oil was lost. This led to the loss of employment for those engaged in handicrafts. Many were forced to give up their traditional occupations.



Discuss and prepare a note on how the economic policies of the British affected the farmers and artisans.

Resistance against Exploitation

The economic policies of the British adversely affected various sections of the population in India. People rioted against them. Let us get to know of such riots.



When monks also became warriors

Summer in 1773... Padachinha, a village in Bengal... When it rained, the people felt comforted and rejoiced. But the rain suddenly stopped. The crops dried up. There was famine. The government did not stop collecting taxes... They ran around collecting taxes and arrears in a compulsory fashion. Bengal went through a miserable phase.

People suffered. They sold their cattle. Then, they sold their tools used for agriculture. They even sold the seeds; then their jewellery and utensils. Some had to even remove the doors of their houses and sell them. After all, human beings have no value in the market. Therefore, nobody could sell them in the market.

The villagers plucked the grass, leaves and dug up tubers and ate them... They even satisfied their hunger by eating rats, cats and dogs... Diseases spread—fever, plague and smallpox spread like the wild wind. There was no one to take care of the sick or even bury the dead. Dead bodies were left to rot in houses.

Courtesy: Bankim Chandra Chatterjee, Anandamath
7th ed D. C Books



You have read an excerpt from Bankim Chandra Chatterjee's Bengali novel **Anandamath**. Discuss the plight of the people of Bengal at that time from the novel **Anandamath** and the circumstances that led to it.



Vande Mataram

Our national song is taken from the novel **Anandamath** written by Bankim Chandra Chatterjee in Bengali in 1882. Vande Mataram is mentioned in the novel as a song sung by the character Bhavanandan.

The East India Company made no effort to solve the problem of famine in Bengal. Hence, the poor peasants and labourers fought against the British and this revolt was supported by the sannyasies. So, these are known as Sannyasi Rebellion. Along with the sannyasies, the Fakirs also joined the revolt against the British and so, this revolt is also called the Sannyasi-Fakir Rebellion. Bhavani Pathak and Majnu Shah led the Sannyasi-Fakir Rebellion.

From Agriculture to Rebellion

The Neelam Peasant Revolt (1859) in Bengal was the most important agrarian revolt against the British colonial rule. Let us discuss the circumstances that led to the revolt.

- the British planters (indigo planters) forced the farmers to cultivate the indigo plant (Amari plant) for the factories established in the villages
- indigo produced from the Amari plant could be sold only to the British
- the British paid less than the market price for the indigo to the farmers
- it led to severe food shortage, exploitation and economic hardship
- with the discovery of artificial dyes, the demand for indigo decreased and poverty increased. Left with no other option, the peasants turned to the path of agitation against the British

It was under the leadership of Digambar Biswas and Vishnu Biswas that the revolt started. As riots spread across Bengal, farmers abandoned their indigo cultivation. Indigo factories were then attacked. When the farmers' resistance became



Nil Darpan (The Indigo Planting Mirror)

Nil Darpan is a play written by Dinabandhumitra in 1860 based on the miseries of indigo farmers in Bengal.

strong, planters closed down the factories and indigo cultivation almost disappeared from Bengal.



When the forest woke up

The Santhals displayed the most adventurous courage. They did not want to surrender even though they did not know when they would be caught and killed. Once, forty-five Santhals took shelter in a mud hut and fought against the British soldiers. The British soldiers fired indiscriminately at the hut. Each time, the Santhals responded with arrows. When the soldiers finally stopped firing and entered the hut, they found only one old man alive, and a soldier asked him to surrender. Then the old man rushed and cut him down with his axe.

Bipan Chandra – *India's Struggle for Independence*

Above is a note that shows the bravery of the Santhal tribal people. Why do you think, the Santhal people fought against the British?

They are a tribal people who migrated to the Rajmahal hills in Bengal province in the eighteenth century. Landlords unjustly extorted, and usurers lent money and snatched their grain and forest resources in exchange. All this was done with the support of the British. The British administration which had no understanding of the tribal people's relationship with the land, saw this merely as a means to increase tax revenue.

The Santhals launched their struggles against the British in 1855 by mobilising the tribal people against the injustices they faced. Sidhu and Kanhu who led these riots were killed by the British. Although the rebellion was brutally suppressed, the Santhal Rebellion became an important chapter in the history of tribal resistance.

Ulgulan (The Great Tumult)

Like the Santhal rebellion, there were many other tribal riots in many parts of India. 'Ulgulan' was a tribal riot that



Birsa Munda



Fig. 1.9 • Birsa Munda

- Birsa Munda's birthday, November 15, is observed as Janjatiya Gaurav Diwas (Tribal Pride Day) in India from 2021 onwards.
- Birsa Munda is the only tribal leader to be honoured with his portrait displayed in the Indian Parliament.
- **Gandhi Se Pehale** **Gandhi** is written by Iqbal Durrani with Birsa Munda as the central character.
- **Aranyer Adhikar** is written by Mahasweta Devi with Birsa Munda as the central character.

took place in the last decade of the nineteenth century. It is commonly known as the Munda Rebellion. The word 'ulgulan' means 'great uproar' or 'great upheaval.' The rebellion was led by Birsa Munda, who sought to break British colonial rule and established a Munda kingdom (Mundarajya) in the Munda tribal areas of present-day Jharkhand.

Let us examine the reasons for this rebellion.

- British colonial exploitation and land grabbing
- financial exploitation by moneylenders and merchants

In 1899, the Munda tribe started an armed rebellion against the British. There were clashes with the British police at many places and many Munda tribesmen were killed in the firing in Ranchi. Birsa Munda was imprisoned and died there. The Munda Rebellion was brutally suppressed by the British.

Kurichiya Rebellion, Pahariya Rebellion, Kol Rebellion, Bhil Rebellion and Khasi Rebellion are some of the tribal rebellions that took place in different parts of India against the British.

The Uproar of Battle

The policies of the British also affected the Poligars, the military leaders of Tamil Nadu.

Poligar



The English word 'poligar' is derived from the Tamil word 'palayakkar,' meaning camp or military camp.

Veerapandya Kattabomman, a poligar of Panchalam Kurichi at Tirunelveli and Marut Pandya brothers, poligars of Sivagangai played an important role in



Fig. 1.10 •
Veerapandiya Kattabomman

the struggle against the British. As a renowned protector of his people, Kattabomman had a good relationship with his people. The poligar was also responsible for collecting taxes from the people. The ruler of Panchalam Kurichi surrendered to the British, but Kattabomman was not willing to do so. The British further burdened the people by increasing the existing taxes. The fact that Kattabomman questioned the tax collection by the British made him their enemy. Kattabomman and the Marut Pandya brothers who were poligars of Sivagangai fought against the British and died as heroes.

The Attingal Revolt

The Attingal Revolt of 1721 was the first organised rebellion against the British in India. The British were constantly trying to create chaos in the Attingal region by interfering in the pepper trade, in internal affairs, and created communal hatred among the people. The British tried to repeat the practice of giving rewards to the ruling Attingal Rani every new year, in 1721 as well. But some of the landlords resisted this because they were afraid that it could cause some kind of danger.



Fig. 1.12 • Anchuthengu Fort



Vellore Mutiny



Fig. 1.11 • Vellore Mutiny Memorial

The Vellore Mutiny in Tamil Nadu was the first military revolt against the British in India. The revolt was led by Indians in the British army. Changes in the dress code of Indian soldiers by the English East India Company were the main cause of the mutiny. The 1806 mutiny was suppressed by the British, but the Vellore Mutiny inspired the subsequent anti-British uprisings.

A British contingent of one hundred and forty led by Gifford arrived to give gifts to the Attingal Rani, despite the opinion that it was sufficient to give gifts only through the landlords. This move led to a big conflict. The contingent was attacked and killed by the locals without any distinction of class, colour, caste and religion. Moreover, the British fort at Anchuthengu was surrounded and blockaded. The Attingal Revolt is significant as the first organised popular uprising against the British rule in Kerala.

The Onward Movement of Women

British policies also affected the rulers of India. Kittoor Rani Chennamma was a brave woman who took up arms and fought against the British. Kittur was a princely state in Karnataka that recognised the supremacy of the Maratha rule. When the British won the Third Anglo-Maratha War, the Kittur area came under the control of the English East India Company. The ruler of Kittur was Sivalinga Rudradesai. After his death, Chennamma, his widow, decided to adopt a boy. This was prevented by the English East India Company which annexed Kittur to British India. Provoked by this, Rani Chennamma of Kittoor declared war against the British. Rani Chennamma died in 1829 while in British custody.

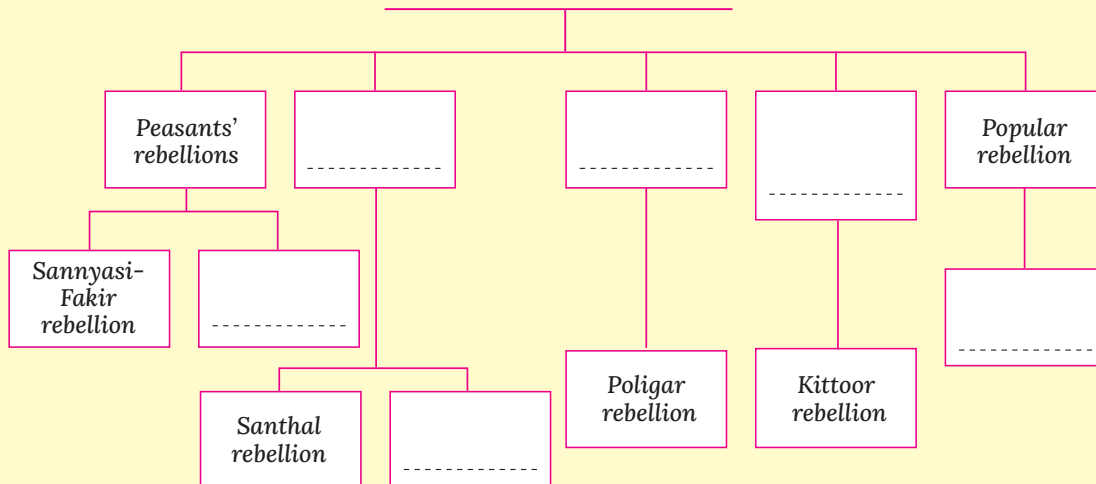


Fig. 1.13 •
Kittur Rani Chennamma



Complete the flow chart by analysing the revolts that took place in India against the British.

Anti-British revolts



The Storm That Shook the British Empire



“When Kunwar and his group started moving towards the middle of the river, the English soldiers started firing from the land. Kunwar Singh’s left arm was shot and was broken and hung. Kunwar Singh, the hero did not hesitate to take the dagger that was shielded in his waist and cut off his useless arm. “I offer this to Mother Ganga,” he said and threw the severed arm into the river.

K.S.I.C.L - History of National Freedom Struggle for Children

These are the words about the bravery of Kunwar Singh who fought against the British in the revolt of 1857.

Why did Kunwar Singh fight against the British?

You must have realised that there were isolated struggles in many parts of India against the English East India Company.

The Company troops suppressed all such struggles. What happened in 1857 was an organised rebellion in India against British imperialism. Therefore, historians consider this revolt as India’s first struggle for independence. It was the first anti-British struggle in which various sections of the society, including natives, peasants, artisans, native kings, soldiers, and landlords took part. What could be the factors that forced these different groups to participate in the rebellion?

Administrative reforms implemented by the British led to the revolt. Two such British policies included the Subsidiary Alliance Policy and the Doctrine of Lapse.

The Subsidiary Alliance Policy

The Subsidiary Alliance Policy was a plan implemented by Lord Wellesley who was the then Governor-General, for the expansion of the British empire in India and to strengthen its sovereignty. According to this, the princely states entering into a military alliance with the British had to follow certain conditions.

- The princely state which entered into the Subsidiary Alliance Policy should keep one unit of the army of the Company permanently within its kingdom.
- All the expense of the Company’s troops was to be borne by the allied king.



Fig. 1.14 • Kunwar Singh

- The allied king must not enter into alliances with other European countries without the Company's approval.
- No action should be taken by the allied king without consulting the British Governor-General.
- The allied King must provide accommodation for a British Resident in his country.
- If these conditions were violated, the princely states would be annexed by the British.

The Doctrine of Lapse

If the ruler of a princely state died without male heirs, there was a practice of finding a boy from another family as the heir. However, the king's power to adopt was abolished under the Doctrine of Lapse enacted by Lord Dalhousie, the British Governor-General. In the absence of an heir, the princely state would fall under the control of the English East India Company.

Many princely states were annexed to British India under these two policies. The princely state of Awadh (Oudh) was also annexed to British India on charges of misrule.



Fig. 1.15 • Mangal Pandey



Fig. 1.16 •
Jhansi Rani Lakshmibai



Fig. 1.17 • Bahadur Shah II



Discuss how the Indian princely states were captured by the British with the Subsidiary Alliance Policy and the Doctrine of Lapse.

Another reason for the Revolt of 1857 was the dissatisfaction of the Indian soldiers of the East India Company with the British.

Although they were as capable as the British soldiers, Indian soldiers were paid less and were provided poor food and accommodation. It was in this disgruntled situation that the company supplied the new type of Enfield guns to the soldiers. Its cartridges had a greased paper cover. This cover had to be bitten off to use the gun. It was rumoured among the soldiers that this cover was smeared with a type of grease made from cow and pig fat, which was offensive to their religious beliefs. Mangal Pandey, a soldier at Barrackpore, was the first to protest against this. Mangal Pandey was

executed by the British on 8 April 1857 for assaulting a British soldier who forced him to load his gun.

The rebellion of 1857 started in Meerut, Uttar Pradesh. After the assassination of Mangal Pandey, Indian soldiers came to Delhi and proclaimed the Mughal ruler Bahadur Shah II as the Emperor of India. Apart from the soldiers, rulers of princely states who had lost their powers, peasants and other people participated in the rebellion in many parts of North India. Within months, the British suppressed the rebellion everywhere. Many Indians were shot dead. Many were cannoned to death. Thousands who were alive were hanged upside down from branches of trees. Out of the one and a half-lakh killed in the riots in Oudh alone, one lakh were civilians. The unity of different sections of the people of India was able to resist strongly the brutal oppression of the British. Even where there were no riots, the insurgents had the support of the common people. The real strength of the rebellion was Hindu-Muslim unity.

Did you read the story of Kunwar Singh? Many patriots like this fought against the British. Let us get to know some of them.



Fig. 1.18 • Nana Saheb

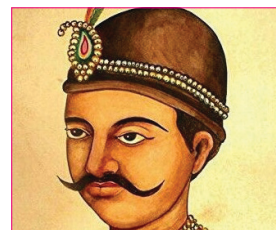


Fig. 1.19 • Tantia Tope



Fig. 1.20 • Begum Hazrat Mahal

Venue of the rebellion	Persons who led the rebellion	Features
Delhi	Bahadur Shah II	<ul style="list-style-type: none"> the rebels declared him the Emperor of India after the revolution, the British exiled him to Rangoon
	General Bakht Khan	<ul style="list-style-type: none"> military general of Bahadur Shah II
Jhansi	Rani Lakshmibai	<ul style="list-style-type: none"> ruler of Jhansi
Kanpur	Nana Sahib	<ul style="list-style-type: none"> ruler of Maratha
	Tantia Tope	<ul style="list-style-type: none"> Nana Sahib's army chief practised guerilla warfare
Lucknow	Begum Hazrat Mahal	<ul style="list-style-type: none"> ruler of Oudh
Ara in Bihar	Kunwar Singh	<ul style="list-style-type: none"> farmer lord of Jagdishpur



The Rebellion of 1857 - Film and Literature

1857 by Mohan Sinhe; **Mangal Pandey : The Rising** directed by Ketan Mehta; Krish Jagarlamudi's **Manikarnika: The Queen of Jhansi** were made against the backdrop of the 1857 revolt. Mahasweta Devi's novel **Jhansi Rani**, Malayattur Ramakrishnan's novel **Amritham Thedi** were also written against the backdrop of the revolt in 1857.

The rebellion of 1857 had certain limitations.

- the rebellion was confined to a few parts of northern India
- the rebellion had no organised leadership
- the Company army had more improvised military and organisational skills than the mutineers
- the middle class in India generally did not support the rebellion
- a section of princely rulers abstained from the rebellion

Though the revolt of 1857 was suppressed by the British, it had a significant impact on later Indian history. Let us check what they are.

- the English East India Company's rule in India ended
- the administration of India came under the direct control of the British Queen
- the position of Governor-General was replaced by Viceroy
- it inspired India's later national movements

Foreigners who came for trade gained political power in India. The subsequent national struggles were fuelled by the resistance and movements of people in various regions of India against this.



Extended Activities

- Read the accounts of foreigners who visited India before the Portuguese and find out their itineraries, travelogues, etc. and prepare a magazine.
- Prepare an article by gathering news and pictures from various sources on peasant, tribal and women's movements in various parts of India against the British.
- Create a digital album of 1857 revolt centres and leaders.
- Prepare a screenplay for a documentary based on the anti-British revolts in India.

Towards the Emergence of the National Movement



Father, how long will we endure this tyranny? The neelam landlords have made us mere slaves on our own land. We have to wake up and fight for our rights.

My son, our sufferings are great. But our unity is greater than that. The time has come for us to stand together not only as farmers but also as a nation. We are not weak. We must show the world that we can resist and reclaim our dignity.

Yes, What Nobin said is right. We have been silent for too long. Our ancestors ask us to break these chains. We can fight together for our freedom and for our future generations.



Nobin Madhab



Golok Chunder Basu



Sadhu Churn



The Grand Old Man of India



Fig. 2.2 • Dadabhai Naoroji

Poverty and Un-British Rule in India is a book by Dadabhai Naoroji who is known as the 'Grand Old Man of India'. In this book he presented his observation that the British were draining away the wealth of India (Drain theory). Thus the economic consequences of British rule became a subject of discussion.

Did you listen to the conversation given above ? This is a part of the play *Nil Darpan* written by Bengali literary and social reformer Dinabandhu Mitra. The characters speak against the exploitation of the indigo plantation owners, which we discussed in the previous chapter. They highlight the need for Indians to stand together against the exploiters. What can be learned from this conversation?

- The need to fight against foreign tyranny
- Emancipation from economic exploitation
-

Before independence, India was divided into many princely states. Segregation existed in all spheres like caste, religion, dress, language and culture. But in the second half of the nineteenth century, beyond all such differences, a sense of unity emerged among Indians. A strong anti-British feeling was the basis of this sense of unity of the Indian people. This sense of unity is called Nationalism. Let us examine the circumstances that led to strengthen Indian nationalism.

Economic Policy

We had discussed earlier the capture of various princely states in India by the British and the economic policies implemented by them. India had become a colony for the collection of raw materials for the British industries and also a market for the British products. Economic exploitation was the aim of the British. The policies adopted by them for this led to unemployment and poverty in India. As a result, various categories like farmers, artisans, small traders and tribal communities started fighting against the British. Dadabhai Naoroji, R. C. Dutt, and Mahadev Govind Ranade carried out detailed studies about the economic exploitation by the British. They were the early leaders of the Indian National Movement.

Western Education

Modern education spread in India at the beginning of the nineteenth century. English education was propagated by the British to highlight their superiority, to subjugate Indians culturally, and mould a section of Indians who would be sympathetic to them. But the English educated Indians became conscious of democracy, freedom, egalitarianism, equal justice, scientific temper and civil rights.

Indians who got acquainted with these new ideas wondered how their country came under the British rule. They constantly talked about the need to end the British rule. English became the common language of exchange of ideas for people coming from different parts of the country. Western education helped Indians to understand about the economic and social weaknesses of the country. This led to the emergence of nationalism.



*How did western education help in developing nationalism among Indians?
Discuss and prepare notes.*



Fig. 2.3 •
Mahadev Govind Ranade



Fig. 2.4 •
R. C. Dutt

Literature and Newspapers

Literary works and newspapers played an important role in spreading nationalism in India. The protest against the British had reflections in literature. The sufferings, neglect and exploitation faced by the people in different parts of the country became themes in literary works. The works of prominent writers of that time like Dinabandhu Mitra, Bankim Chandra Chatterjee, Rabindranath Tagore, Vallathol Narayana Menon, and Subramania Bharati played an important role in inculcating nationalism among the people.

Major national literary figures	Language
<ul style="list-style-type: none">• Bankim Chandra Chatterjee• Rabindranath Tagore	<ul style="list-style-type: none">• Bengali
<ul style="list-style-type: none">• Lakshminath Bezbaruah	<ul style="list-style-type: none">• Assamese
<ul style="list-style-type: none">• Vishnushastri Chiplunkar	<ul style="list-style-type: none">• Marathi



Fig. 2.5 • Dinabandhu Mitra

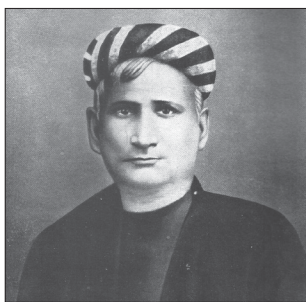


Fig. 2.6 • Bankim Chandra Chatterjee

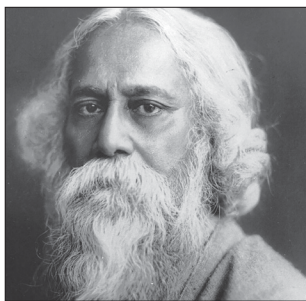


Fig. 2.7 • Rabindranath Tagore

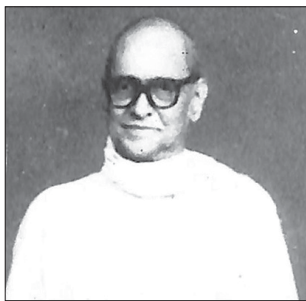


Fig. 2.8 • Vallathol Narayana Menon

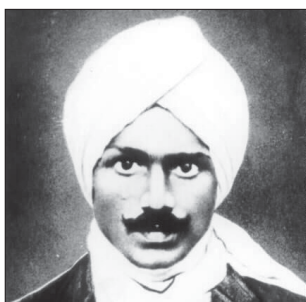


Fig. 2.9 • Subramania Bharati

• Subramania Bharati	• Tamil
• Bharatendu Harishchandra	• Hindi
• Premchand	
• Altaf Hussain Hali	• Urdu
• Vallathol Narayana Menon	• Malayalam

Many newspapers in English and regional languages came into existence at that time. The social reformer Raja Ram Mohan Roy pioneered journalism in India. The newspapers he started were *Sambad Kaumudi* in Bengali and *Mirat ul-Akbar* in Persian. Such newspapers were able to respond and criticise the British policies, and patronise a critical mindset against exploitation. Listed below are some important newspapers which played a decisive role in the development of modern ideas and nationalism.

News Paper	Language
Amrita Bazar Patrika	Bengali
The Hindu	English
The Times of India	
Mathrubhumi	Malayalam
Al Ameen	

The British saw the newspapers as a weapon of propaganda against them and took measures to control them. Important among these is the Vernacular Press Act enacted by Lord Lytton. Indian people stood united against such laws.



Prepare a short description on 'The Role of Press in Developing Nationalism.'

Social Reform Movements

Modern education helped to realise the need to eliminate false beliefs and superstitions that prevailed in society.

Let us examine the early reformers in India and their activities.

Raja Ram Mohan Roy

Raja Ram Mohan Roy initiated social reforms in India. Born in Bengal in 1772, he had profound knowledge in Hinduism, Islam, Christianity, and Judaism. Roy was a multilingual scholar, influenced by the ideals of French Revolution.



Fig. 2.10 • Raja Ram Mohan Roy

Major social reforming activities of Raja Ram Mohan Roy are listed below.

He played a crucial role in abolishing Sati.

Started many schools to impart modern education.

Started a social reform movement called Brahma Samaj.

Fought against social evils like child marriage and polygamy.

Argued that women have the right to inheritance.

Stood against idolatry and polytheism.

Jyotirao Phule

Jyotirao Phule was a social reformer who fought for the rights of people who were considered lower caste in Maharashtra and for the women. He formed an organisation named Satyashodhak Samaj for social reformation. This organisation made efforts for widow marriage and to provide protection to children of widows. He established many educational institutions for Women and Dalits. The people of Maharashtra respectfully called him 'Mahatma.' His life partner Savitribai Phule also accompanied him in all his activities. Savitribai also participated in educational activities by establishing several schools for girls and night schools.

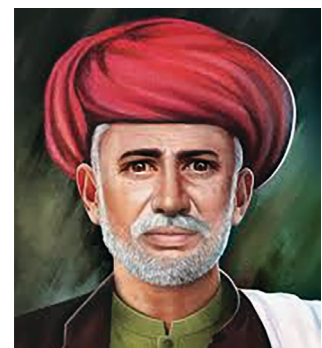


Fig. 2.11 • Jyotirao Phule

Pandita Ramabai



Fig. 2.12 •
Pandita Ramabai

Pandita Ramabai was a feminine presence in the field of social reforms. A native of Karnataka, Ramabai mastered languages such as Sanskrit, Marathi and Bengali. Ramabai was honoured with the title of 'Pandita' by the teachers of the University of Calcutta for her Knowledge in Sanskrit literature.

Pandita Ramabai fought against child marriage and started several schools for the education of widows and girls. An organisation called 'Arya Mahila Samaj' was established for such activities. A shelter called 'Sharada Sadan' was started for the rehabilitation of widows and a project called Mukti Mission was started to provide vocational training for women. She participated in the conference of the Indian National Congress held in Bombay in 1889.



Prepare a note analysing the activities of Raja Ram Mohan Roy, Jyotirao Phule and Pandita Ramabai.

Let us familiarise ourselves with some other important social reform movements of India and their founders.

Social reform movements	Founders
Prarthana Samaj	Atmaram Pandurang
Arya Samaj	Swami Dayananda Saraswati
Aligarh Movement	Sir Syed Ahmad Khan
Theosophical Society	Madame Blavatsky, Colonel Olcott
Ramakrishna Mission	Swami Vivekananda
Hitakarini Samaj	Veeresalingam Pantulu
Swabhimana Prasthanam	E. V. Ramasamy Naicker
Sree Narayana Dharma Paripalana Yogam	Sree Narayana Guru
Sadhujana Paripalana Sangham	Ayyankali

Through social reform activities, the self-confidence of Indians grew and this led to the growth of nationalism.

Transport and Communication

The British expanded transport and communication facilities in India for trade, industry, and military purposes. They started the railways, postal system, and telegraph services. They also improved the road transport system to ease the movement of goods. These facilities helped people to travel to all parts of India, communicate and understand each other. In this way, the idea of nationalism emerged and the national movement strengthened. The implementation of a unified administrative system, legal system, and currency system also created a sense of unity among the people.



Prepare a seminar paper on the topic 'Factors that contributed to the growth of Indian nationalism.'

Indicators

- economic policy
- social reform movements
- literature and newspapers
- western education
- transportation and communication

Formation of Political Organisations

The opinion that organisations should be formed to unite the people against the British emerged from different parts of India. As a result, new political organisations were formed in the second half of the nineteenth century. Some of them are given below.

Early political movements	Centre of activity	National leaders who led the movements
Indian Association	Calcutta	Surendranath Banerjee, Ananda Mohan Bose
Madras Mahajan Sabha	Madras	M. Veeraraghavachariar, G. Subramania Iyer, Ananda Charlu
Bombay Presidency Association	Bombay	Pherozeshah Mehta, K. T. Telang, Badruddin Tyabji

These organisations were not an all India by nature. Their activities were confined to certain provinces and territories. Such organisations led by the rich and the middle class failed to create awareness among the masses politically. In this context, the need to form an all-India organisation was strengthened.



Discuss and list the limitations of early political movements.

Formation of All India Organisation



On December 28, 1885, at 12 noon, a meeting was held in a spacious room at the Gokuldas Tejpal Sanskrit College, Bombay. Seventy-two persons had assembled there. They had worked as representatives of some important organisations in different regions of India. They were different personalities in terms of language, religion and recognition in society... One of the organisers was an Englishman, Allan Octavian Hume. W. C. Banerjee, a lawyer, presided over the meeting that day.

Courtesy: KSICL, History of National Freedom Struggle for Children

The historical conference that launched the Indian National Congress is described above.



What have you learned regarding the formation of the Indian National Congress?

- Indian National Congress was formed in 1885.
-
-



Fig. 2.13 ● The participants of the first Indian National Congress

The main objective of this conference was to form a general opinion among the social and political activists from different regions. The declared objectives of the Indian National Congress are given below.

- To foster friendly relation among political activists in different parts of India.
- To foster and strengthen a sense of national unity irrespective of caste, religion and province.
- Formulate and give shape to common needs and present them to the British Government.
- Form a public opinion and organise people in the country.
- Allow centres in India for All India Competitive Examinations as well.

Every year in December, the annual conference of the Indian National Congress was held in different parts of the country. The important leaders of that time were Dadabhai Naoroji, Surendranath Banerjee, Pherozshah Mehta, Badruddin Tyabji, Gopalakrishna Gokhale, Balagangadhar Tilak, P. Ananda Charlu, R. C. Dutt and Ananda Mohan Bose.



The early objectives of the Indian National Congress helped to develop a sense of nationalism in India. Discuss.

Partition and Division



“Bengal united is a power, Bengal divided will put in different ways. This is the feeling of congress leaders. This is one of the merits of the scheme of the partition of Bengal. One of the main aims is to split up and thereby weaken a solid body of opponents to our rule.”

H.H. Risley

Courtesy: KSICL, History of National Freedom Struggle for Children

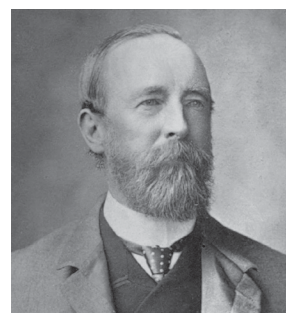


Fig. 2.14 ●
Allan Octavian Hume



Fig. 2.15 ●
W. C. Banerjee

**Sir. C
Sankaran
Nair**

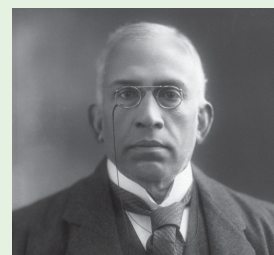


Fig. 2.16 ●

The first Malayali who became the President of the Indian National Congress. He presided over the Amaravathi Congress in 1897.

You have read the description of an official note written by Risley, the Home Secretary of the Government of India, explaining the objective of the partition of Bengal.

The British authorities devised various strategies to weaken the Congress-led struggles. The most important of these was the Partition of Bengal. The aim was to divide the province of Bengal into two which was the stronghold of the nationalist movement. Lord Curzon, the British Viceroy, argued that the existing province of Bengal was vast and partition was necessary for efficient administration.

Partition of Bengal

Bengal was divided into East Bengal and West Bengal. East Bengal was a Muslim-majority region and West Bengal was a Hindu-majority region.



What was the real motive behind the partition of Bengal?

On October 16, 1905, when the partition was effected, mourning was observed throughout Bengal. A hartal was observed in Calcutta. People also gathered in the streets singing the patriotic song 'Amar Sonar Bangla' composed by Rabindranath Tagore. These protests turned into a massive strike. This is known as the 'Swadeshi Movement.' The Indian National Movement was energised by the Swadeshi Movement.

The main mode of struggle of this movement was the use of Indian goods and the boycott of British goods. 'Self-reliance' was the main concept of the Swadeshi Movement. The meaning and purpose of the Swadeshi Movement was to promote the success of Swadeshi industries and other enterprises, which meant boycotting British products and thus depriving the government of trade revenue. As part of this,

- Many textile mills, soap factories, match factories, handloom establishments, national banks and insurance companies were started.

- Bengal Chemical Store started by Acharya P. C. Roy, Swadeshi Store started by Rabindranath Tagore, the Swadeshi Steam Navigation Company started under the leadership of V. Chidambaram Pillai and the Steel Factory established by Jamshedji Tata were formed as part of the Swadeshi Movement.

Surendranath Banerjee's description of the Swadeshi Movement is given below.



Fig. 2.17 •
Surendranath Banerjee

'In the days of strength, the Swadeshi movement coloured the fabric of our social and domestic life. Wedding presents comprising foreign materials which could be made in India were returned. Priests often objected to officiating at ceremonies in which things were offered to the gods. Guests refused to participate in celebrations where foreign salt and sugar used.'

Courtesy: Bipan Chandra, Modern India



List the facts that can be gleaned about the Swadeshi Movement from this description.

- wedding gifts which included foreign objects were returned
-

Such campaigns created awareness of the ideas of the Swadeshi Movement and had a great influence on the Indian people. Through this, the common people, women and students of India became participants in a political movement for the first time. The influence of this movement was felt in the fields of culture, education, economy and politics.

The Swadeshi Movement was able to spread the Indian freedom movement at the national level and contribute the Swadeshi as a new way of freedom struggle. The Swadeshi Movement brought the national struggle closer to the common people.



Swadeshi Samitis

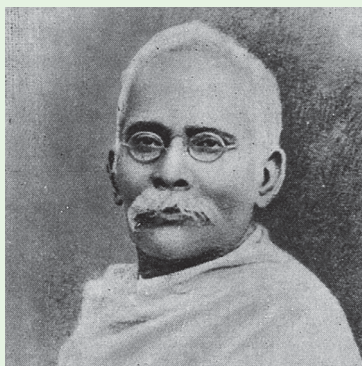


Fig. 2.18 • Ashwini Kumar Dutt

Swadeshi Samitis were voluntary organisations that worked to spread the message of the Swadeshi Movement and organise the people. The Swadeshi Bandhab Samiti formed by Ashwini Kumar Dutt is important here.

- Provide physical training to volunteers.
- Help those who suffer from epidemics and other ailments.
- Establish Swadeshi Vidyalayas.

These were their main objectives.



Prepare a seminar paper on the topic 'The influence of Swadeshi Movement in the Indian freedom struggle.'

Moderates and Extremists

There were differences of opinion among the leaders regarding the working methods of the Indian National Congress. The early leadership was not ready for an open struggle against the British. They were known as moderates. Chief among them were Pherozshah Mehta, Gopalakrishna Gokhale and Dadabhai Naoroji. They propagated their ideas through peaceful and bloodless struggles, meetings, speeches and resolutions.

Another group, dissatisfied with the ideas and activities of the moderates, became strong in the Congress. They were known as extremists. Bal Gangadhar Tilak, Bipin Chandra Pal and Lala Lajpat Rai were prominent among them. Their mode of action was quite different from those of the moderates. They adopted revolutionary methods of action like swadeshi and boycott to argue that freedom could be achieved only through strong open struggle.



Compare the working methods of the moderates with that of the extremists in the Indian National Movement and prepare a note.

The differences between the moderates and the extremists became acute at the Surat Congress conference in 1907. It even became impossible to continue the conference. These developments led to a split in the Congress.

The British took advantage of the split in the Congress very skillfully. This allowed the British to implement their policy of divide and rule more effectively. The British took strict action against the extremists. The

Formation of All India Muslim League



A Muslim delegation led by Aga Khan met Lord Minto at Simla and put forward some demands. They demanded special representation for their community at all levels of government and separate constituencies for Muslims. The Viceroy's response to these demands was quite favourable. This led to the formation of a separate political organisation for the Muslims and in 1906 the All India Muslim League was founded.



Fig. 2.19 • Pherozeshah Mehta



Fig. 2.20 • Gopal Krishna Gokhale

leaders were arrested and jailed. Many leaders, including Balagangadhar Tilak, were exiled and many leaders quit politics.

The British implemented some administrative reforms to mitigate popular anger and influence moderates in Congress. The Minto Morley reforms of 1909 were of this type. The main provisions of this reform were the provision of separate constituencies for Muslims and expansion of the functions and powers of the legislatures.

Lal-Bal-Pal

Lala Lajpat Rai, Bal Gangadhar Tilak and Bipin Chandra Pal were extremist leaders who emphasised the need to end British rule by giving more strength to the Swadeshi movement. These leaders are collectively known as Lal-Bal-Pal.



Figures 2.21 • Lala Lajpat Rai



Bal Gangadhar Tilak



Bipin Chandra Pal



The Partition of Bengal and the Minto-Morley Reforms are examples of the British policy of 'divide and rule'. Record your response to this statement.

Home Rule League



Fig. 2.22 •
Annie Besant

During the First World War, which started in 1914, political activities were revived. It was led by an organisation called the Home Rule League. The Home Rule League helmed under the leadership of Annie Besant and Bal Gangadhar Tilak gained popular support in the cities and villages. The aim of this organisation was Home Rule or Self-Government. Annie Besant and Bal Gangadhar Tilak travelled across the country to promote the Home Rule League and set up many branches. Realising that the Home Rule League's activities were a threat to British supremacy, the government arrested and imprisoned Annie Besant. Later, she was released from jail and was elected the President of the Congress in Calcutta Conference in 1917. Annie Besant is the first woman president of the Indian National Congress.

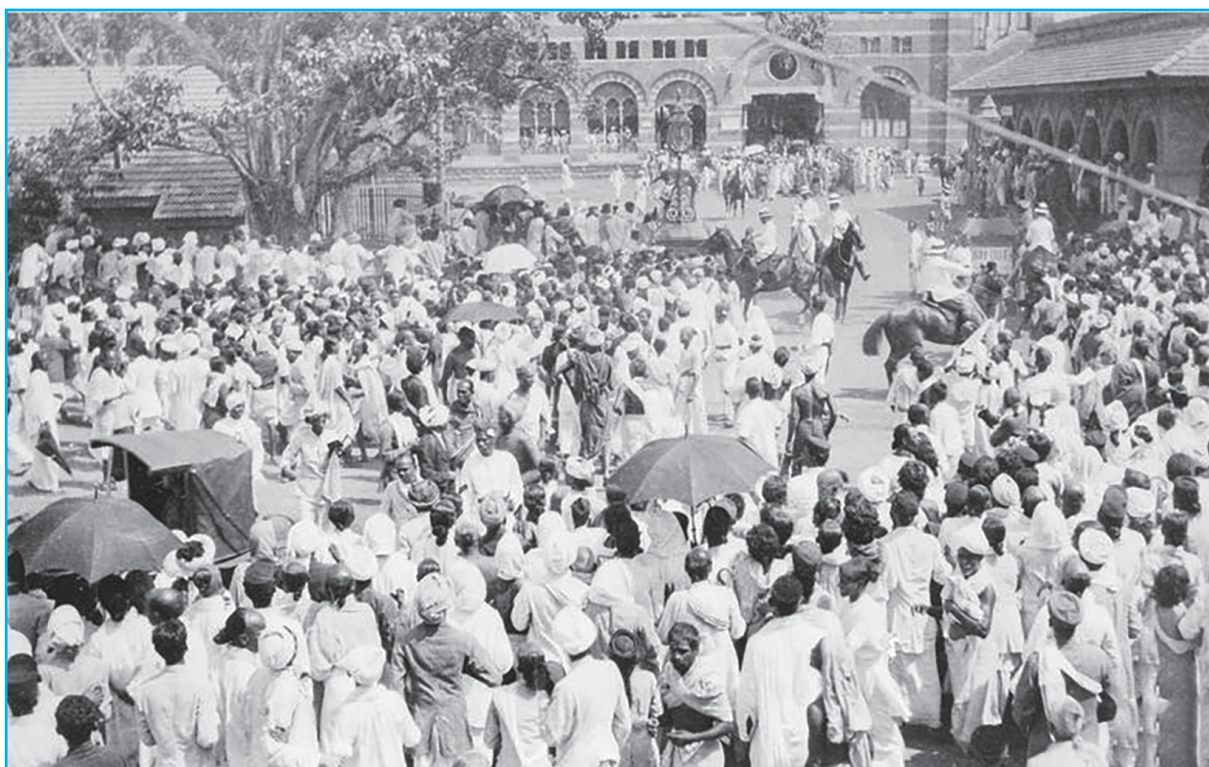


Fig. 2.23 • Home Rule League Promotional Programme

Unity in Lucknow

The annual conference of the Congress in 1916 was held in Lucknow. This conference was notable due to some important decisions. In this conference it was decided that the moderates and extremists should unite and the Indian National Congress and the All India Muslim League should work together.

By Alternative Means

In contrast to the Indian National Congress' method of struggle, some formed secret revolutionary organisations and resorted to armed struggle. They believed that the Western empire could only be overthrown through violence. Some of them are given in the list.

Revolutionary organisations	Place	Leadership
Anusheelan Samiti	Bengal	Sachindra Nath Sanyal, Aurobindo Ghosh
Bharat Mata Association	Madras	Neelakanta Brahmachari, Vanchi Iyer, Ajit Singh
Yugantar Party	Bengal	Rash Behari Bose, Khudiram Bose
Ghadar party	America	Lala Hardayal

The various exploitative policies of the British and the resistance of the Indian people against them led to the growth of Indian nationalism. With the formation of the Indian National Congress, the resistance of the Indian people against the British took an organised form. The Swadeshi Movement against the partition of Bengal was the most powerful popular movement of that time. Later, with Gandhiji taking the lead, the freedom struggle became more popular and powerful.



Extended Activities

- Add more dialogues to the play 'Nil Darpan' and perform a role play.
- Prepare a digital magazine/digital presentation including various social reformers in India and their activities.
- Collect and perform nationalistic poems and songs.

Movements of the Earth: Rotation and Revolution



Fig. 3.1 •

Hello Shruti! Happy New Year!
Have the celebrations started there?

Hi Rahul! Not yet! It will take five and a
half hours more for the New Year in India.

Oh! I forgot! Our New Year celebrations in
Australia begin earlier than in India.

How is the weather there? Here it is
very cold and gets darker much
early in the evening.

Wonderful! It is summer here!
There will be sunlight till
around 8:00 p.m.



Fig. 3.2 •

Did you notice the conversation between two friends in India and Australia? The difference in the time at two different places and the changes in the seasons are mentioned in the conversation. Let us examine the characteristic features of these two phenomena that we experience in our daily lives.

Rotation

We have discussed rotation in earlier classes.



Look at the given figure and answer the following questions related to rotation.

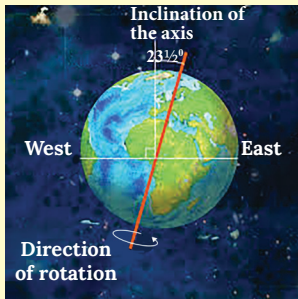


Fig. 3.3

• direction of the Earth's rotation

• tilt of the Earth's axis



Mars Uranus

The direction of rotation of all planets except the Mars and the Uranus is from the west to the east.

The direction of rotation of the Mars and the Uranus is in the opposite direction, that is from the east to the west.

From the picture we can identify that the direction of rotation of the Earth is from the west to the east. That is why we feel that the sun rises in the east and sets in the west.

The two main effects of the rotation of the Earth are day and night and the Coriolis effect

Day and Night

The time taken for the Earth to complete one rotation is 24 hours (23 hours 56 minutes 4 seconds). The Earth receives light from the Sun. During rotation, the part of the Earth facing the Sun has daytime and the other part experiences night. The imaginary line that demarcates

day and night on the Earth is called the Circle of Illumination. It is clear from the figure 3.4 that this circle of illumination is not parallel to the Earth's axis.

Think about the condition of day and night if the Earth doesn't rotate!

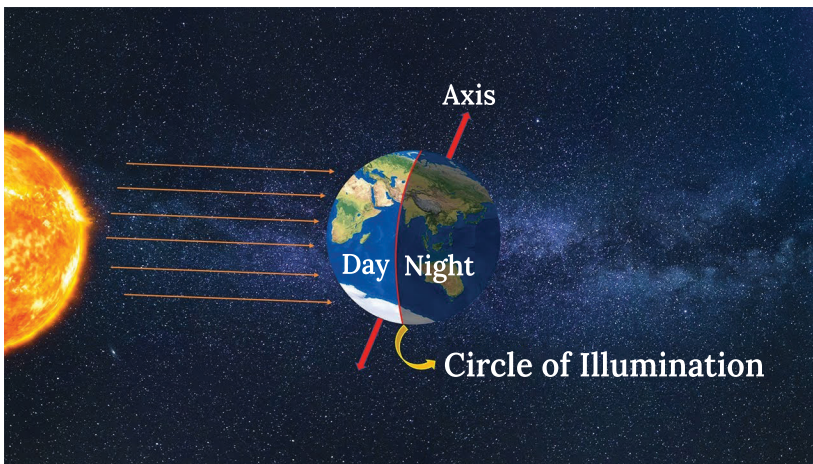


Fig. 3.4

Coriolis Effect

Due to rotation, freely moving bodies on the Earth's surface get deflected in their direction. The force responsible for this deflection is known as Coriolis Force and the deflection in direction is called Coriolis Effect.

Admiral Ferrel discovered that due to the Coriolis Effect, ocean currents and winds change their direction in the northern hemisphere to the right and in the southern hemisphere to the left. This is known as Ferrel's law.

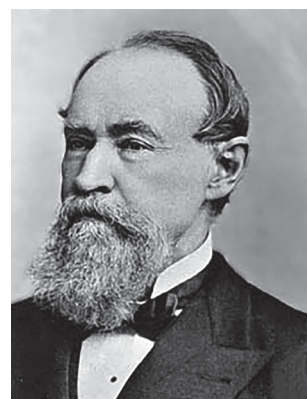


Fig. 3.5 • Admiral Ferrel



Some facts related to rotation are given below. Complete the table by finding out the reasons behind these facts.

<ul style="list-style-type: none"> The Sun rises in the east and sets in the west. 	
<ul style="list-style-type: none"> Freely moving bodies get deflected in their direction in both the hemispheres. 	

Revolution

Look at Figure 3.6. While rotating on its axis, the Earth revolves around the Sun in a fixed orbit. This is known as Revolution. The time taken to complete one revolution in the elliptical orbit is $365\frac{1}{4}$ days. 365 days is considered as one year for practical convenience. The fraction of $\frac{1}{4}$ days is added once in 4 years to the February making it 29 days. Thus the year which has 366 days is called a leap year.

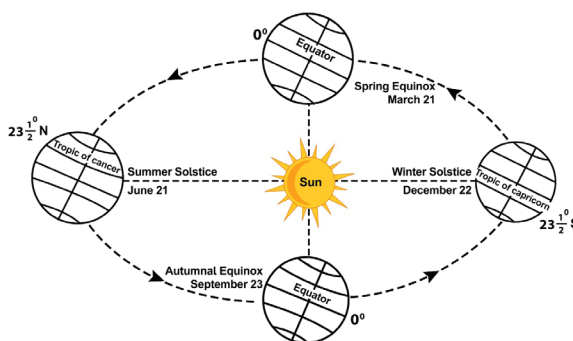


Fig. 3.6 •



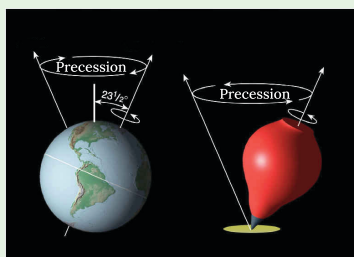
February 2024						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

Have you identified 2024 as a leap year from the given calendar?

Find out five consecutive leap years after 2024.



Precession



● Fig. 3.7

Precession is another movement of the Earth like rotation and revolution. This is the axial rotation of the Earth. As given in the picture when the Earth takes twenty four hours to complete one rotation, it takes around 26000 years for the Earth's axis to slowly complete one circle.

Perihelion and Aphelion

Since the Earth's orbit is elliptical, there will be a difference in the distance between the Earth and the Sun. The day on which the Earth comes closest to the Sun during revolution (147 million kilometres) is known as Perihelion. This happens in the month of January (around 3rd January). The distance between the Sun and the Earth will be at a maximum (152 million kilometres) in the month of July (around 4th July). This is called Aphelion.

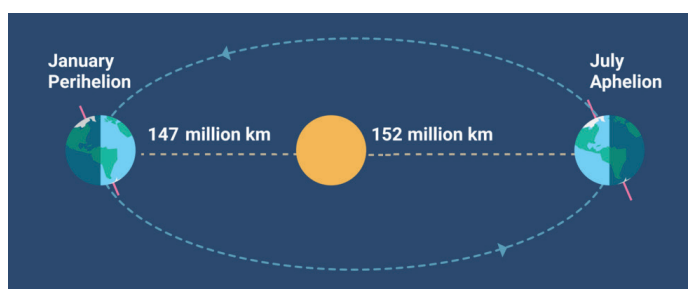
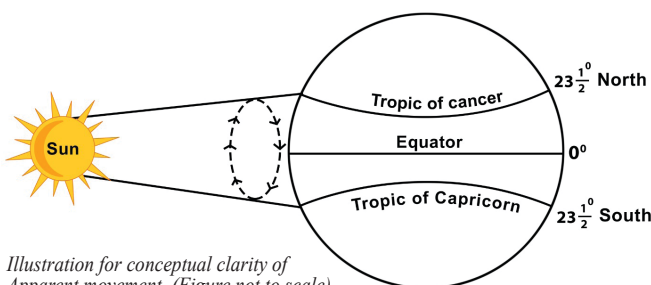


Fig. 3.8 ●

The speed of revolution of the Earth is around 30 km per second. The distance between the Earth and the Sun causes a difference in gravitational force and the speed of revolution.

Apparent Movement of the Sun



● Fig. 3.9 Illustration for conceptual clarity of Apparent movement. (Figure not to scale)

Since the tilt of the earth's axis is maintained at an angle of $23\frac{1}{2}^{\circ}$ throughout the revolution, the Sun's apparent position moves northward and southward between the Tropic of Cancer and the Tropic of Capricorn. This apparent shift in the Sun's position is called the apparent movement of the Sun. For this reason, the duration of day and night also changes. Let us examine the important days on which the Sun reaches overhead at a certain latitude during this apparent movement.

Equinox



Observe the picture 3.10 and find answers

- On which latitude do the Sun's rays fall vertically?
- On which days does this happen?

During the Revolution, on 21st March and 23rd September, the sun's rays fall vertically on the equator. The duration of day and night will be equal on both hemispheres on these days. These days are called equinoxes. 21st March is known as Spring Equinox and 23rd September is Autumnal Equinox. Look at the figure 3.6 and identify the position of the Earth during equinoxes.



Find out the duration of daytime at your place on 21st March and 23rd September based on the time of sunrise and sunset given in the calendar.

The Sun's Apparent Position



The Sun's position appears to shift between the Tropic of Cancer and the Tropic of Capricorn. It is due the tilt of the Earth's axis and revolution, while looking from the Earth we feel that the Sun is shifting its position.

Summer Solstice

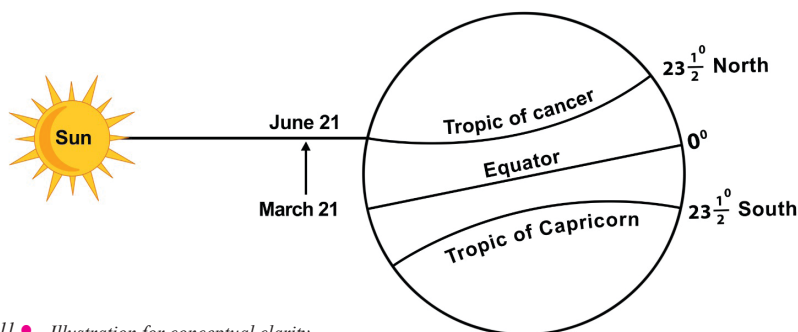


Fig. 3.11 • Illustration for conceptual clarity.
(Figure not to scale)



Look at figure 3.11

- In which direction does the apparent position of the sun shift from 21st March onwards?
- On which latitude do the sun's rays fall vertically on 21st June?

In the northern hemisphere, the Sun's apparent position shifts towards north from the Equator to the Tropic of Cancer from 21st March to 21st June. As a result of this on 21st June, the northern hemisphere experiences the longest day and the shortest night. This day is known as summer solstice. Look at figure 3.6 and find the position of the Earth on summer solstice.

From March to September for around six months, the Sun's apparent position is in the northern hemisphere. During this period in the northern polar region, there will be continuous daylight for six months.



Movements of the Sun

Similar to the Earth and the Moon, the Sun also has two movements-rotation and revolution. The Sun completes its rotation on its axis in 27 days. It takes around 230 to 250 million years for the solar system including the sun to revolve around the centre of the Galaxy called Milky Way.

The table showing the length of day in different latitudes on the summer solstice (June 21) is given below.

Latitude	Length of day
90° North	24 hours
66½° North	24 hours
23½° North	13 hours 27 minutes
0°	12 hours
23½° South	10 hours 33 minutes
66½° South	Nil
90° South	Nil



What are the changes that happen to the length of day in the southern hemisphere on the summer solstice (June 21)?



What will be the duration of the night in the southern polar regions when there is daylight for six months in the northern polar regions?

Winter Solstice

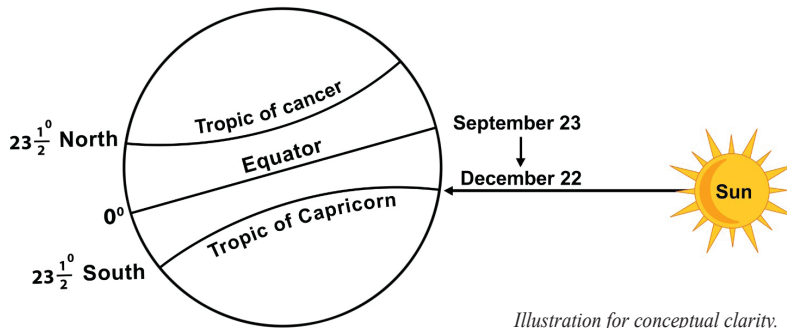


Fig. 3.12 •

Illustration for conceptual clarity.
(Figure not to scale)



Observe figure 3.12

In which direction does the Sun's apparent position shift from 23rd September onwards?

On which latitude do the Sun's rays fall vertically on 22nd December?

In the southern hemisphere the Sun's apparent position shifts from the equator to the Tropic of Capricorn during the period from 23rd September to 22nd December. As a result of this, on 22nd December, the southern hemisphere experiences the longest day and the shortest night. This day is known as the Winter Solstice. Look at Figure 3.6 and identify the position of the Earth in winter solstice.

For six months, from September to March, the Sun's apparent position will be in the southern hemisphere. During this period, in the northern polar region, there will be continuous darkness for six months.

The table shows the duration of daytime in different latitudes on the winter solstice (December 22).

Latitude	Length of day
90° North	Nil
66½° North	Nil
23½° North	10 hours 33 minutes

Aurora



Fig. 3.13 •

Aurora is seen in the polar regions during winter months when strong solar winds are experienced. Aurora is the natural coloured light in the atmosphere at high latitude. It is called Arora Borealis in the Northern Polar region and Aurora Australis in the Southern polar region.

0°	12 hours
23½° South	13 hours 27 minutes
66½° South	24 hours
90° South	24 hours



What are the changes that happens to the length of the day in the northern hemisphere on the Winter Solstice (December 22)?

Apparent Movement of the Sun (Uttarayanam and Dakshinayanam)

Following the winter solstice (December 22) the apparent movement of the Sun from Tropic of Capricorn (23½° South) to Tropic of Cancer (23½° North) is known as the apparent movement of the Sun towards North (Uttarayanam). The shift in the apparent position of the Sun after the Summer Solstice (June 21) from the Tropic of Cancer (23½° North) to Tropic of Capricorn (23½° South) is known as the apparent movement of the Sun towards South (Dakshinayanam).



Complete the table.

Apparent position of the Sun	Date	Day	Northern Hemisphere		Southern Hemisphere	
			Length of day	Length of night	Length of day	Length of night
Equator	-----	Spring equinox	will be equal		-----	
	September 23	-----				
Tropic of Cancer	-----	Summer solstice	-----	shortest	-----	longest
Tropic of Capricorn	December 22	-----	shortest	-----	longest	-----

Seasons

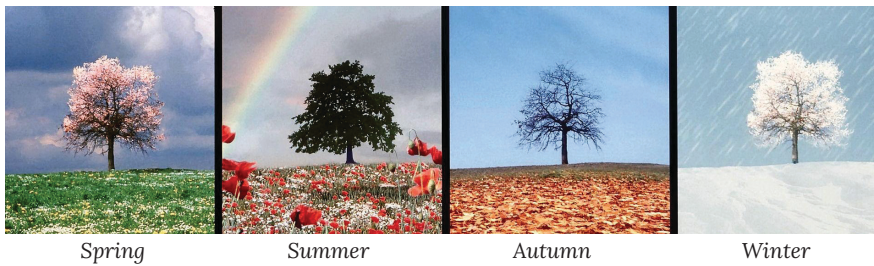


Fig. 3.14 •

Due to the apparent shift in the position of the Sun, different places experience specific weather patterns. These patterns are known as seasons. The revolution of the Earth and variations in the availability of solar energy is the reason for the occurrence of the seasons. The occurrence of spring, summer, autumn and winter in a cyclical manner during a year is called seasonal change.

Different seasons and their characteristics.



spring

- plants bloom and produce fruits
- during this period duration of daytime gradually increases



summer

- high atmospheric temperature
- generally longer days



autumn

- trees shed their leaves before the arrival of winter
- during this period duration of daytime gradually decreases



winter

- low atmospheric temperature
- snowfall
- generally longer nights

Fig. 3.15 •



Observe the table about the different seasons in northern and southern hemispheres and write the answers for the questions given below.

Apparent movement of the Sun	Duration	Seasons	
		Northern Hemisphere	Southern Hemisphere
• From the Equator to the Tropic of Cancer	March 21 to June 21	Spring	Autumn
• From the Tropic of Cancer to the Equator	June 21 to September 23	Summer	Winter
• From the Equator to the Tropic of Capricorn	September 23 to December 22	Autumn	Spring
• From the Tropic of Capricorn to the Equator	December 22 to March 21	Winter	Summer

- What change happens to the apparent movement of the Sun when it is summer season in the northern hemisphere?
- What will the season be in the northern hemisphere when it is autumn in the southern hemisphere?
- Which season is experienced in the southern hemisphere from 23rd September to 22nd December?
- Name the season in the southern hemisphere when the Sun's apparent position shifts from the Tropic of Capricorn to the equator.



Traditional Seasons in India

Though seasons are generally classified into four, based on the changes in the atmospheric conditions, six different seasons are identified in India.

- Vasantham - March, April
- Greeshmam - May, June
- Varsham - July, August
- Sarath - September, October
- Hemantam - November, December
- Sisiram - January, February

We have discussed what causes seasonal changes, and day and night. Now we will get familiarised with another characteristic feature of rotation.

Time

The figure 3.16 shows the time schedule of the live telecast at different places of the Spanish Super Cup Football final match between Real Madrid and FC Barcelona held at Barcelona on 2024 January 14.



Fig. 3.16 •

From the schedule we can see that even though it is a live telecast, people in different parts of the world watched the match at different times. Let us find out the reason for this difference.

The Earth takes 24 hours to complete one rotation or to spin 360° on its axis. This is the time taken to complete one rotation. If it takes 1 hour (60 minutes) to turn 15° , how much time will it take to turn 1° ?

$$15^\circ = 1 \text{ hour} = 60 \text{ minutes}$$

$$1^\circ = \frac{60}{15} = 4 \text{ minutes}$$

The proportionate time difference for 1° longitudinal extent is 4 minutes.

Now it is clear how time is calculated at different longitudes. We will now examine some important concepts related to time calculation.

Local Time

In the early days, local time was calculated based on the shadow and the overhead position of the Sun. It was considered to be noon when the Sun is vertically overhead. Length of the shadow is the shortest at this time. Thus the time calculated based on the length of the shadow and position of the Sun is termed as the Local time.

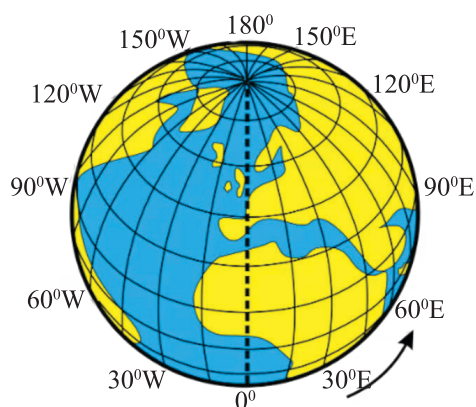


Fig. 3.17 •



Fig. 3.18 •



Jantar Mantar



Fig. 3.19 •

Jantar Mantar is an astronomical observation site built in the early eighteenth century by Maharaja Jai Singh II in Jaipur. Twenty important astronomical instruments are built here. Using these instruments astronomical positions could be observed by naked eye. Of the five astronomical sites in India, this is the largest and the most important one. The other sites are in Delhi, Ujjain, Mathura and Varanasi. It was enlisted as one of the World Heritage Sites by the UNESCO in 2010. Local time could be calculated precisely during the early times using the instruments here.

Standard Time

The local time at each longitude will be different. If so, won't there be different local times within a country? This will create confusion for commonly conducted examinations, railway time, radio telecast etc. To overcome this crisis, based on an international understanding, countries have selected a longitude, which is a multiple of $7\frac{1}{2}^{\circ}$ longitude as Standard Meridian. The local time at this Standard Meridian is considered as the standard time of the country.

Greenwich Mean Time

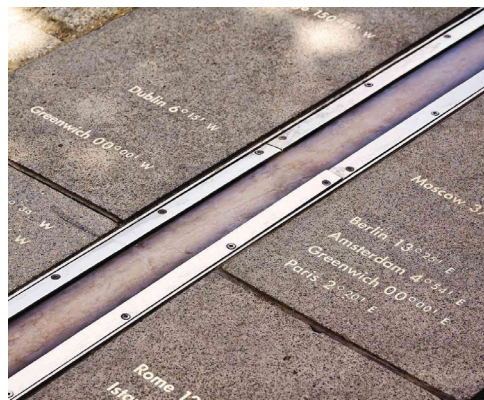
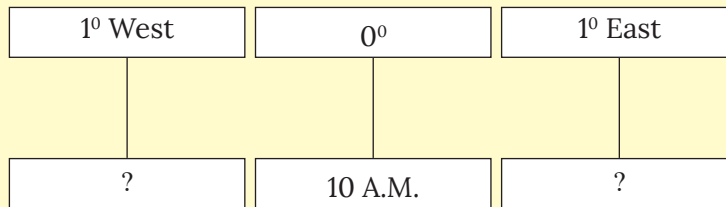


Fig. 3.20 •

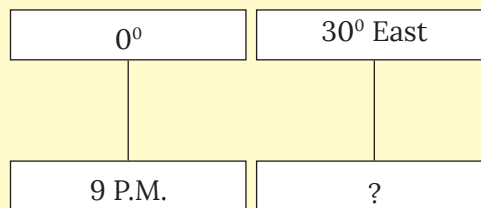
You know that the size of the circles of latitude decreases from the equator to the poles. But all meridians of longitude are semi circles. So for international time calculation, the longitude that passes through the Royal British Observatory in England is taken as zero degree meridian. This is called Prime Meridian. The local time at Prime Meridian is called the Greenwich Mean Time. Travellers worldwide calculate time based on Greenwich Time. As the rotation of the Earth is from the west to the east, as we move each longitude east of Greenwich, 4 minutes is added and towards the west 4 minutes is subtracted.



1. What will be the time at 1° East and 1° West when it is 10:00 A.M. at Greenwich Meridian (0° longitude)?



2. When it is 9.00 P.M. at Greenwich Meridian (0° longitude) what will the time be at 30° East?



Indian Standard Time

Let us find out how the standard time in India is calculated. There is around 30° longitudinal difference between India's easternmost state of Arunachal Pradesh ($97^{\circ}.25'$ East) and the westernmost state of Gujarat ($68^{\circ}.7'$ East). So there is almost two hours of difference in the local time of these places. To avoid the practical difficulty caused by this, a standard time has been fixed for the country. The $82\frac{1}{2}^{\circ}$ East longitude which is a multiple of $7\frac{1}{2}^{\circ}$ longitude is selected as the Standard Meridian of the country. The local time at this Standard Meridian is taken as the Standard Time of India.



Fig. 3.21 •



What is the time difference between Greenwich Meridian (0° longitude) and Indian Standard Meridian ($82\frac{1}{2}^{\circ}$ East)?

Time zones

Based on international understanding, the world has been divided into 24 zones with 1 hour difference. These are time zones. Each time zone has 15° longitudinal distance.

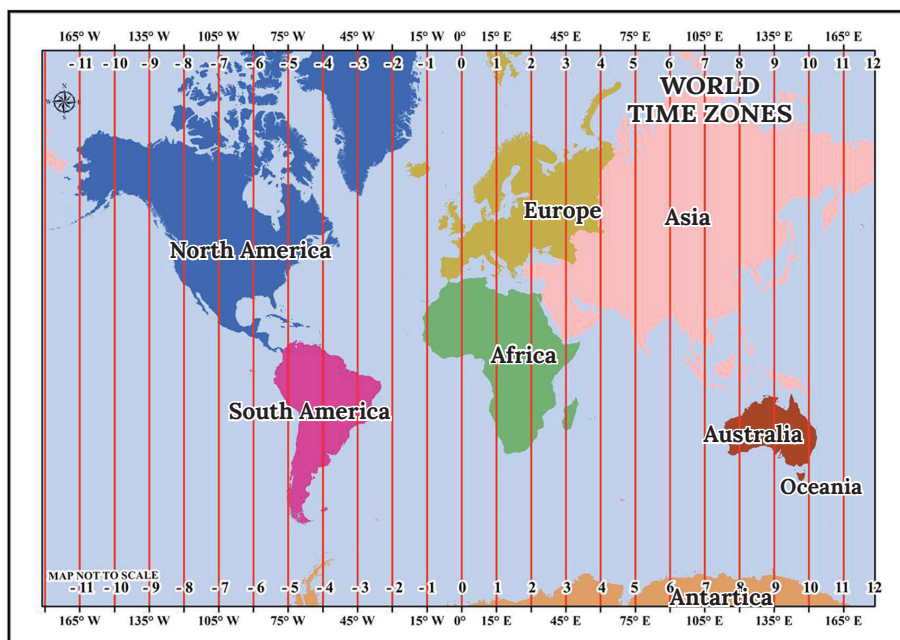


Fig. 3.22 •

We have learnt that there is a time difference of about two hours between India's easternmost state Arunachal Pradesh and the westernmost state Gujarat. Since this time difference is not very large, choosing a common standard time for the country was not difficult. But countries like Russia, the USA, and Australia with large longitudinal extensions have many time zones and Standard Time.

International Date Line

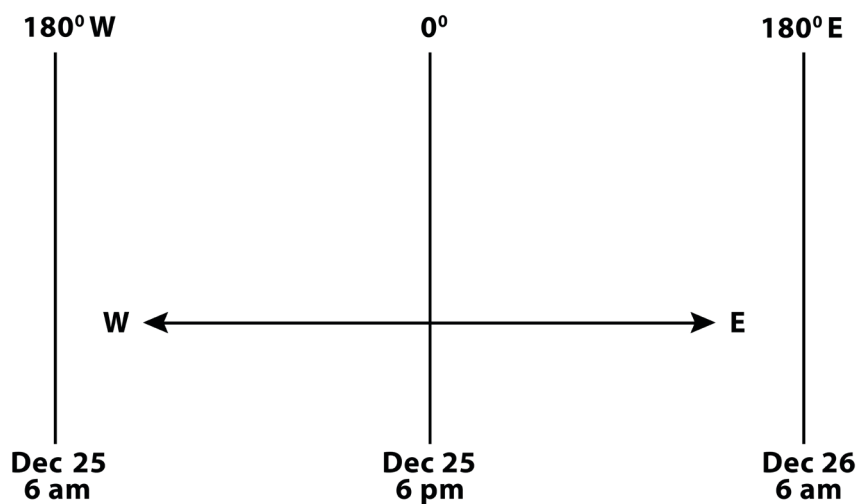


Fig. 3.23 •

In Figure 3.23 what is the time and date at 180° East and 180° West when it is December 25 evening 6 p.m. at Greenwich Meridian?

From Figure 3.24, we can see that the longitudes 180° East and 180° West is the same longitude. So there is a time difference of 24 hours on either side of 180° longitude. The person travelling towards the east loses a day while crossing this longitude and a person travelling towards the west gains a day.

Based on international agreement, 180° longitude is considered as the International Date Line. Travellers who move westwards crossing the line add a day and the travellers who move towards the east calculate time by deducting a day.

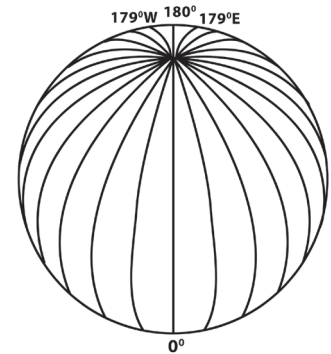


Fig. 3.24 •

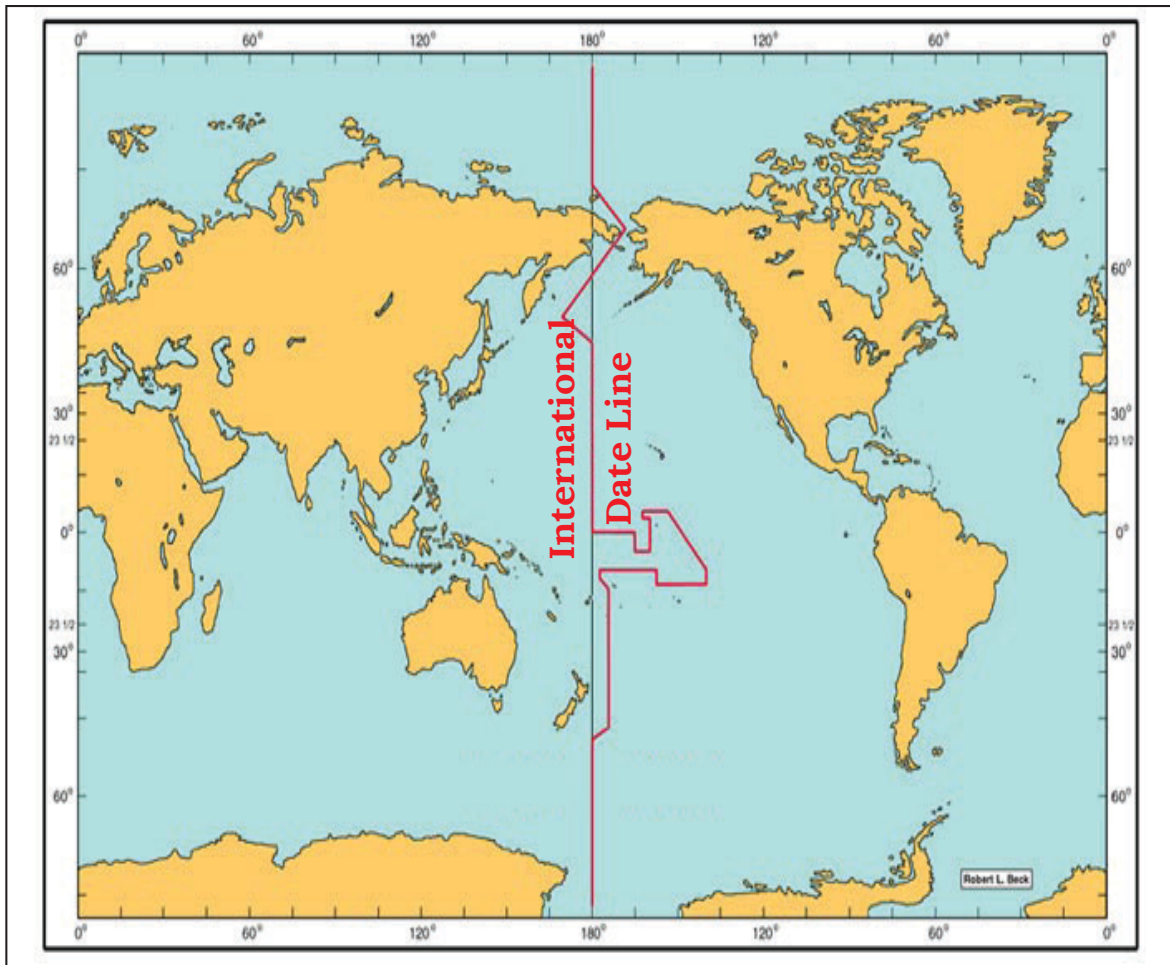


Fig. 3.25 •

To avoid the situation of two different dates in countries through which the International Date Line passes, certain adjustments are made in this line. As shown in figure 3.25, this line is arranged to avoid populated land areas in the Pacific Ocean.

You have seen how the Earth's rotation and the revolution have influenced our lives. The different changes that happens in nature due to these movements provide energy and enthusiasm to our day to day activities. The changes in the seasons and time at different places of the world influence the socio-cultural life of the people.



Extended Activities

- Observe the changes in nature during the different seasons in your locality and note down the same in the Social Science Observation Book.
- Calculate the time duration of day and night in your place on 22nd December and 21st June based on the time of sunrise and sunset.

Unit

4

Basic Economic Problems and the Economy



Aadhi, Job and Aashna are friends and are discussing their needs.

Aashna,
Did you buy the
materials needed
for the project that the
teacher mentioned
yesterday?

I also want
everything you
said. Apart from
these, when I grow up,
I want my own house,
phone, car and more. But
are these things enough?
Don't we need some
services too?

Right. We need
various services like
teachers to teach us
and doctors to
treat us.

I couldn't buy
everything because I had to
buy things for the house.
Oh! Look at the needs we have from the
time we wake up in the morning till
we go to bed. Paste, brush, soap,
food, clothes, shoes,
medicines.... and so on.

Std. VIII

SOCIAL SCIENCE

Don't we all have these needs as part of our daily lives? How are our needs met? Needs are fulfilled through proper use of various goods and services. The essential needs for the survival of life such as food, clothing and shelter can be called basic needs. But are all the goods and services that we use in our daily lives only to satisfy our basic needs? There are certain needs that make our life more comfortable and happy. These are called gratifying needs. Examples for this include the use of luxury cars, expensive jewellery and costly dresses.



List the basic and gratifying needs in our life.

We have discussed the basic needs and gratifying needs in daily life. Do these needs have any common characteristics? Let us check.

Characteristics of Needs

- human needs are diverse and innumerable
- some needs can be met alone and others through collective efforts
- a need once fulfilled may be repeated
- needs vary with time, place and individuals
- with human progress, needs also change

Demands multiply along with progress. But resources may not increase in proportion to demands. We use goods and services with or without payment. Human needs are numerous and need to be prioritised to be fulfilled. Individuals prioritise fulfillment of basic needs. In this way, the country produces many goods and services to fulfill the various needs of man. We basically face some problems related to the production process. What are they? Let us see.



Suppose the school decides to produce the vegetables needed for your school's noon-meal scheme. What are the decisions to be taken regarding vegetable farming? List them.

Have you discussed the important points to be addressed in relation to vegetable farming in your school? While producing any product, many problems will have to be faced be it a society or a country.

Basic Economic Problems

There are three basic economic problems that a country faces in relation to the production process of goods and services:

**What to
produce?**

**How to
produce?**

**For whom to
produce?**

What to Produce?

We need to prioritise what vegetables and in what quantity to be produced for the school noon-meal scheme. Similarly, each country has to prioritise what to produce using the available resources. Once it is decided what to produce, the question as how much to produce becomes relevant. A country has to produce many goods and services. If the country decides to produce more of any one commodity or service, it will have to limit the resources that can be used to produce other goods. For example, a country facing food shortage will have to devote a greater share of its available resources to food production. Similarly, it is necessary to decide what industries to start and how many units if it is decided to manufacture industrial products. The country takes such decisions to achieve a balance between the needs of the society and the quantity of products produced in the country.



Fig. 4.2 •
School Vegetable Garden



What are the products that produced in your area that meet your needs? Are they sufficient for your use?

Once it is decided what goods and services must be produced and the quantity, the second relevant issue is to do with how to produce them.

How to Produce?

Look at the given pictures. What difference can be seen in the making of chapati in figures 4.3 and 4.4?

What factors of production are mostly used here?



Fig. 4.3 ●



Fig. 4.4 ●



Fig. 4.3

Fig. 4.4

Similarly, observe the given pictures related to agriculture and note down what factors of production are used more.



Fig. 4.5 ●



Fig. 4.6 ●



Fig. 4.5

Fig. 4.6

Now did you understand from the pictures that the same product can be produced using different proportions of labour and capital? If we observe figures 4.3 and 4.5 it can be seen that the factor of production called labour is mostly used. But if we look at figures 4.4 and 4.6, machines are used more for production.

The method of production using more labour and less capital is called ‘Labour Intensive Technique.’

The method of production using more capital and less labour is called ‘Capital Intensive Technique.’

How to produce is a problem related to the choice of technologies. What technology to be used depends on the resources available in that region. There will be a difference in the method of production depending on the availability of resources.

Characteristics of Labour Intensive Technique

- production involving more labourers
- low level of capital utilisation
- a production method that requires more time
- eco-friendly production method
- limited use of technology

Characteristics of Capital Intensive Technique

- less demand for labourers
- utilises more capital investment
- ensures productivity
- depends more on technology
- less time for production

The method of production should be decided keeping in mind the needs of the country and the availability of factors of production.



List the production activities in your area using labour intensive technique and capital intensive technique

Labour intensive technique	Capital intensive technique
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

For Whom to Produce?

Production should be done to meet the needs of the people. The question for whom to produce means how goods and services produced are distributed among the people.

Production activities should be planned in such a way that available resources are utilised to benefit everyone in the society .

Do you know that goods and services are produced through the combined action of factors of production such as land, labour, capital and organisation? If it is so, then the value of the goods produced has to be distributed on the basis of the factors of production according to their share. Product value must be distributed as rent to land, wages to labour, interest to capital, and profit to organisation. That means, how the income from production distributed is also important.

Look at the situations given below. Identify and write down with which basic economic problem each situation is connected.

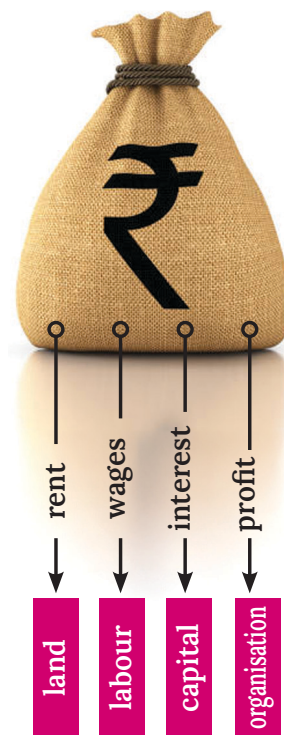


Fig. 4.7 • Distribution



Think and identify

Members of a Kudumbashree unit decided to start a production unit. Many opinions arose among the members. What will be the basic issue they have to decide?



At the end of the discussions, it was decided to lease some land and cultivate it. The right proportion of labourers and machinery to prepare the land for agriculture was discussed. To what basic economic problem does this relate?



There are families which do not grow vegetables in the area where the Kudumbashree unit works. They also need vegetables. The Kudumbashree unit aims to sell the surplus to those in need. The profit from agriculture has to be distributed among the members. To what basic economic problem does this relate?



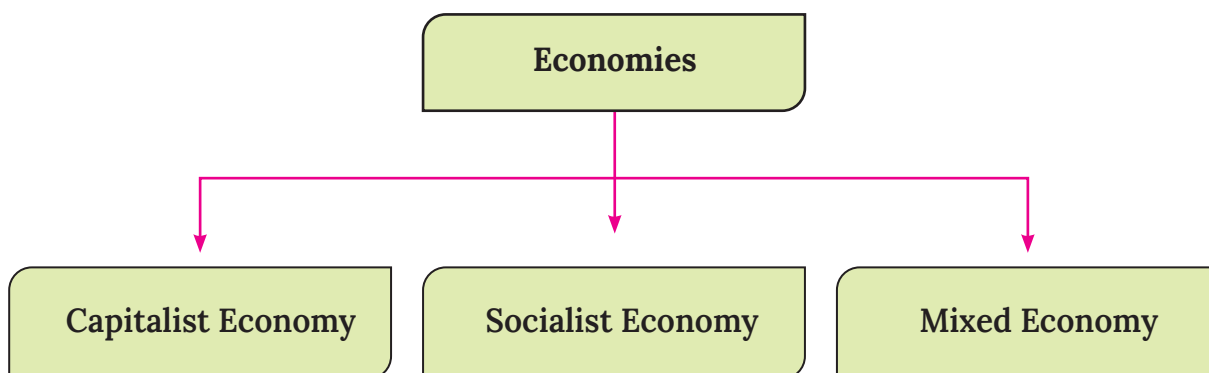
These basic economic problems that exist all over the world are solved through different economies. What is economy? An economy is the way a country organises the production, distribution and consumption of various goods and services. The function of every economy is to satisfy human needs through the use of the available resources.

Characteristics of the Economy

- economy is man-made
- economy is subject to change
- economic activities in the economy keep changing
- production, distribution and consumption are the main activities in the economy

Different Types of Economies

Economy can be classified into three on the basis of ownership of factors of production.



Capitalist Economy

It is an economy in which ownership of the factors of production is concentrated in individuals.

Features

- all persons have the right to own property
- maximum profit
- limited government intervention

- individuals can store resource and use it to produce goods and services as they want
- the consumer has complete freedom in the market (consumer sovereignty)
- competition among industries

Active participation of government in economic development can be seen today in many countries that follow capitalist economy.

Socialist Economy

A socialist economy is one in which the government owns and controls all the factors of production. A centralised planning committee will take decisions on economic activities.

Features

- ownership of the factors of production is vested in the government
- social welfare is the main objective
- government's control over the market
- the central planning committee utilises resources keeping in view the availability of resources and national objectives
- reducing inequality in income and wealth

Intervention of private enterprises is also seen in today's socialist economy.

Mixed Economy

A mixed economy is one that combines some features of a capitalist economy and a socialist economy.

Features

- coexistence of private and public sector

- profitability and social welfare become the main objectives
- individual freedom in economic activities
- financial planning for preparation of government schemes
- government regulation of commodity prices in certain sectors
- government gives priority to essential goods and services

In a mixed economy, basic economic problems are solved through markets and centralised planning systems. India has adopted a mixed economy after independence.

The global economy today is transforming into a knowledge-based economy.



Knowledge Economy

A knowledge economy refers to an economic system in which knowledge and skills are the conductors of growth and innovation. In this economy, knowledge is considered as a key resource. Its creation, dissemination and application are crucial to economic development.



Organise a panel discussion and prepare a report on 'Characteristics of Different Types of Economies.'

We now have discussed human needs, basic economic problems, and different Economies. Economics is the discipline that deals with all these economic activities. It also includes budget, banking, market, and goods and services that we use in our daily life.

In earlier times economics was known as the science of wealth. Adam Smith, who is known as the Father of Economics, was the main proponent of this. Alfred Marshall formulated economics as the science that deals with welfare. Lionel Robbins envisioned economics as the branch that deals with the relationship between human wants and limited resources.

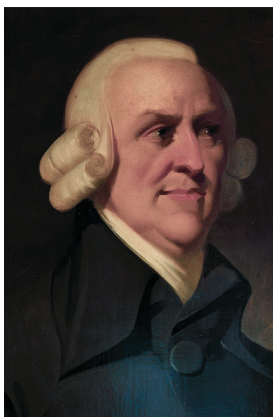


Fig. 4.8 •
Adam Smith

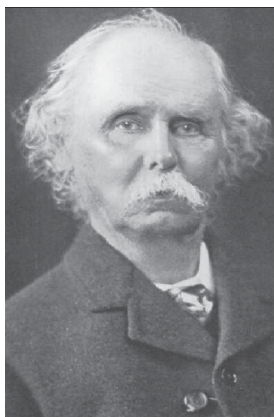


Fig. 4.9 •
Alfred Marshall



Fig. 4.10 •
Lionel Robbins

Let us get to know some of the ideas that inspired the development of economics.

British economist David Ricardo came up with the theory that trade between two countries can increase the welfare of both countries. His ‘Theory of Rent’ regarding the lease of land is very famous.

German economist and philosopher Karl Marx developed the ‘Theory of Surplus Value.’ According to Marx, the basis of production is the labour of the workers. But only a small portion of this is given to the labourer and the majority is kept by the capitalist.

J. M. Keynes is an economist who argued for the theory of government intervention in the economic sector. He opined that economic problems can be solved to some extent through government intervention.

J. A. Schumpeter, a native of the Czech Republic, developed the concept of ‘Creative Destruction.’ Industries and technologies create new opportunities and growth through innovation. But he also opined that existing industries and technologies are disrupted or destroyed by innovation.



Fig. 4.11 •
David Ricardo

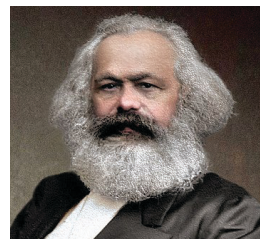


Fig. 4.12 • Karl Marx

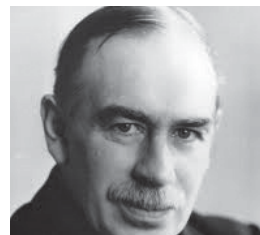


Fig. 4.13 •
J.M. Keynes



Fig. 4.14 • J. A. Schumpeter



Find out which of the ideas given below are related to the ideas of different economists.

The rise of the smart phone industries led to the decline of the tape recorder, video player and film camera industries.

Government intervention is needed to solve economic problems.

Trade between two countries can benefit both countries and increase the welfare of the people.

The basis of production is the labour of the workers.

Indian Economists have given great contribution to the development of economics.

Chanakya in ancient India, who devised an efficient tax system for the country's economic development and Dadabhai Naoroji, the originator of 'The Drain Theory,' are prominent among them.

Mahatma Gandhi, Father of our Nation, describes the economic visions in his books *Hind Swaraj* and *India of My Dreams*.



Fig. 4.15 • Mahatma Gandhi

Gandhiji's Economic Thoughts

- Gandhiji envisioned an economy based on self-sufficiency and decentralisation.
- Rural industries need to be nurtured to increase employment opportunities locally.
- Expand local markets for marketing locally produced goods.
- Economic inequality should be alleviated to ensure social justice.

Amartya Kumar Sen is the first Indian economist to win the Nobel Prize in Economics. He was awarded the Nobel Prize in 1998 for his outstanding contributions to Welfare Economics.

Amartya Kumar Sen's thoughts on Welfare Economics

- Emphasis should be placed on education, health care and social justice to achieve economic progress.
- Gender equality and women empowerment are essential for the progress of the country.
- Economic development should be evaluated on the basis of its influence on human rights and freedoms.

Indian-American economist Abhijit Vinayak Banerjee was awarded the 2019 Nobel Prize in Economics for devising an experimental approach to global poverty eradication. He shared the Nobel Prize with Esther Duflo and Michael Kremer.



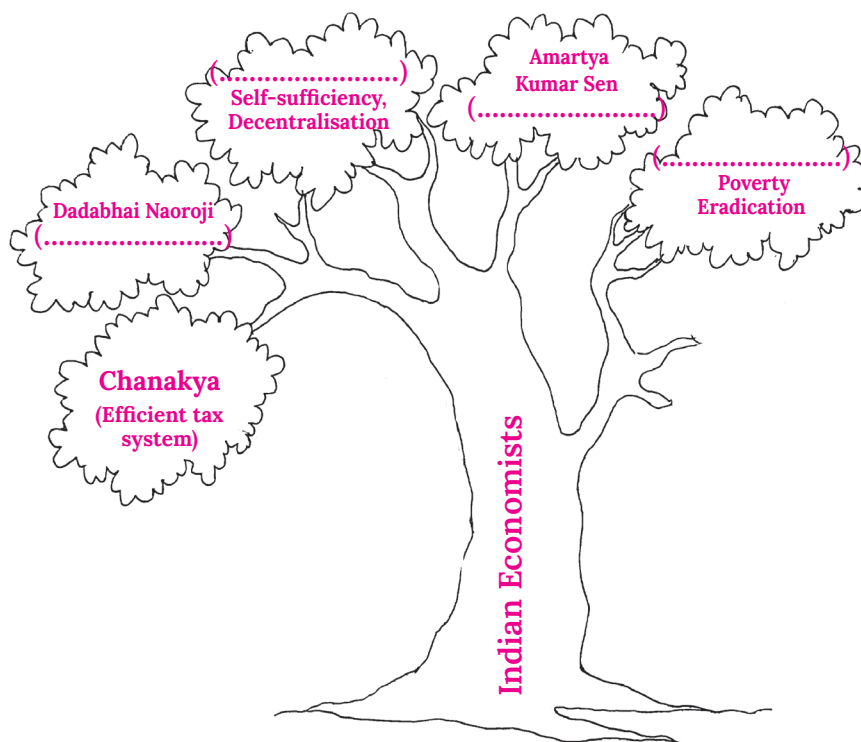
Fig. 4.16 • Amartya Kumar Sen



Fig. 4.17 • Abhijit Vinayak Banerjee



Names of some economists of India and their thoughts are given below. Find the missing ones.



By identifying the basic economic problems faced by the countries of the world, the need for efficient utilisation of resources is realised. We identified the major economies of the world and discussed how basic economic problems are solved. Our goal is to ensure the welfare of the future generations by utilising the existing resources wisely and efficiently.



Extended Activities

- Visit any production unit or farm in your neighbourhood and prepare necessary questionnaires to collect information to find out how various goods are produced.
- Organise a seminar on characteristics of labour intensive technique and capital intensive technique.
- Find out with the help of the teacher which of the following countries have economies in which the government owns and controls most of the means of production.

India, the USA, China, Canada, Sweden, Denmark, England, Cuba, Australia, Pakistan, Sri Lanka.

Unit

5

Constitution of India: Rights and Duties



Without equality, liberty would produce the supremacy of the few over the many. Equality without liberty would kill individual initiative. Without fraternity, liberty and equality could not become a natural course of things.

Dr. B. R. Ambedkar
(Constituent Assembly,
November 25, 1949)

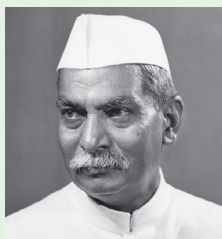


● Fig. 5.1

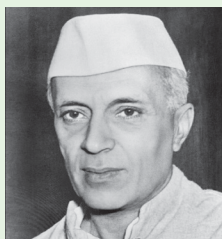
Given here is a selected part of the speech delivered by the constitutional architect, Dr. B. R. Ambedkar in the Constituent Assembly on November 25, 1949. The importance of equality, freedom and fraternity is clear from these words.



Constituent Assembly



•Fig. 5.2



•Fig. 5.3

The Constituent Assembly came into existence on December 6, 1946. Dr. Rajendra Prasad was the Chairman of the House and India's first prime minister Jawaharlal Nehru was the Chairman of the three main sub-committees. The assembly had three hundred and eighty-nine members at the time of formation and was reconstituted with two hundred ninety-nine members after independence in 1947.

In the preamble of Indian Constitution, it is declared that justice, liberty, equality and fraternity shall be protected for all citizens. These are enshrined in the Constitution as fundamental rights and guiding principles of state policy. Along with that, the basic duties of the citizens towards the nation and society are also mentioned in the Constitution. This lesson discusses the rights, guidelines and duties enshrined in the Constitution of India.

Rights

After attending a seminar on the importance of rights, the children make a discussion with the teacher. Listen to it.

What are the rights mentioned in the conversation?



•Fig. 5.4

Rights are those that are accepted by society in terms of claims made and recognised and enforced by the state through law. It is the responsibility of democratic systems to ensure that individuals have rights. These should be implemented by the government through law. A list is included in the Constitution of most democratic states for that purpose. This list of rights places certain limitations on the government when it comes to interfere with the rights of individuals. In addition, it also ensures redressal in case of violation of rights.

Fundamental Rights

There are certain fundamental rights that are internationally recognised as human rights and that are essential to the dignity, liberty and survival of citizens in a democratic system. Fundamental rights are such rights recognised, protected and enforced by states. In the constitutions of various countries in the world, some important rights have been included as fundamental rights based on specific conditions of each country. Some important events in human history led to the concept of fundamental rights. Look at the flowchart given below.

Timeline of Fundamental Rights



Magna Carta - 1215

The first official document in the world to refer to civil rights and liberties.



Human Rights



As human beings, everyone in the world has the right to live a dignified and equal life without any discrimination on the basis of caste, religion, race, colour, region, language or gender. Human rights are the rights that protect the dignity and individuality of human beings universally.

Magna Carta



The Magna Carta is the earliest written document of rights in Britain. The term 'Magna Carta' means 'big document.' It is an official document declaring that the king and his government are not above the law. In 1215, the people forced King John, the then ruler of England, to sign this document. It later became the basis for the British Parliament's powers and legal principles. England's Petition of Rights and Bill of Rights were shaped by the influence of Magna Carta.



United States Bill of Rights

Rights are mentioned in the Bill of Rights included in the US Constitution. The US Constitution guarantees citizens the right to religious belief, the right to freedom of speech, the right to freedom of press, the right to assemble peacefully, and the right to security of life and property.



The Declaration of the Rights of Man and of the Citizen

The Declaration of the Rights of Man is a bill of rights promulgated by the National Assembly of France in 1789. This document declares the individual and collective rights of all citizens. This declaration states that citizens are born free and equal in rights and that social distinctions are established only on the basis of the common good.

United States Bill of Rights - 1789

Bill of Rights mentioned in the world's first written constitution.



Declaration of Human Rights after the French Revolution

(Declaration of the Rights of Man and of the Citizen - 1789)

Bill of Rights defining human rights that influenced the nations of the world.

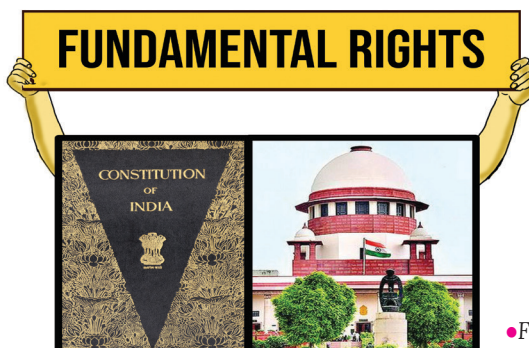


United Nations' Universal Declaration of Human Rights (Universal Declaration of Human Rights-1948)

Bill of Rights issued by the United Nations for implementation by all member states.

The above mentioned lines on rights have played a crucial role in the formation of the concept of fundamental rights. These have influenced the inclusion of fundamental rights in the Constitutions of many democratic countries. Our Constitution also enshrines certain rights as fundamental rights.

Fundamental Rights in Indian Constitution



● Fig. 5.5

There are several factors that influenced the framers of the Constitution to include Fundamental Rights in the Constitution of India. The main factor is the denial of rights that the Indian people had to suffer during the British rule. The values upheld by the freedom struggle and the ideas of the Indian Renaissance Movement are other factors that influenced the fundamental rights in the Constitution. The rights mentioned in the constitutions of other countries and the Bills of Rights which are the precursors of fundamental rights have influenced the fundamental rights in our Constitution.



What were the factors that influenced the inclusion of Fundamental Rights in the Constitution of India? Complete the list.

- denial of rights experienced during colonial rule
- existing conditions in the world
-

Fundamental rights are enshrined in Part III of the Constitution of India. Common laws usually protect and enforce statutory rights. But it is the Constitution that protects and ensures the fundamental rights. Let us check what fundamental rights are guaranteed by the Constitution.

Right to Equality

The right to equality is the right to ensure equality before the law and equal protection of the law for all in our country. According to this right, there is no discrimination on the basis of religion, class, caste, sex or place of birth. It also guarantees equal access to hotels, shops, wells, ponds, bathing ghats and public roads. This right ensures equality of opportunity in public jobs, prohibits untouchability and abolishes titles.



Constitution Day

November 26 is observed as Constitution Day in India. This day is observed to commemorate the adoption of the Constitution of India by the Constituent Assembly on 26 November 1949.



• Fig. 5.6 Part III of the Constitution – manuscript.



Have you noticed any violations of the right to equality enshrined in the Constitution of India? Write down what they are.

•

•

Right to Freedom

The aspiration of the Indian people, who had to live under foreign rule for a long time, is reflected in the fundamental right of the right to freedom. Articles 19 to 22 of the Constitution explain the rights to freedom and the reasonable restrictions on them. The rights and freedom mentioned in Article 19 are as follows.

Freedom of speech and expression

Freedom to move freely through out the territory of India

Freedom to assemble peacefully

Freedom to reside and settle in any part of the territory of India

Freedom to form associations

Freedom to practise any profession or to carry on any occupation, trade or business



Fig. 5.7

Apart from these, rights such as right to education, right to life and individual freedom are enshrined in Articles 20 to 22. These are subject to reasonable restrictions in the context of national integrity, sovereignty and security.



Which right does the above picture indicate?

Right to Education Act-2009

Education was declared a fundamental right under Article 21A by the 86th Constitutional Amendment Act in 2002. In 2009, Parliament passed the Right to Education Act. The Act came into effect in April 2010. This Act ensures free, compulsory and quality education for all children between the age group of six and fourteen.



●Fig. 5.8



Organise a panel discussion on 'Freedom Guaranteed by the Constitution in Personal Life.'

Right against Exploitation

There was a social situation in our country where many sections of people were kept away from the mainstream and exploited. The Constitution of India, through the right against exploitation, ensures a secured life by eliminating exploitations like slavery, human trafficking, forced labour and child labour. Article 23 of the Constitution prohibits all forms of forced labour and human trafficking, declaring them illegal. According to Article 24, employing children under the age of 14 in mines, factories or other hazardous workplaces is prohibited.



●Fig. 5.9



One of the exploitations against children is given in the picture. What other exploits have you noticed? Note down.

-
-

Right to Freedom of Religion

The Constitution allows everyone in India the freedom to profess, practise and propagate any acceptable religion. This right includes the freedom to act according to their conscience. The right to freedom of religion guarantees equal treatment and equal protection to all religions. But the aforesaid right shall be subject to the restrictions of public norms, health and morality.



Organise a discussion and prepare a note on the topic 'Religious Freedom Strengthens Indian Secularism.'

Is it because of cultural and educational right that we get free education?

No, free education is part of the right to freedom. Cultural and educational rights pertain to minorities.

Cultural and Educational Rights

India is a country rich in diversity. Religious, linguistic and cultural minorities characterise this diversity. Minorities are groups of people who follow a common language, religion or culture and are fewer in number than other groups in a particular part of the country or the whole country. Cultural and educational rights are the means for minorities to preserve and develop their culture, language and script. Accordingly, all religious, linguistic and cultural minorities have the right to establish and run their own educational institutions. Through that they can protect and nurture their own culture.

•Fig. 5.10



What are the minority groups in our state? Enquire and write.

- linguistic minorities
-

Right to Constitutional Remedies

The right to constitutional remedies is one of the greatest protections given to the safety and security of the individual. If any of the above fundamental rights is violated, the Supreme Court under Article 32 and the High Courts under Article 226 can be approached for their restoration. The Supreme Court and High Courts restore fundamental rights through writs. Writs are orders and directions issued by the Supreme Court or the High Courts for the protection of fundamental rights. Dr. B. R. Ambedkar describes this right as the heart and soul of the Indian Constitution.

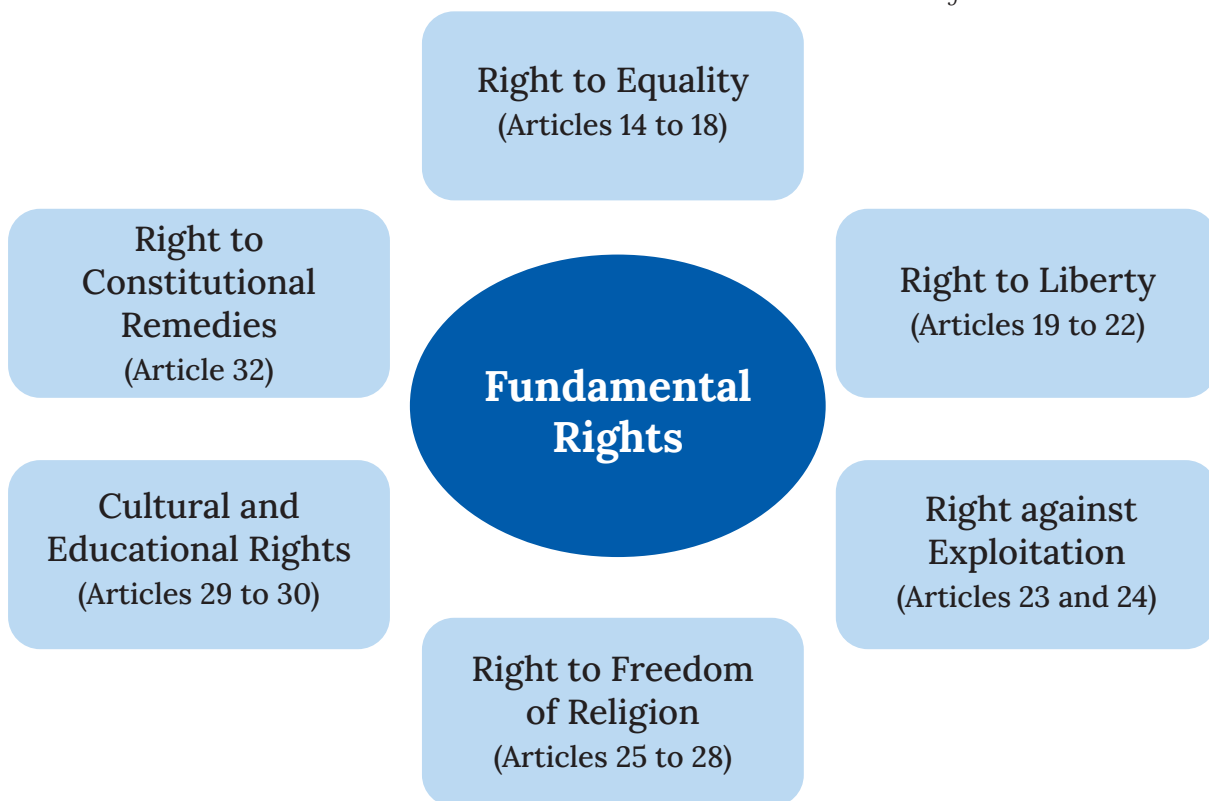


Why is it said that the right to constitutional remedies is the most important of the fundamental rights?

-
-



● Fig. 5.11





Various types of Writs.

Habeas Corpus: A court order that requires the custodian of an unlawfully detained person to bring the person before the court.

Mandamus: An order issued when a court finds that an officer's failure to perform his statutory duty has prejudiced the rights of another person.

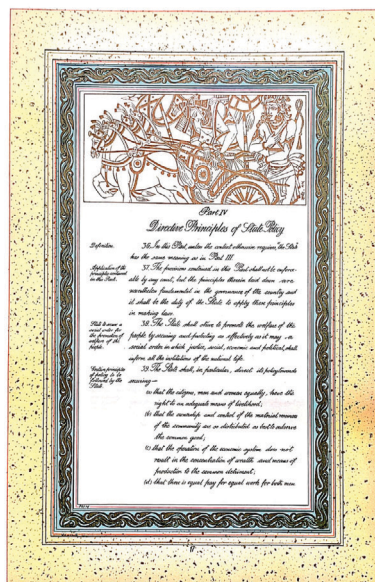
Prohibition: An order of the Supreme Court or High Court prohibiting lower courts from hearing a case outside their jurisdiction.

Quo Warranto: An order issued by a court restraining an officer from holding a position for which he is not entitled.

Certiorari: An order to transfer a case pending in a lower court to the higher court.



Organise a discussion and prepare a report on the topic 'Role of fundamental rights in the dignified life of man.'



• Fig. 5.12

Part IV of the Constitution – manuscript

Directive Principles of State Policy

Socio-economic justice has equal importance along with rights and freedoms. Ideas for achieving these are included in the directive principles of state policy. Its aim is to establish a welfare state by ensuring the welfare and progress of all sections of the people. Unlike fundamental rights, these are not enforceable with the support of the courts. At the same time, governments need to give due consideration to these directive principles while formulating policies and programmes. Articles 36 to 51 of Part IV of the Constitution contain directive principles. These are the recommendations that governments should follow in administration and legislation. The directive principles contain broad concepts that touch on all economic, social, educational, and international

issues of the nation. The directive principles of state policy can be classified into three categories, namely, liberal ideas, socialist ideas and Gandhian ideas.

Liberal Ideas	Socialist Ideas	Gandhian Ideas
<ul style="list-style-type: none"> • Promote international peace and security • Uniform Civil Code for citizens • Equal justice and free legal aid • Provision of care and education for children under six years of age • Environment, livestock and wildlife conservation 	<ul style="list-style-type: none"> • Wage for livelihood for workers • Equal pay for equal work for men and women • Participation of workers in the management of industries • Right to employment • Ensure regular and humane working conditions and maternity benefits 	<ul style="list-style-type: none"> • Organise Gram Panchayats • Fostering cottage industries • Agriculture and animal husbandry • Prohibition of consumption of intoxicating drinks and drugs injurious to health • Uplift of Scheduled Castes and Scheduled Tribes and other weaker sections



What aspects of social life do the directive principles of state policy touch upon? List them.

- socio-economic justice
- people's welfare

Fundamental Rights and Directive Principles: Differences

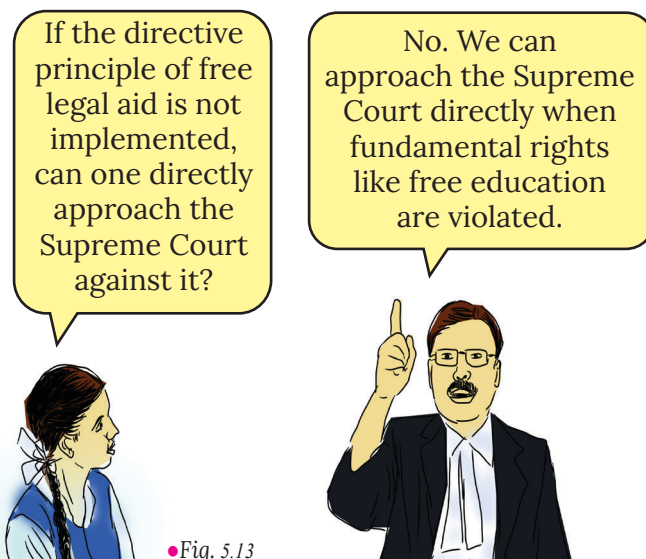
Fundamental rights enshrined in the Constitution of India and directive principles of the state policy are complementary. Fundamental rights limit the powers of the government while directives compel the government to do certain things. Fundamental rights mainly protect the rights of individuals.



Directive Principles – in Practice

The directives aimed at social and economic justice are included in the Constitution as guidelines of the state policy. Many of these recommendations are implemented through legislation as required from time to time. The Gandhian idea of organising village panchayats has been implemented through the Panchayati Raj-Nagarpalika Acts of 1993. The liberal idea of free education has been implemented through the Right to Education Act, 2009. The Environment Protection Act of 1986 is also a reflection of the liberal idea. The Equal Pay Act of 1976 was enacted to implement the socialist concept of equal pay for equal work for men and women.

But directive principles ensure the welfare of all sections of the society. One can approach the Supreme Court or High Court when fundamental rights are violated. It is not possible to approach the court if the directive principles are violated. Amendment of fundamental rights requires complex procedures. Procedures for amending the directive principles are relatively simple and can be implemented through legislation. In the process of democracy, fundamental rights implement political democracy while guiding principles realise socio-economic democracy.



• Fig. 5.13



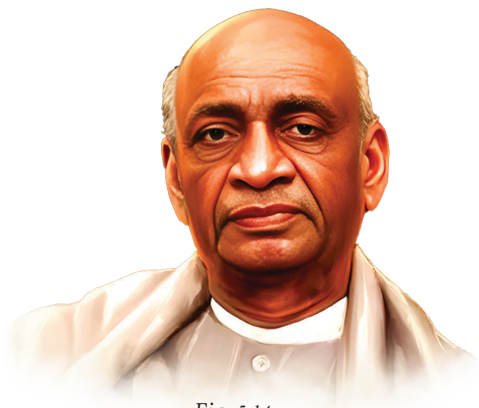
Identify and write the differences between fundamental rights and directive principles.

Fundamental rights	Directive principles
<ul style="list-style-type: none"> it can be reinstated through the courts 	<ul style="list-style-type: none"> cannot go to court for enforcement
•	•
•	•
•	•

Fundamental Duties

"Every Indian must remember that he is an Indian and he has every right in his country but with certain duties"

-Sardar Vallabhbhai Patel



●Fig. 5.14

Did you pay attention to the words of Sardar Vallabhbhai Patel who was the first Deputy Prime Minister and Home Minister of India? He suggested that Indian citizens should have regular responsibilities along with rights.

Rights and duties are two sides of the same coin. Our Constitution enshrines certain duties that citizens have to fulfill.

The Sardar Swaran Singh Committee was appointed by the Central Government in 1976 to submit recommendations on the fundamental duties of citizens. Taking into consideration the recommendations of the Committee, a new Part (IVA) containing the Fundamental Duties was included in the Constitution as part of the 42nd Constitutional Amendment in 1976. Accordingly, the Fundamental Duties became part of the Constitution as Article 51A.

Obeying the Constitution as a citizen, protecting the country, performing national service when the country calls for it, and protecting the environment are among the ideas included in the fundamental duties. These are the duties that every citizen has to fulfill towards the nation and the society. There are eleven duties embedded in the constitution as fundamental duties. Some of these are moral and some are civic in nature. Its basic principle is that when citizens enjoy their fundamental rights, they should also be aware of their fundamental duties.

Why does the Constitution stipulate that Indian citizens have to perform certain duties?



●Fig. 5.15

The Constitution states that citizens have to perform certain duties to protect the unity and integrity of the nation.



Some of the Fundamental Duties mentioned in the Indian Constitution are given below. Find out from the last part of the textbook what other duties Indian citizens have to perform according to the Constitution and discuss and make a note.

- obey the Constitution and respect its ideals, institutions, national flag and national anthem
- nurture and pursue the noble ideals that inspired our national struggle for freedom
-
-

Our Constitution guarantees the essential rights of individuals as fundamental rights to a dignified life. It also puts forward the directive principles of state policy for social welfare. Fundamental duties for the integrity and survival of the nation have also been mentioned in the Constitution. In this way, the Constitution acts as a code of rights and duties.



Extended Activities

- Organise an interview with experts in law on 'The Role of Courts in Protecting Fundamental Rights.'
- 'To enjoy fundamental rights in its full sense, fundamental duties need to be properly performed.' Organise a panel discussion on this topic.
- Collect newspaper articles on fundamental rights, directive principles and fundamental duties and prepare a digital album.

Resource Utilisation and Sustainability



Fig. 6.1 • Kolar gold mine

Look at the image (Fig. 6.1) given above.

It is the oldest and largest gold mine in India. In 1804, when John Warren made a resource map for the British government, the village of Urigam in Karnataka and its surrounding area was found as the land of gold.

This is renamed as K.G.F. (Kolar Gold Field). From 1880 to 1956, the Kolar Gold Field (K.G.F) produced more than 800 tonnes of gold and marked India's place on the world gold map. Kolar in Karnataka became one of the oldest industrial cities in India due to its gold deposits. Do you recognise the importance of gold in the Indian economy and the lives of people?

For what purposes gold is being used?

- manufacturing of electronic goods
- pharmaceutical manufacturing
-

Apart from gold, can you mention other materials used to meet the needs in our daily life?

-
-

Metals like gold, iron, silver, etc. are available from nature. Besides, physical materials such as air, water and soil are also used to fulfil our needs.

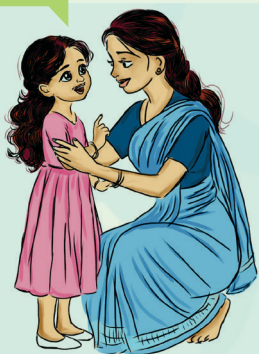
Anything that is environmentally available, technologically accessible, culturally acceptable and capable of meeting our needs is called a resource. Resources include not only material things like water, air and soil but also non-material things like knowledge and health. Depending on human needs any object can be turned into a resource with time and technology. Likewise, human skills are also used as resources. This is called human resource.

On the basis of origin, resources can be mainly classified into natural resources and man-made resources.



Mom... Are human beings also resources?

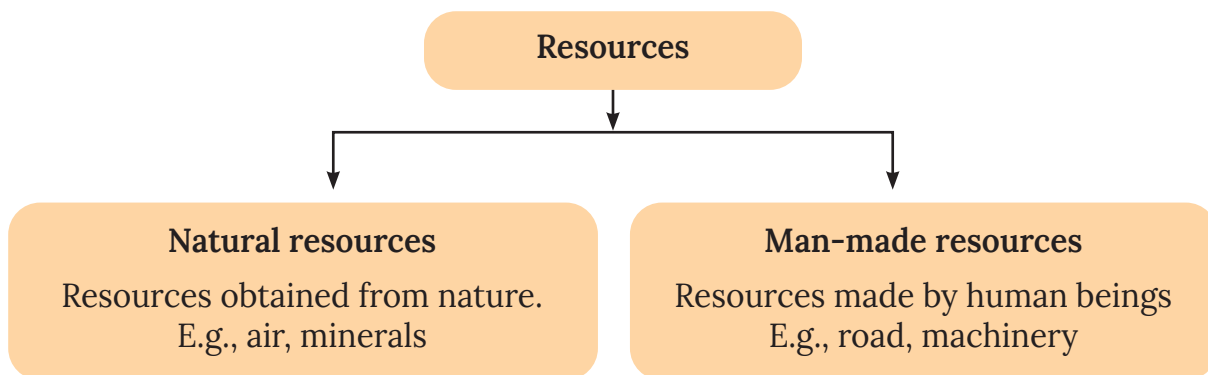
Yes, of course.



• Fig. 6.2

Human Resource

Humans are considered resources as they can create many resources using their abilities, skills and technology.



Can we use all the natural resources as we wish?

Why can't all resources be used the same way?

- not available everywhere
- runs out with use
-

The availability and renewability of natural resources varies. Resources can be classified into two categories based on their renewable potential.

1. Renewable Resources

Resources that do not get depleted after use and can be reused are renewable resources. These are resources that are continuously produced in nature and are always readily available to man. Sunlight, wind and waves are examples of such resources.

2. Non-Renewable Resources

Non-renewable resources have been formed over millions of years and they decrease in quantity with use. Examples of such resources include iron, gold, coal, and petroleum.

A fully solar-powered airport



Fig. 6.3 • Kochi International Airport

Kochi International Airport is the first airport in the world to run entirely on solar energy. It is the first airport in India to be started as a public-private partnership initiative.



Mumbai High (Bombay High)



Fig. 6.4 • Mumbai High

Mumbai High is a large oil field located 160 km away in the Arabian Sea. It is one of the largest offshore oil fields in India. Discovered in 1974, this oil field is managed by the Oil and Natural Gas Corporation (ONGC).



water, metals, solar-energy, coal, wind and petroleum

Classify and list out renewable and non-renewable resources from the above given resources.

Renewable	Non-Renewable
•	•
•	•
•	•

In previous classes, you would have recognised that minerals such as iron and copper have played an important role in various stages of human development.

Such resources are non-renewable. Let us discuss resources that influence the economy of a region.



Mining

It is the process of finding and extracting valuable materials from the Earth's surface or underground. Mining is classified into surface mining and underground mining.

Minerals

Minerals are naturally forming organic and inorganic substances with chemical and physical properties. Examples include petroleum, iron ore, and bauxite. We cannot use these minerals directly.

Minerals found in the Earth's crust in the form of ores become usable only after mining and processing. Minerals which will be mixed with impurities are mined from the earth in raw form. This is called ore.

These ores can be converted into valuable minerals only through refining processes.

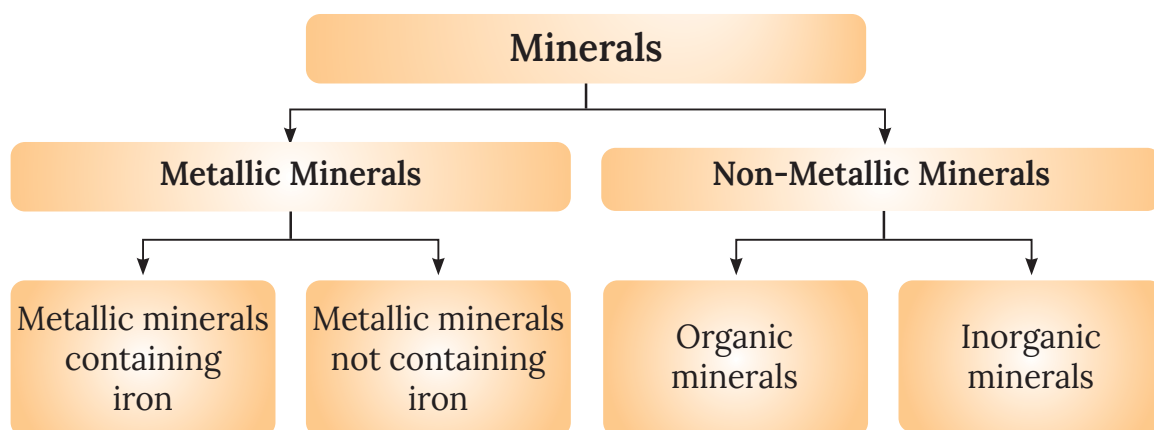


petroleum, iron ore, bauxite

Identify the minerals containing metal from the list provided.

-
-

Didn't we realise that some of the minerals contain traces of metal? Minerals can be classified into two types based on their composition and physical characteristics.



Metallic Minerals

Metallic minerals are naturally occurring substances in nature that contain traces of metal. The metal extracted from the metallic minerals through the refining process is usually hard and lustrous. An example of this is the extraction of aluminium from bauxite. Metallic minerals are classified into two types based on the presence of iron. Let us check what their features are.

Ferrous metals	Non-ferrous metals
• appear grey	• appear in different colours
• magnetic in nature	• non-magnetic
• heavy	• relatively light weight



Iron Ores



Magnetite



Hematite



Limonite



Siderite

● Fig. 6.5

Based on the iron content, iron ore can be classified into four—Magnetite, Hematite, Limonite, and Siderite. Magnetite is called black ore. Good quality magnetite is found in Tamil Nadu, Karnataka, Jharkhand, Goa and Andhra Pradesh.

Non-Metallic Minerals

Minerals that do not contain metals are called non-metallic minerals. For non-metallic minerals properties such as hardness, lustre and ductility are relatively low. Non-metallic minerals are classified into two groups—organic minerals and inorganic minerals. Biominerals such as coal and petroleum contain organic components whereas inorganic minerals such as graphite and clay contain inorganic components.



Identify the uses of the given metallic and non-metallic minerals and complete the table.

Metallic minerals and uses	Non-metallic minerals and uses
● iron – construction	● graphite – pencil making
● gold –	● petrol –
● copper –	● clay –

India is rich in diverse minerals. The country's geological features have contributed to its mineral diversity. Minerals are unevenly distributed in different states of India. Let us get to know the distribution of mineral deposits in India. Look at the map (Fig. 6.6).



Fig. 6.6 • Map



Locate in the map the major minerals and the states where they are distributed.

Minerals	States
• Gold	• Madhya Pradesh, Andhra Pradesh, Kerala, Karnataka and Jharkhand
• Iron	•
• Coal	•
• Manganese	•

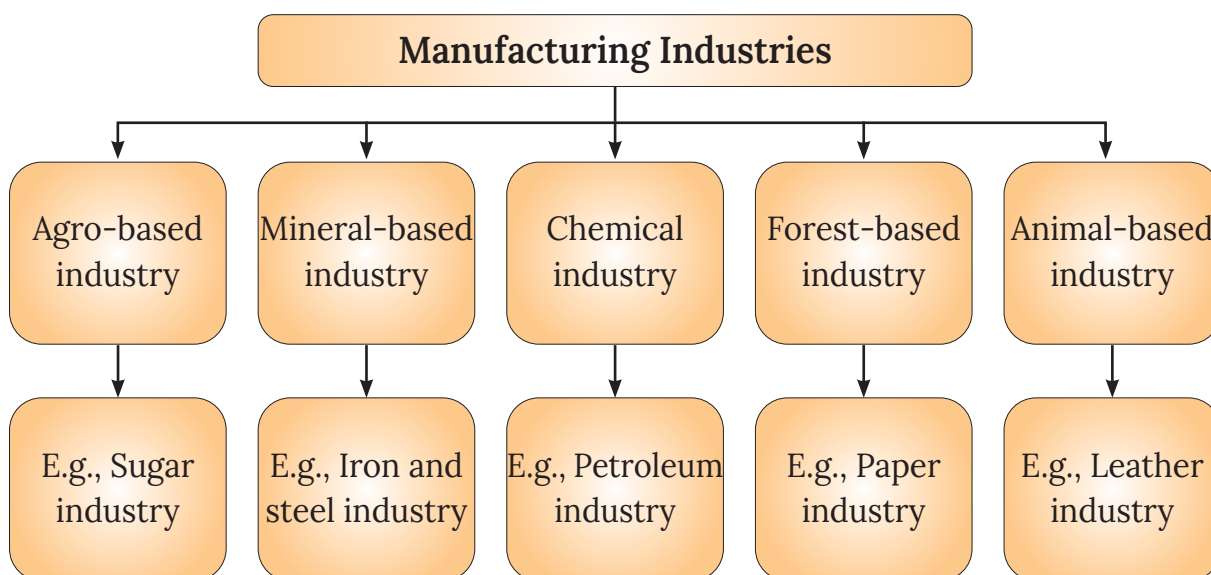


Manufacturing Industry

In the manufacturing industry, the raw materials are processed using machines to make highly valuable products for marketing in local and distant markets.

Manufacturing Industries in India

We have discussed how minerals are useful for humans. These minerals, distributed across various states of India, play an important role in the country's production and industrial sectors. Minerals which are extracted through different refining processes are the main raw materials for industries. On the basis of raw materials, manufacturing industries can be mainly classified as follows.



Given below is a map of major manufacturing industries distributed across states.



Fig. 6.7 Map



Look at the map and complete the given table.

Major manufacturing industries	States
● Iron-Steel Industry	● Odisha, West Bengal, Chhattisgarh
● Cotton Industry	●
● Petrochemical Industry	●
● Silk Industry	●



Heavy Industry

Iron and steel industries are also called heavy industries due to the large amount of raw materials used and the size and weight of the products from them.

Among the mineral-based industries with which we are familiar, the iron and steel industry is the foundation of industrial development. The iron and steel industry is called a basic industry as it provides the raw materials and products required for other industries. Iron and steel industry is also known as heavy industry. India is one of the largest producers of iron and steel in the world.

Iron and Steel Industry in India

Availability of natural and human resources plays a decisive role in the growth of the industrial sector in India. The extent of industrial growth of each country is determined on the basis of iron and steel consumption. The iron and steel industry supports the other industries and service sectors and increases the country's income. In addition, by creating employment opportunities, the standard of living of the people is also raised. In this way, the iron and steel industry plays an important role in the growth of the Indian economy.



'Iron industry is the foundation of the Indian economy.'
Discuss and write notes.



Five-Year Plan

A five-year plan is a system designed by the government to achieve set goals for the economic and social progress of a country within a five-year period.

Since ancient times, Indians have been well-versed in metallurgy. The beginning of the modern iron and steel industry in India dates back to 1907 when the Tata Iron and Steel Company (TISCO) was established at Sakchi (Jamshedpur). Indian Iron and Steel Company (IISCO) came into existence in West Bengal in 1919 and Mysore Iron and Steel (Visvesvaraya Iron and Steel) Company in Karnataka in 1923.

After independence, the iron and steel industry in India grew rapidly. During the Second Five-Year Plan, three integrated iron and steel projects were started at Bhilai, Rourkela and Durgapur with the help of the Soviet Union, Germany and Britain respectively. Later, the management and responsibility of these were taken over by the government organisation, Steel Authority of India Limited (SAIL). A map of major iron and steel industries in India is given. Look at the map.



Fig. 6.8 • Map



In the given map, locate the iron and steel industries and the states where they are located.

State	Iron and steel industries
● Odisha	● Rourkela, Paradweep, Kendujhargarh
●	●
●	●
●	●
●	●

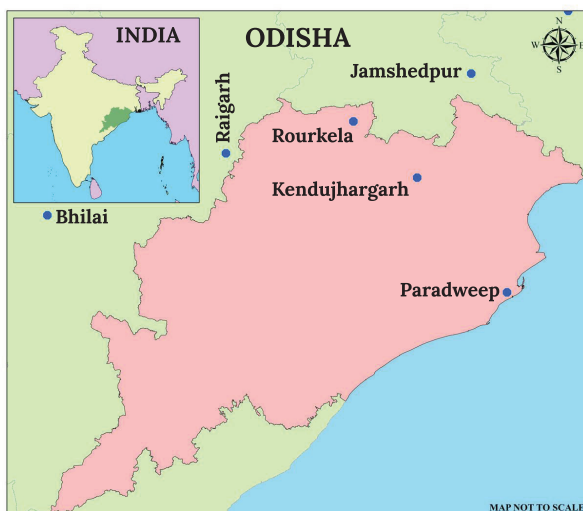


Fig. 6.9 • Map

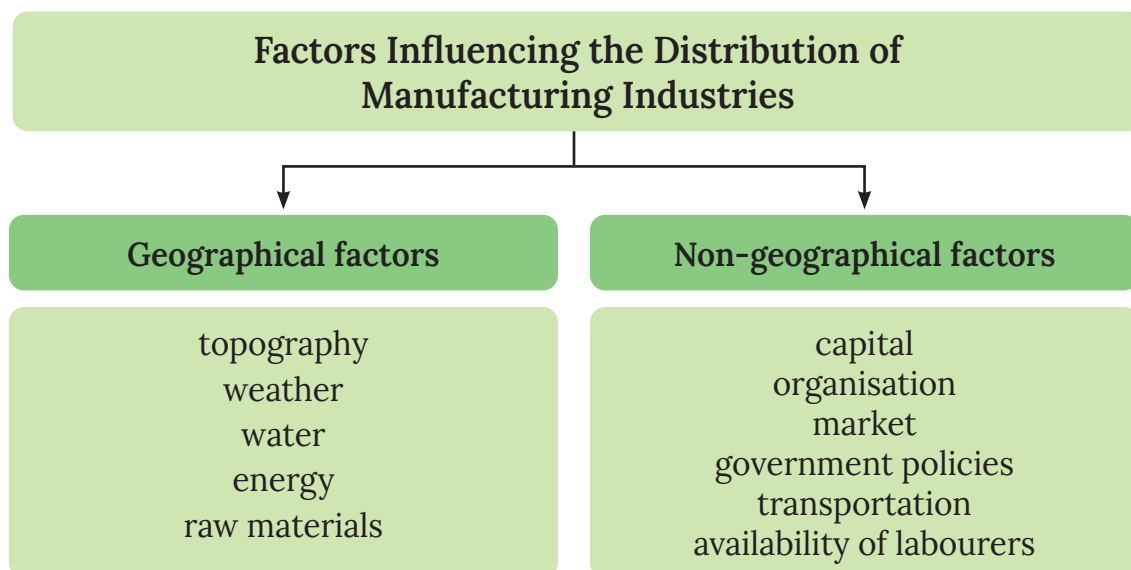
From the given map, you have recognised that Odisha is the major iron and steel industrial state of India. The following are the reasons for the growth of the iron and steel industry in Odisha compared to other states of India.

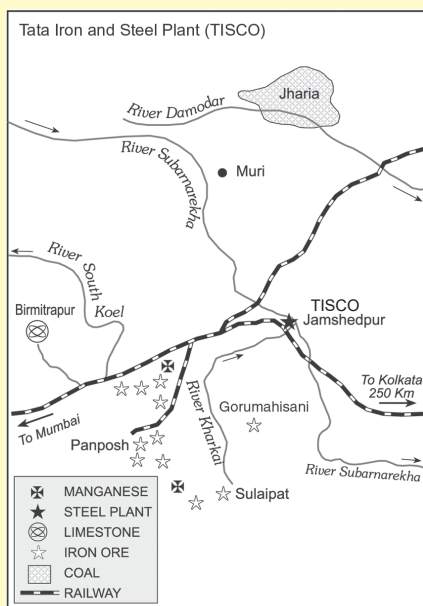
Odisha's geographical location and, mineral and water availability have led to the growth of the iron and steel industry. High grade iron ore deposits are found in Keonjhar, Sundargarh and Mayurbhanj districts and coal in the

Talcher region. An excellent railway network and highways connecting the factories of Rourkela and Kalinganagar with the main markets of India facilitated industrial development. Moreover, the long coastline and ports facilitated domestic and international trade, making Odisha the centre of the iron and steel industry.

Factors Influencing the Distribution of Manufacturing Industries

Both geographical and non-geographical factors influence the distribution of manufacturing industries.



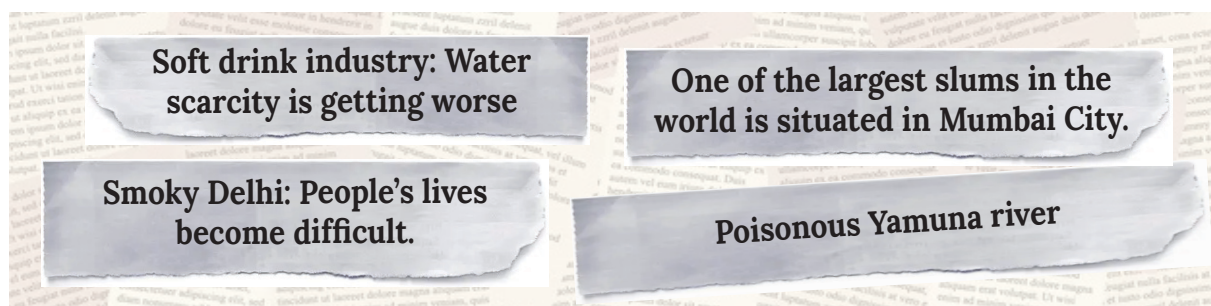


• Fig. 6.10

Identify the factors that influenced the Tata Iron and Steel Plant from the figure.

- availability of water (river)
- proximity to port (Kolkata)
- market (Kolkata, Mumbai)
-
-
-

Iron and steel industries contribute to India's economic growth, but they also cause many social and environmental problems.



Did you notice the news headlines above? What are the problems mentioned here?

-
-
-

All these are the consequences of the manufacturing industries. Pollution is the main aftermath.

Pollution

Pollution is the undesirable consequences on the physical, chemical or biological characteristics of air, water and soil.



Fig. 6.11 • Air Pollution

Unscientific human activities cause pollution. This threatens the sustainability of the Earth and affects the regenerative capacity of the environment.

Various Types of Pollution

Air Pollution

The smoke emitted from industries which contain toxic gases such as sulphur dioxide, carbon dioxide, carbon monoxide and methane, pollute the atmosphere. This poses a serious threat to nature and human health.



Fig. 6.12 • Water Pollution

Water Pollution

Waste water discharged from industries and toxins from chemical industries pollute rivers, lakes and other water bodies. It harmfully affects aquatic life and humans.



Fig. 6.13 • Soil Pollution

Soil Pollution

The waste and e-waste emitted from industries alter the natural structure of the soil. This has a detrimental effect on the agricultural sector and the environment.

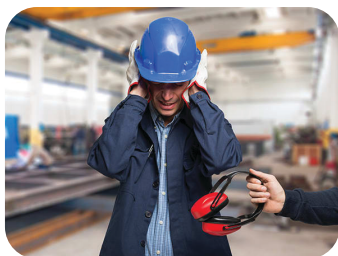


Fig. 6.14 • Noise Pollution

Noise Pollution

Excessive noise emitted from industries adversely affects the physical and mental health of the people in the surrounding areas.



Discuss the issues related to pollution and prepare placards, posters and slogans to create awareness.



Fig. 6.15 • Water scarcity

Resource Depletion

Unscientific use of resources in industries to increase production leads to resource depletion and environmental problems. Examples include deforestation, loss of soil fertility, and depletion of water and mineral resources.

Regional Inequality

The unbalanced distribution of natural resources and inadequate basic facilities have resulted in a concentration of industrial development in certain regions. Differences can be seen in the income and living standards of the people in these areas. This causes regional disparity in industrially backward areas.

Migration

Migration is the permanent or temporary movement of people from one region to another. People migrate from less developed areas to developed industrial areas for employment and better living conditions. As a result of this, population density increases in this area.

Urbanisation

Urbanisation is the increase in size and population of cities as a result of migration from rural areas to urban areas and natural population growth in cities. This has led to a massive increase in the size and population of cities and it results in socio-economic and environmental changes.



Fig. 6.16 • Deforestation



Fig. 6.17 • Migration



Fig. 6.18 • Urbanisation



Organise a debate on 'Manufacturing Industries: Prospects and Constraints.'

Didn't you realise that resource depletion is one of the most important of the many problems created by industries? Resource conservation can be achieved through scientific resource management.

Conservation of Resources

Conservation of resources is the process of ensuring their availability by avoiding over-exploitation through judicious use. The objectives of conservation of resources are to conserve resources for future generations, maintain the



• Fig. 6.19

balance of the environment, and minimise impacts on nature and human beings.

Let us learn about the main resource conservation methods.

- recycling of resources
- energy conservation
-
- water conservation
- forest conservation
-



Discuss in different groups the various activities that you can do in school to conserve resources and prepare a concept map and present it.

The concept of resource conservation is to prevent the depletion of natural resources and ensure their availability for future generations. Currently, sustainable development is an important policy followed by the countries of the world to conserve resources.



● Fig. 6.20

Sustainable Development

Sustainable development aims to meet the needs of the present without compromising the ability of future generations to meet their own needs. Economic growth can be achieved through a balance between the welfare of the environment and the standard of living of the people. Recycling, reducing usage, and reusing resources are ways to achieve sustainable development. The Sustainable Development Goals are a collection of seventeen goals proposed by the United Nations in 2015 to achieve them by 2030.



Extended Activities

- Collect pictures of important minerals and prepare an album.
- Organise an awareness class in your area about pollution.
- Prepare a digital magazine on the conservation of resources.
- Organise an awareness class on sustainable development in your area.
- Prepare and include a map of India's mineral resources and manufacturing industries in 'My own atlas.'

Media and Social Reflections



Fig. 7.1 •

Observe Figure 7.1

The various devices used for communication are given in the picture above. Humans have been using various methods of communication since ancient times. Mass media refers to different forms of communication that can simultaneously reach many people. These include newspapers, magazines, radio, television, the Internet and social media.



Complete the list indicating what is included in different media for communication.

Print media	Radio	Television	Internet
<ul style="list-style-type: none"> • news • articles • • 	<ul style="list-style-type: none"> • announcements • weather forecast • • 	<ul style="list-style-type: none"> • entertainment programmes • cinema • • 	<ul style="list-style-type: none"> • online news • e-commerce • •



Fig. 7.2 •



Fig. 7.3 •

Media play an important role in developing reading and writing skills in individuals. Individuals come into contact with written language through newspapers, magazines, blogs, and social media. This encourages reading. Interactive platforms like social media, blogs, and online forums allow individuals to reflect and share their thoughts. Media, libraries, book clubs, and online writing communities foster reading, writing, and culture. The mass media accelerate social progress by bringing various literacy programmes to the masses and by creating awareness among them. The advancement of technology has led to the evolution from print media to digital media.

Different Forms of Media

Media are an important means of communication for shaping social relations and ensuring interaction between individuals and society. These are means of communication through which individuals, groups and institutions interact in social life. Media can be classified in many ways based on usage.

1. Print Media

Do you read the publications in the school library?

Which publications do you like the most?

• •



Fig. 7.4 • Printing press

The relevance of print media, like newspapers, magazines, and books, is also significant in the digital age. These provide comprehensive news, features, and literary works to the community. A reliable and immersive reading experience is available through print media. These can be stored for future re-reading. In this context, communication is only possible from print media to readers.



Prepare a letter to the editor on any news or article published in periodicals, indicating your evaluation and opinion, and present it in the class.

2. Broadcast Media

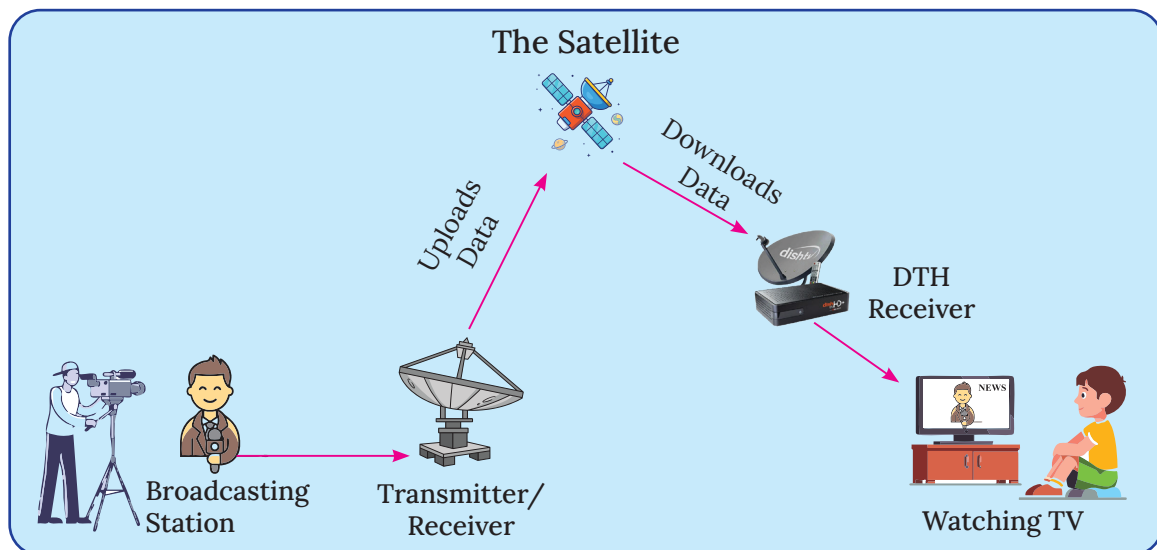


Fig. 7.5 •

Figure 7.5 shows the broadcasting of programmes by broadcast media. Broadcast media, such as radio and television, convey ideas to a large number of people simultaneously. In this case, communication is possible only in one direction. The possibility of interaction is also limited here due to the delay in recording feedback on broadcast programmes.

News, music, discussions, debates, and sports are available through broadcast media. Although digital platforms are evolving, broadcast media influences a large segment of the population and shapes public opinion.

How do you convey your opinions about radio and television programmes to the broadcasters?

- through letters
-
-

3. Digital Media



Fig. 7.6

Here are the images of the home pages of the State Council of Educational Research and Training (SCERT) and Samagra Portal. Do you use the 'Samagra' portal? What are its features?

-
-

How does it support your learning activities?

-
-

With the advent of the Internet, many revolutionary changes took place, and digital platforms came into existence. Websites, online news, and blogs started bringing live reports to the masses. This has led to an increase in social interaction through media. It has provided an opportunity to share and discuss the content of information.



Do you observe educational blogs? What is the most important educational website you have visited recently? What factors influenced you on those websites? Discuss these in class.

4. Social Media

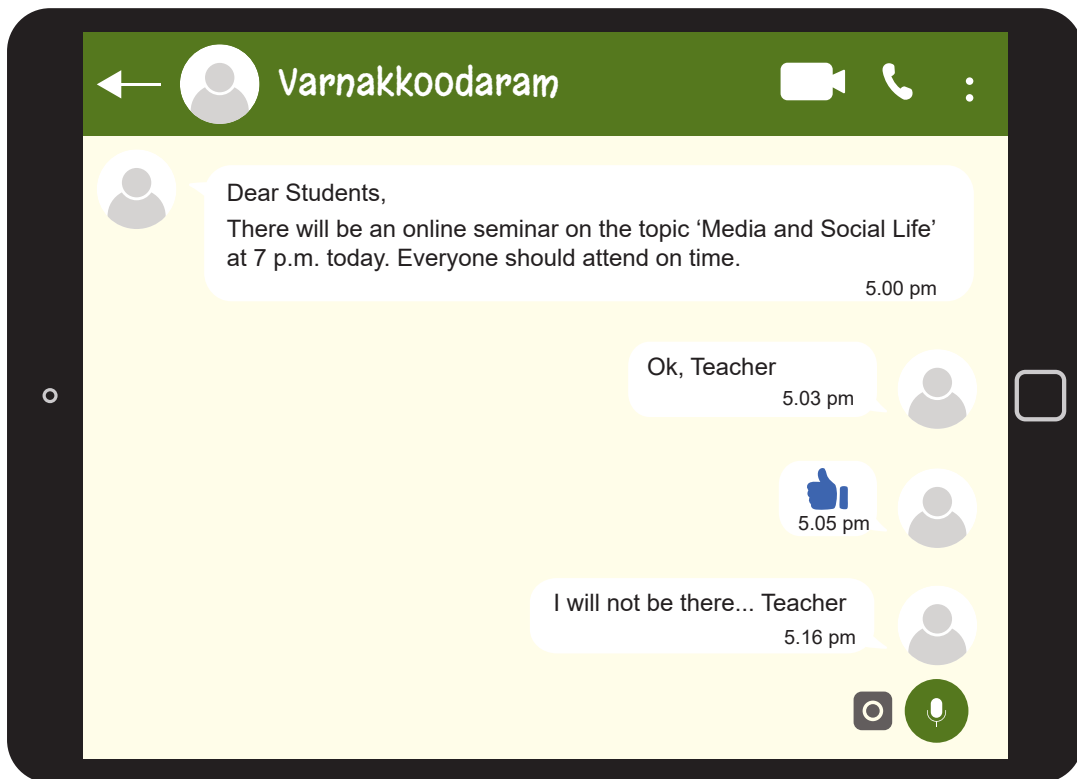


Fig. 7.7 •

Have you noticed the Class Teacher informing the students about the online seminar through social media and the students responding to it?

What kind of support do social media provide for your learning needs?

- sharing learning resources
-
-

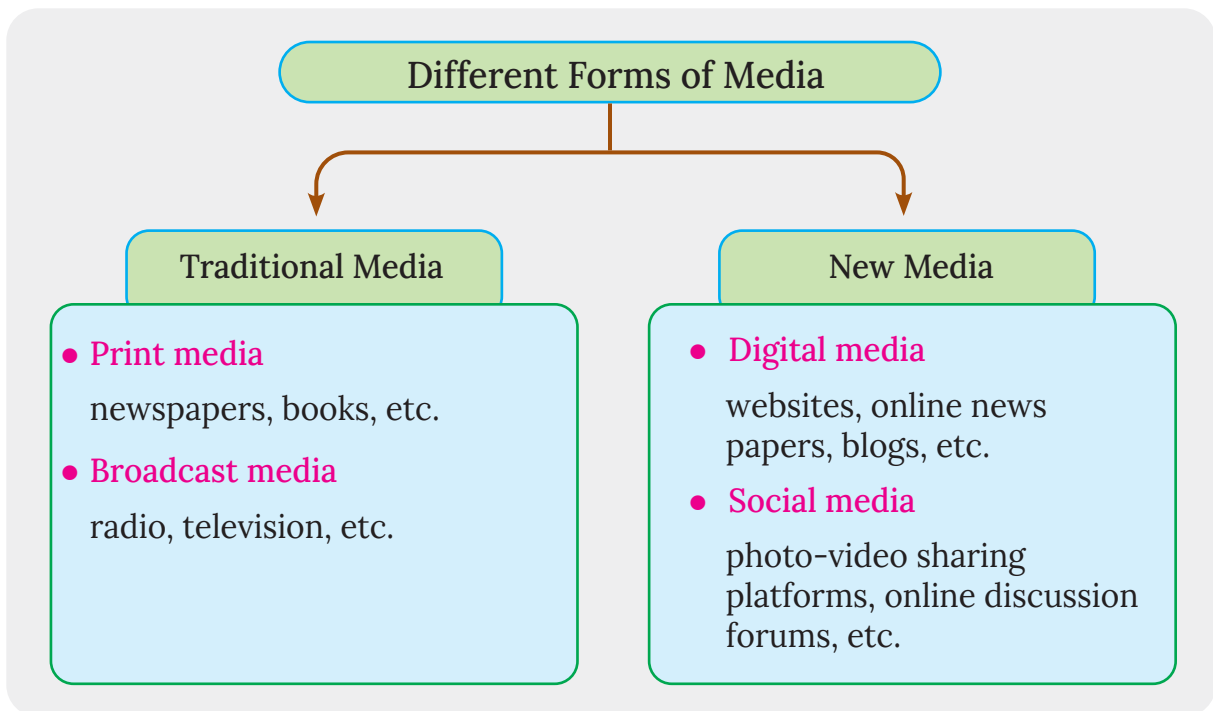
Social media have become an integral part of the lives of modern people. Interpersonal relationships and social interactions are more common on social media. Social media are online platforms that allow consumers to create, share, and interact with content such as text, images, and videos. Through various forms of communication, such as direct messaging, feedback, and general sharing, social relationships and social gatherings are facilitated. Social media play an important role in shaping public opinion,

promoting social interaction, and influencing cultural and political movements.



Prepare a poster showing the evolution of media development and present it in the Social Science Club.

Print media and broadcast media are traditional forms of media. Interaction is limited through these since it is a one-way communication. On the other hand, digital media and social media come under the category of new media. These facilitate smooth two-way interaction.



Put the strips in a box with the names of different forms of media (newspaper, magazine, radio, television, website, social media) written on them. Divide the class into different groups. Each group shall select a medium from the list. Find out how the following hints are presented in each medium.

- local/national/international news
- entertainment
- knowledge
- advertisements
- sports
- arts

Find out how the audience reacts in each medium and present your findings in the class.

Based on the findings from the activity, let us examine how traditional media and new media differ.

Find more differences and add them to the table.

Features	Traditional Media	New media
communication	one-way communication (from sender to the receiver only)	two-way communication (between communicators and receivers)
interaction	interaction is limited	high interaction and participation
form	physical form (newspaper, radio, television)	digital form (internet-enabled devices)
recipients	limited participation	creative participation
availability	not always available due to time and location limitations	available internationally without limitation of time and location
•	•	•
•	•	•

Media play an important role in shaping society by influencing public opinion, social norms, and cultural values. Traditional media such as newspapers, radio and television provide entertainment, communication and knowledge. Meanwhile, new media enable greater communication and increased participation.

Social media interaction has a positive impact on interpersonal relationships. However, according to sociologists, such interactions have a negative impact on society. Although social media facilitate short-term interactions, they fail to engage in meaningful and sustained relationships.

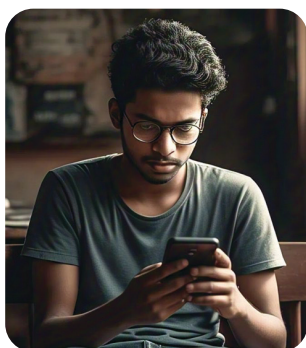


Fig. 7.8 •

Find and add more problems that excessive use of social media creates.

- it adversely affects students' learning and their physical and mental health.
- the excessive use of media creates distance in personal and social relationships.
-
-



Prepare and present in class a collage indicating the characteristics of traditional and new media.

Impact of Media on Social Life

Both traditional and new media have become an integral part of modern society. Let us examine how different forms of media influence our social lives.

1. Media & Socialisation

Which is the children's publication that you like?

What knowledge have you gained from it?

- | | |
|-----------------|----------|
| • stories | • values |
| • moral lessons | • |
| • | • |

Do we gain social values, moral lessons, knowledge, and entertainment through stories and poems? Socialisation is the process of learning from our environment how to live and behave in society from childhood. For example, when we are children, we learn from our parents the value of respecting elders.

Family, school, friends, and media help in socialisation. Media exert their influence on how we must intervene in society, what we should desire and in personality development. Social values and attitudes which are transmitted from one

generation to the other are transmitted through media as well.



Find out how programmes on the Kite Victors Education Channel support your character development and social knowledge-building and present your observation notes in class.

2. Media and Public Opinion Formation

Kerala Law Reform Commission invites suggestions and comments

The government has asked the Kerala Law Reform Commission to study in detail the preparation of the rank list of candidates by the Kerala Public Service Commission and submit a report on it. In this regard, suggestions and comments are solicited from the public. The public hearing will be held in the Conference Hall of Government Guest House,

Thycaud Thiruvananthapuram on September 1, 2022, at 10.30 a.m.

Everyone can attend the hearing on that day and submit their suggestions and comments in person or by post to The Secretary, Kerala Law Reform Commission, TC No. 25/2450, 3rd Floor, CSI building, Puthenchanda, Thiruvananthapuram 695001.

Did you read the news provided? In a democracy, the government considers public opinion before formulating new policies. The public is asked to submit suggestions through various media.

Public opinion is formed through the media during elections and foreign policy deliberations. In this way, the media act as an important tool in forming public opinion and gaining consensus.

Programmes in some media tend to be biased and reactionary. Have you noticed that inaccurate and unclear ideas are propagated through new media? The growth of social media has fuelled these trends. An example of this is that during the spread of Covid-19, fake treatments and myths related to the virus were circulated on some social media platforms.



Fig. 7.9 •
Opinion formation



Information Technology Act 2000 (IT Act 2000)

Cybercrimes are crimes committed using or targeting information and communication technologies. Computers, mobile phones, and digital cameras are the devices used for this. The Information Technology Act 2000 is an Act passed by the Parliament to ensure strict legal action and punishment for those involved in cyber crimes.

This leads to the false formation of public opinion. Creating and spreading such false news is punishable under the Information Technology Act (IT Act 2000).



Discuss in the class what can be done to identify misperceptions and misinformation in the media, and record them on the chart.

Digital tools such as social media, websites, and online campaigns are also used to bring social, political, or environmental issues to the public. Have you noticed an increase in this type of activity on social media? Do you participate in it?

Social media platforms fuel public interventions by enabling avenues for communication and instant resource mobilisation. Various hashtag (#) campaigns on social media, awareness programmes and fundraising are some examples.

3. Media and Consumption Behaviour



Fig. 7.10 •

Why do such advertisements in the image appeal to the public?

-
-

Do the media influence your eating habits?

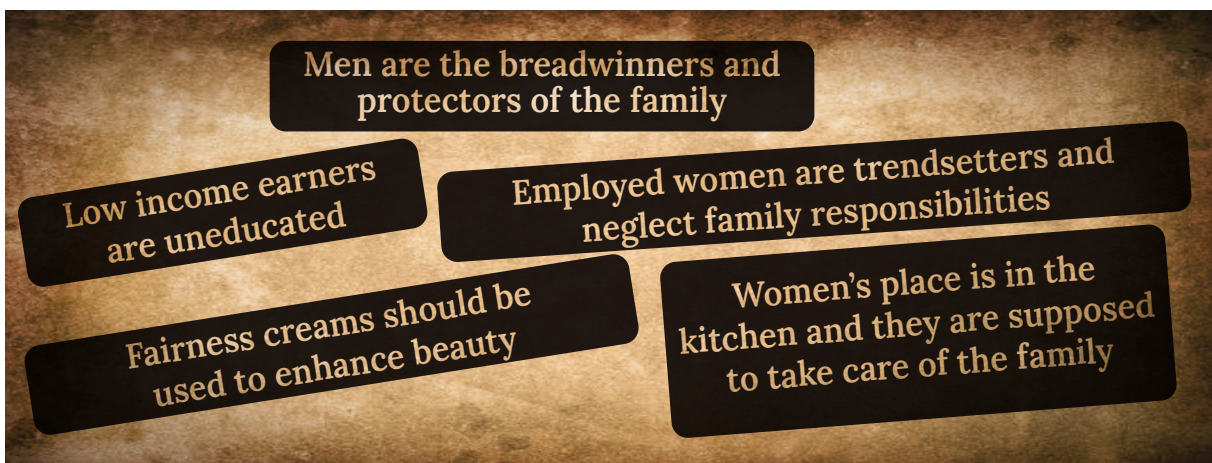
The media are a storehouse of food advertisements and cookery shows. Advertisements related to many such fields can be seen in the media. The media fuel the growth of the global economy by advertising, announcing job opportunities, and increasing consumerism. Advertisements and other programmes through the media are influential in shaping our consumption behaviour.



Collect pictures of food advertisements in newspapers and magazines. Make a news collage discussing what changes they have made in your healthy eating habits.

4. Media and Stereotypes

Note the preconceived notions, attitudes and beliefs that still exist in some parts of society.



What preconceptions are listed here?

-
-
-
-
-

Are they factually correct?

Stereotypes are statements with generalised preconceptions. Stereotypes are simple, generalised beliefs or ideas about individuals based on race, gender, culture, colour, and the like.

Have you noticed that these stereotypes are reflected in different forms in the media?

In what media programmes are these reflected?

- serials
- advertisements
- movies
-
-
-

Various forms of media such as films, news, and social media shape and reflect social attitudes. The media influence public opinion and reinforce social norms. Through this, they play an important role in forming and maintaining stereotypes.



Observe various media events and prepare a digital album/digital collage illustrating the role of media in forming and maintaining stereotypes and present it in the class.

5. Media and Social Interventions



#save our village
#for social justice

#sustainable future
#against discrimination

Observe news headlines and hashtag phrases

What are the social problems reflected here?

-
-
-
-
-
-

It can be seen that the media are involved in bringing various social problems to the public and speeding up the steps to solve them through various levels.



Prepare a news report on a social issue in your area and present it in the class. Discuss various solutions to solve the problem in the class.

Media and Technology

Read the news:

The government re-invents the advertisement model



Fig. 7.11 •

Kochi: These are the advertisements placed for the International Gen A.I. summit held at Kochi. The advertising models are created with the help of artificial intelligence (AI). The four AI models include Ushachechi the

tailor, Josettan, a common man who needs government services, Ramankutty, the farmer, and Minimol, the entrepreneur. The models in this advertisement are created by AI.

What changes has artificial intelligence created in society?

Have you prepared a wall chart indicating the progress of the media? Have you noticed that technology fuelled the growth of media? Technology and media are intertwined. Advances in technology have given rise to new forms of media. Developments in this field have led to the emergence of new media such as social media platforms, online news portals, and streaming services. This has led to major changes in the production, distribution and consumption of information. Technology increases the accessibility of media. It also enhances global communication by creating opportunities to engage with

content anytime, anywhere. Innovations such as artificial intelligence, big data and algorithms are the driving forces of our personal and societal development.



Artificial Intelligence

Artificial intelligence equips machines to think and make decisions like humans. It refers to the simulation of human intelligence by computer systems. It helps in performing tasks like learning, decision-making, and problem-solving.

Big Data

Big Data refers to large data sets that are too complex and cannot be handled by conventional data processing software.

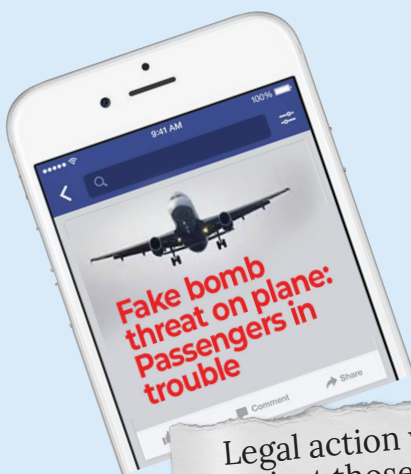
Algorithms

Algorithms are step-by-step procedures or formulas for solving a problem. In the context of artificial intelligence and big data, algorithms are used to analyse data, identify patterns, and make predictions. For example, search engines and machine learning models rely on algorithms to function.



Collect information from various media and prepare a digital report with the help of your teacher on the topic 'Impact of Artificial Intelligence in Social Life.'

Digital Etiquette



Legal action will be taken against those who defame others by giving false news



News related to some false information that comes in the digital media is given here. Irresponsible use of digital media creates conditions for fraud, defamation, crimes, and dangers. Aren't you using digital platforms? What are the things to be aware of while using them?

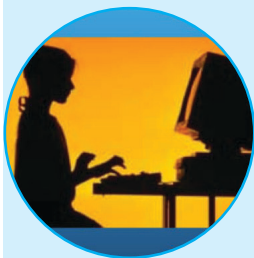
Digital Etiquette refers to the proper and respectful behaviour that individuals are expected to follow while interacting in digital spaces.

Digital etiquette includes guidelines for communication. What are they? Can you add more suggestions?



Digital etiquette promotes positive and effective online interaction. These should be accepted as social norms.

What are the benefits we gain by practising digital etiquette?



- ❑ respectful communication is possible
- ❑ provides clarity and understanding in communication
- ❑ forming positive online communities
- ❑ cyber crimes decrease
- ❑ leading society towards safer digital spaces
- ❑ supports digital literacy
- ❑



Media Literacy and Digital Literacy

Media literacy is the ability to access, analyse, evaluate, create, and communicate messages received through various forms of media. It involves understanding how media content is produced, how it shapes our perceptions, and helps critically interpret messages.

Digital literacy is the ability to find and evaluate information in digital spaces and use digital tools and technologies effectively. These include basic computer skills, understanding how to use the internet, navigating digital platforms, critically evaluating online content, and cyber awareness.



Prepare a poster on digital etiquette and display it in your school.

The influence of media can be seen in our communication, access to information, and the way we understand the world. Media are a crucial element of interaction between individuals and society. The influence of media can be seen in the formation of public opinion, formation of social behaviour, and formation of social norms. With the advancement in technology, especially with the advent of artificial intelligence, the growth of the media has been increasing and, they have become a reflection of social change.



Extended Activities

- Organise a seminar on 'Media and Social Life.'
- Prepare a speech on 'The Impact of New Media in the Formation of Public Opinion.'
- Organise a panel discussion of media experts.
- Visit the office of All India Radio or Doordarshan or a daily newspaper either in person or through virtual reality and prepare an observation note on the activities there.

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