

# **Social Science**

## **Part II**

### **Standard VII**



**Government of Kerala  
Department of General Education**

**Prepared by**

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

**2024**

## The National Anthem

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

## PLEDGE

India is my country. All Indians are my brothers and sisters.  
I love my country, and I am proud of its rich and varied  
heritage. I shall always strive to be worthy of it.  
I shall give respect to my parents, teachers and all elders and  
treat everyone with courtesy.  
I pledge my devotion to my country and my people. In their  
well-being and prosperity alone lies my happiness.

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## Social Science

*Prepared by*

**State Council of Educational Research and Training (SCERT)**

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Typeset and design by : SCERT

Printed at : KBPS, Kakkanad, Kochi-30

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Dear Students,

Social Science is the branch of study that deals with social life and educational development. It can guide our society forward based on past experiences, help us overcome difficult circumstances and contribute effectively to shaping new eras and environments. The study of Social Science enables us to implement the fundamental rights set forth by the Constitution on a scientific basis and explore possibilities to nurture the country's economy.

To foster an inclusive mindset, we must have a clear understanding of society, considering all marginalised social groups and preserving the high cultural and secular traditions of the nation. A Social Science student must be able to identify the geographical features and recognise the need to conserve nature and ensure agricultural prosperity.

I hope that Social Science textbook, Class 7- Part II, will be an asset and will contribute significantly to your success in life by incorporating such progressive perspectives as proposed by the Revised Curriculum Framework of Kerala, 2023.

This textbook is sure to help you make our society more dynamic and uphold human values.

With love and regards,

**Dr. Jayaprakash R. K.**

Director

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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 <sup>1</sup>**[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 <sup>2</sup>[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)



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# Power to the People

## The Pookkottumala Model of Development

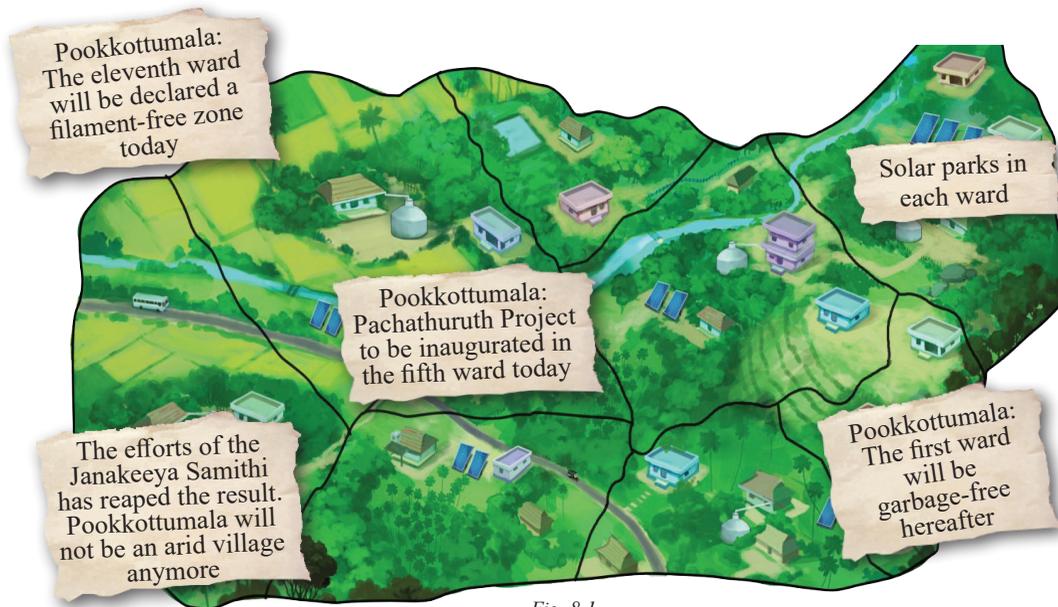


Fig. 8.1

You might have noticed the headlines about Pookkottumala village. Pookkottumala is a village that accomplished sustainable development with the participation of the people. Several developmental activities like self-sufficiency in food, development of watersheds, greenery in all wards, arid-free village, Jalasamridhi Project and filament-free village have been implemented in various wards of Pookkottumala with the assistance and support rendered by the local self-government institutions.

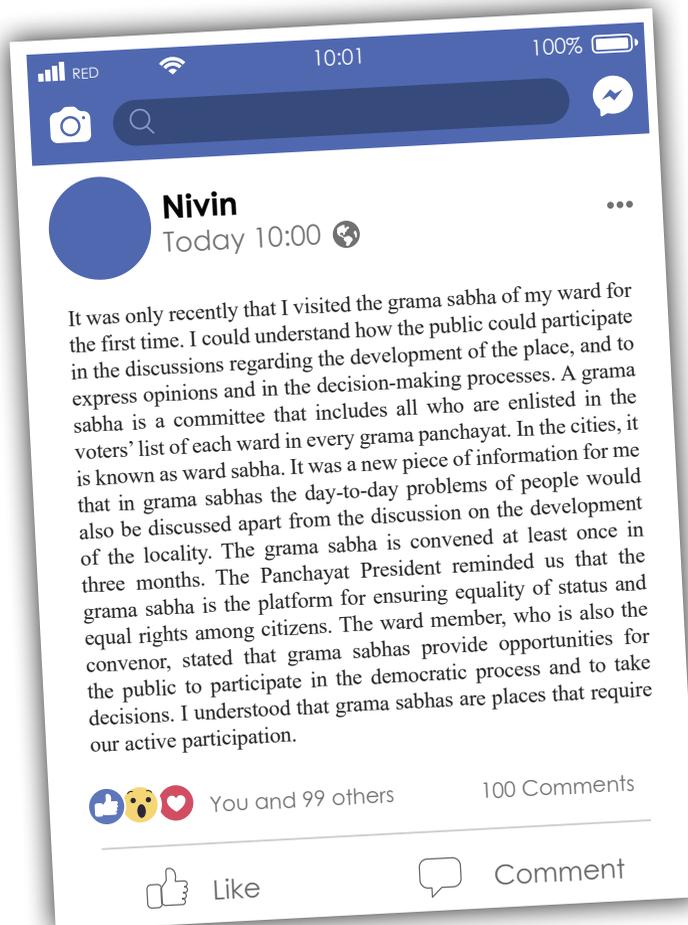
The active participation of the people in grama sabhas, the planning and timely intervention of officers, and the commitment of the people have contributed to the development of Pookkottumala Panchayat in this way.

What are the factors that have become the driving force behind the developmental progress of Pookkottumala village?

There may be some developmental activities that were planned and executed through grama sabhas and ward sabhas in your region as well. Find out and list them with the help of your teacher.

- construction of roads
- .....
- .....
- .....

## When You Get to Know Grama Sabhas/Ward Sabhas Closely



Find out the following from Nivin's post.

What is referred to in the post?

What are discussed in grama sabhas?

Who presides over a grama sabha?

What is the system in cities which is equal to grama sabhas?

Who is the convenor of the grama sabha?

**Kathirmala Grama Panchayat**  
**Notice of the Grama Sabha**

It has been decided to convene a meeting of the 14th ward (Melattoor) of the Kathirmala Grama Panchayat on 29.07.2023 at 2.30 pm at the Kathirmala Family Health Centre to discuss the following agenda. All voters of the Melattoor ward are requested to participate in the meeting.

05.7.2023  
Kathirmala

**Convenor**  
Ward member

**Agenda**

1. Discussion on the general development of the area
2. Honouring the talented persons
3. To select the beneficiaries for individual concessions
4. 'Let's Proceed' – Women Empowerment Programme

**NB:** Dumping, burning or burying plastic (without giving Rs. 50/- to Harithakarmasena for the proper disposal of non-degradable materials) is punishable as per the bylaw of 2021 of Kathirmala Grama Panchayat.



Fig. 8.2

Have you seen the notice and the picture given above? These are the pictures of the grama sabha and the notice for convening it. Find out and list what activities are going on in the grama sabha from the notice.

- regional developmental activities – discussion and planning
- 
- 



**Consolidate the facts that you have understood on the functioning of grama sabhas and prepare a note.**

## Let's Convene a Class Sabha

Shall we organise a model 'class sabha,' imagining your school as a grama panchayat and your class as a ward? Let the class leader be the representative of the ward.

First of all, let us prepare a notice to invite members for the class sabha. What are the details that have to be furnished in the notice? Which are the developmental activities to be discussed in the class sabha?

- the changes for making the classroom child-friendly
- activities for the cleanliness of the school premises
- 
- 
- 



Prepare a notice with the help of the teacher and organise the class sabha.

## When Villages Become the Foundation



Fig. 8.3

“

### Gandhiji's Dream

My idea of village Swaraj is that it is a complete republic, independent of its neighbours for its own vital wants and yet interdependent for many others in which dependence is a necessity. Thus every village's first concern will be to grow its own food crops and cotton for its cloth. It should have a reserve for cattle, recreation and playground for adults and children. Then if there is more land available, it will grow useful money crops...

Harijan, 26-7-1942. Gandhi sahitya samgraham

”

Find out the vision of Gandhiji concerning the development of villages.

- attain self-sufficiency in catering to the major needs of the village.
- 
- 
- 
-

Gandhiji believed that the soul of India lies in the villages and that the country can make progress only through the development of the villages. Villages are the basic units of democratic governance. Therefore, the welfare of people increases with the increase of the power of the panchayat. Gandhiji considered grama swaraj as self-governing body. Decentralisation of power is the means to realise the concept of grama swaraj, as envisioned by Gandhiji. The concept of grama swaraj gets materialised when power is decentralised to the people.

## When Power is Decentralised



Hope you have identified, from the collage given above, the regional developmental projects that attained success through public participation.

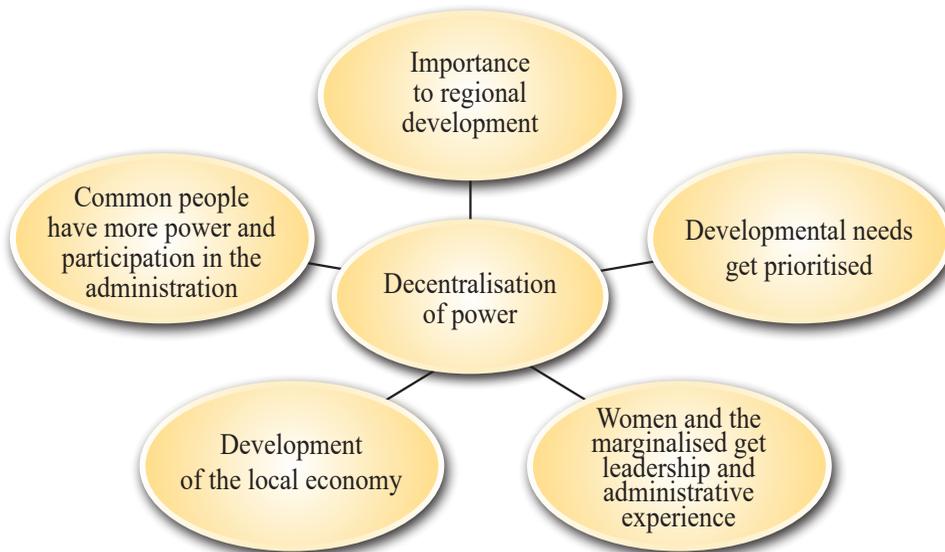
Democracy becomes meaningful when power is decentralised to all people and not simply vested with some. Thus, in a political or administrative system, the transfer of power legally to the people to take decisions and execute them is called decentralisation of power.



## Centralisation of Power

The power to take decisions and execute them in administrative matters is centred on some people is called centralisation of power. Here, the common people comparatively do not get the opportunity to become a part of administrative affairs.

## Decentralisation of Power: Features



Have you noticed the concept map given above? Discuss the features of decentralisation and write a description.

## Decentralisation Over the Years...



The panchayat was a rural administrative arrangement that had existed in our country since ancient times. They were the focal points of rural life. The word 'Panchayat' was formed from the Sanskrit words 'pancha' (five) and 'ayat' (meeting). With the dominance of the British rule, the panchayat system became weakened. However, it was the reforms introduced by Lord Rippon in 1882 that revived the local self-government system. When the Govt of India Act came into existence in 1935, the local self-government bodies were given more power, and they were restructured.

## Decentralisation in the Constitution

The formation of panchayats is referred to in Article 40 as part of the Directive Principles in the Constitution of India. However, the absence of a strong local administrative system adversely affected rural development in India. Several committees were constituted to resolve this and to strengthen the local self-government system. The prominent among them are the committees formed under the leadership of Balwantrai Mehta and Ashok Mehta.

The Recommendations of Balwantrai Mehta Committee (1957)	The Recommendations of Ashok Mehta Committee (1978)
<ul style="list-style-type: none"> <li>● The three-tier panchayat system – Grama Panchayat, Panchayat Committee, District Parishad</li> <li>● The power for planning and execution to be given to Panchayat Committees and supervision and organisation for District Parishad</li> <li>● Direct election in Grama Panchayats</li> <li>● Indirect election in District Parishad and Panchayat Committee</li> </ul>	<ul style="list-style-type: none"> <li>● The two-tier system – Mandal Panchayat, District Parishad</li> <li>● The District Parishad shall have the charge over the district-level planning. Mandal panchayats are in charge of the villages.</li> <li>● Constitutional validity for panchayat institutions</li> <li>● Reservation for Scheduled Caste – Scheduled Tribe</li> </ul>



Conduct a panel discussion, including more details about the two committees given above.



### Its beginning

The Panchayati Raj system came into existence first in Rajasthan as per the recommendations of the Balwantrai Mehta Committee. Prime Minister Jawaharlal Nehru inaugurated the project in Nagaur district in Rajasthan on October 2nd, 1959. The Panchayati Raj system came into existence in Andhra Pradesh, Tamil Nadu and West Bengal the same year.



Fig. 8.4

## Constitutional Amendment

The delay in executing the recommendations of various committees regarding the decentralisation of power throughout the country became an obstacle to the strengthening of local self-government bodies and the formation of a uniform structure there. Therefore, it was decided to give constitutional powers to the local self-government bodies. The local self-government bodies got more powers with the 73rd and 74th amendments of the Constitution in 1992. The Panchayati Raj Act came into existence through the 73rd Amendment, whereas the Nagarpalika Act was introduced with the 74th Amendment.

<b>73rd Constitutional Amendment Panchayati Raj System</b>	<b>74th Constitutional Amendment Nagarpalika System</b>
Formation of grama sabhas	Formation of ward sabhas
Tenure of administration – five years	Tenure of administration – five years
Reservation for the Scheduled Caste and the Scheduled Tribe	Reservation for the Scheduled Caste and the Scheduled Tribe
Reservation for Women	Reservation for Women
The election charge was given to the State Election Commission	The election charge was given to the State Election Commission
Finance Commission once in five years	Finance Commission once in five years
Three-tier Panchayat system – Grama Panchayat, Block Panchayat, District Panchayat	Two types of Urban Local Self Government bodies Nagar Panchayat, Municipal Council (Municipality/Corporation in Kerala)



Conduct a quiz in the class based on the 73rd and 74th amendments of the Constitution.

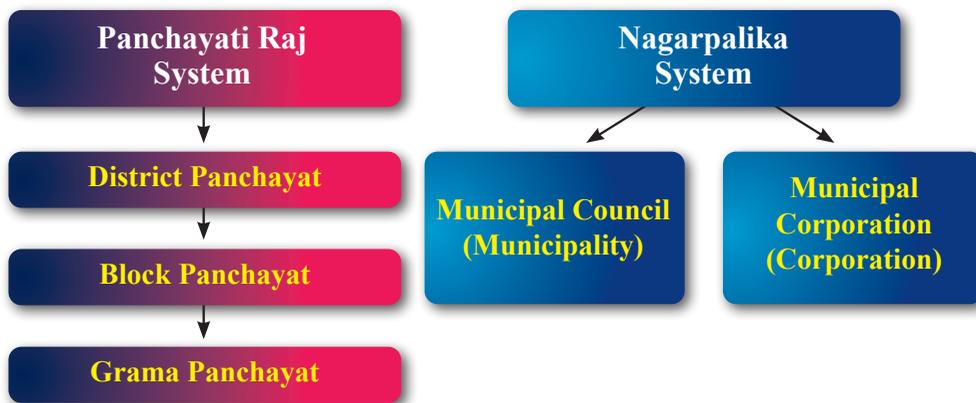
- In which name is the rural administrative decentralisation system known in India?
- What is the basic unit of the Panchayati Raj system?
- .....
- .....



Find out and list the recommendations of the Balwantrai Mehta Committee and Ashok Mehta Committee that were included in the 73rd and 74th amendments of the Constitution.

- the three-tier panchayat system
- 
- 
- 

## The Local Self-Government Institutions in Kerala – Structure



Find out the details of your local self-government institutions.

● Grama Panchayat	
● Ward member of the Grama Panchayat	
● President of the Grama Panchayat	
● Block Panchayat	
● President of the Block Panchayat	
● District Panchayat	
● President of the District Panchayat	
● Municipality	
● Councillor of the Municipality	

● Chairperson of the Municipality	
● Corporation	
● Councillor of the Corporation	
● Mayor	



### **People's Planning (Janakeeyasuthranam) in Kerala**



After the 73rd and 74th amendments of the Constitution, the process of decentralisation of power introduced in Kerala in 1996 is known as 'People's Planning' (*Janakeeyasuthranam*). The 'People's Planning' system has given more power and responsibilities to the local self-government system which also ensured more officials, institutions and funds to implement them. As a result of these constitutional amendments, 33% reservation is accorded to women in the local self-government systems. Further, as per the amendment of the Panchayati Raj Act 2005, the representation of women in local self-government bodies was elevated to 50%. 10% of the total plan fund of local self-government bodies has been allocated to projects exclusively meant for women. Kerala, thus, became a model for the country through the effective implementation of the decentralisation process.

### **Various Responsibilities**

Look at the board that has been displayed in front of the local self-government institutions. What are the responsibilities and services that can be availed from the local self-governments?

- register births/deaths
- collect statistical data
- supervision and responsibility of primary schools
- mother and child development
- sanction permission for building construction
- conservation of traditional water resources
- garbage treatment
- granting licence to domestic dogs

Which are the services that your family availed from the local self-governments? Discuss.



Prepare a questionnaire to interview the people's representatives in your area to know more about the responsibilities of local self-government institutions.



Fig. 8.5

## Income through Different Sources

Mizhi: Grandma, today we have learnt about the responsibilities of the panchayat.

Grandma: Aha! What have you learnt?

Mizhi: Preventing the spread of communicable diseases, conserving water resources,

registering births and deaths, and more. Grandma, you were also formerly a Panchayat President. Can you tell me where the panchayat gets its revenue to do all these?



Fig. 8.6



Fig. 8.7

Grandma: Smart girl! It's a good question. The panchayat has different sources of income. For example, there are funds and grants from the State and Central governments. Besides, panchayats get revenue from building tax, professional tax, entertainment tax and the like.

Mizhi: Grandma, my dad remitted the fee for a building permit the other day. Doesn't that also come under the revenue of the panchayat?

Grandma: Yes, that also comes under it. The fee from permits and registration, the user fee from bus stands, markets and playgrounds owned by the panchayat and the fine that is levied by the panchayat also come under its revenue.

Mizhi : Aha! So there are several sources of income!



Fig. 8.7

Grandma: Yes. But don't forget that the revenue will be different for different panchayats based on the nature of the locality. Doesn't the panchayat need sufficient income to make regional development possible? Besides, the different types of loans that are approved by the government, the shares from beneficiaries and the contributions that are accepted based on certain conditions come under the revenue of the panchayat.



Complete the list by identifying the different sources of revenue of local self-government bodies from the conversation given above.

- various types of taxes
- 
- 
- 

## Obstacles and Challenges

Though Kerala has made several achievements through decentralisation of power including 'People's Planning,' many challenges are also there. The relevant areas of a seminar paper prepared by Milan on the topic 'Local Self-Government Institutions and Challenges' are given below.

### Challenges Faced by Local Self-Government Institutions



When we complete the quarter-Century of decentralisation, instead of simply highlighting the achievements only, it is essential to identify the limitations, and do what is required to act more effectively. The major challenges and problems faced by local self-government institutions are given below.

- A condition in which the plan share is not available on time
- A situation in which decentralisation is not executed completely
- The less participation of people in grama sabhas
- Dip in panchayat's own revenue in the rural sector
- Inadequacy of infrastructure



Prepare a brief note on the local self-government institution to which you belong and present it in the class.



‘If I become a Panchayat President/Chairperson of the Municipality/ Mayor of the Corporation’ – Present your ideas in the class.

Democracy becomes meaningful when the people too participate in the administrative process. This ensures decentralisation. This is also a process that accommodates the people of all sections of society in the administrative process. Therefore, it is essential to proceed further by facing and solving the challenges of decentralisation to strengthen democracy.



### Extended Activities

- Interview with the people’s representative to learn about the activities of local self-government institutions.
- Conduct a field trip to the panchayat/municipality/corporation office to learn about the functioning of local self-government institutions directly and prepare a digital documentation.
- Observe the grama sabha/ward sabha of your area, collect information and prepare a report.
- Conduct a debate on the topic of ‘Women’s Reservation in the 73rd and 74th constitutional amendments.’
- Prepare a Class Development Plan by including the ideas on development which were put forward while the ‘class sabha’ was conducted. Present it in the school parliament. Then, release it in the school assembly in the presence of the members of the School Development Committee.



09

# Maps and Technology to Know the Earth

Dad, our trip to Meeshappulimalai yesterday was interesting, wasn't it?

What a fun it was to discover new places and gather information by observing maps and globes!

Now onwards, when we plan our next trip, fixing the places and route in advance using a map, we can save time, and the journey will also be more enjoyable, won't it Dad?

Yes, it was a very good trip, indeed. We could reach there easily, as we were able to use the digital map on our mobile phone properly.

Yes, maps are a great source of information. In our day-to-day life, we use different maps for different purposes. We use printed maps to digital maps these days.



Fig. 9.1

Haven't you read the conversation between a boy and his father about a trip they made? Haven't you seen how helpful the maps were in their trip? You might have seen digital maps on vehicles and mobile phones. Haven't you noticed the use of such maps in travel? You are familiar with various types of maps displayed in the Social Science lab of your school.

What are the situations in which maps are used? Just try writing them.

- to locate a place
- to find the route to a destination scientifically
- to understand the geographical features
- 



The pictures of a globe and a map are given below. Observe them and identify the differences between the two based on the given indicators. You can also use the globe and map in the Social Science lab for the purpose.



Fig. 9.2

Indicators:

- shape
- latitudes/longitudes
- use



Some major characteristics of globes and maps are given below. Classify and list them as ‘characteristics of globes’ and ‘characteristics of maps.’

- a real model of the earth
- two-dimensional image of the earth
- spherical representation of the earth
- representation of the whole earth or a portion of it on a plain surface
- gives a comprehensive visual sense of the earth as it is illustrated completely
- latitudes and longitudes are illustrated as straight lines.
- longitudinal lines are illustrated as semicircles and latitudinal lines are illustrated as concentric circles.
- very useful for collecting information of a specific place and for planning the route for a trip
- 

Now, say, what are maps? Maps are made by representing the whole earth or a portion of it on a plain surface. Such plain surfaces on which the earth is partially or completely depicted are called maps.

### **Different Purposes – Different Maps**

Haven't you found out the different purposes for which maps are used? Is it possible for us to use the same map for all purposes? Our needs are different, and likewise, the maps we use will also be different. Maps can be classified based on the two factors given below.

- the function of the map
- the scale on which maps are made



## The History of Maps

The history of mapmaking is as ancient as that of the human race. The ancient maps were engraved on stones and wood; they have also been made on clay, animal skin and textile. The earliest of all maps is believed to have been made around 2500 BCE. It is a map that was drawn on a clay plate in Mesopotamia. The Greek geographer Ptolemy who lived in the 2nd century believed that the Earth was round. He tried to make a map according to his concept. Until it was published in an atlas in the late 1400 CE, Ptolemy's maps were not known to the outer world. Thereafter, it became a source of geographical information for navigators like Columbus, Cabbott, Magellan, Drake and Vespucci. Even to this day, the map made by Ptolemy has similarity to modern maps. It was Greek and Arab geographers who laid the foundation for modern mapmaking. It is believed that attempts at mapmaking had been in India since the ancient period.

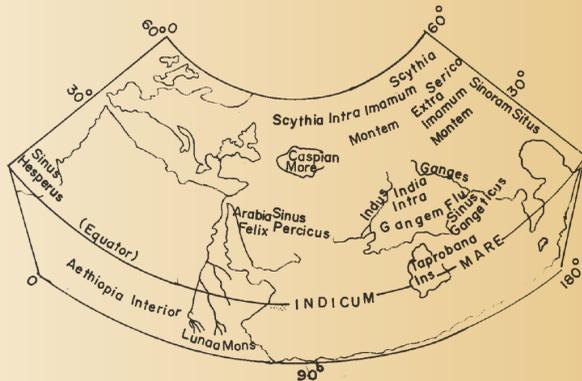


Fig. 9.3  
Ptolemy's World Map



Examine the titles of the maps in your Social Science lab and list them.

- Political Map
- Physiographic Map
- Transportation Map
- Soil Map

Haven't you understood that each map has a different title? Each map is given a title based on its function. Now, examine the Political Map of Kerala. Can't we find information on the different districts of Kerala? Likewise, list the information

that you get after examining the political map of a continent, a country or a state. Haven't you understood the function of a political map? At the same time, a soil map shows the different types of soil distribution in a region. The function of the soil map is to provide information on different types of soil in a region.

Now, tell the function of a physiographical map.

Haven't you understood that the function of a map is related to its content?

Maps can generally be classified into two based on their functions.

Let's see what they are.

<b>Physical Maps</b>	Maps that depict natural features of a region such as topography, soil, rivers, climate and vegetation.
<b>Cultural Maps</b>	Maps that depict man-made features or cultural features. For e.g., political divisions such as countries, states and districts, and roads, railways, ports, population distribution, etc.



**Classify and list the following maps as physical maps and cultural maps.**

physiographic map, soil map, climate map, vegetation map, river map, political map, population map, economic map, transportation map.



**Columns A and B give the various features on the surface of the earth and the names of the maps on which they are depicted. Connect them with lines.**

A	B
● distribution of rain	● agricultural map
● forest area	● transportation map
● distribution of paddy fields	● climate map
● road network	● vegetation map

Haven't you got familiarised with different types of maps? Each of them has illustrated special geographical features. Do you know why we use different maps for representing different geographical features? Observe the maps given below.

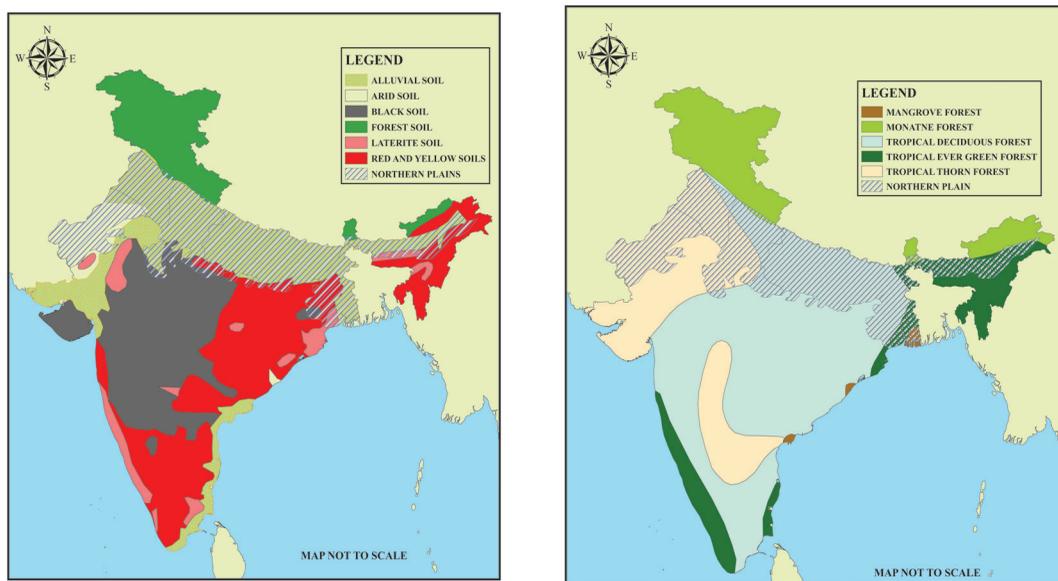


Fig. 9.4

The different types of soil distribution in India are illustrated on the first map whereas the different types of natural vegetation are shown on the second. Imagine that the information given on these two maps is depicted on the same map. If so, what will happen? The information on both the maps, when brought together, will create confusion, making data collection complex. That is why major geographical features are depicted on different maps. The maps that thus focus on a particular topic or specific theme are called Thematic Maps.



Examine an atlas and find out such types of maps and identify their characteristics.

Let's see how we can classify maps on the basis of the scale of the map. All maps are constructed based on a fixed scale or a measurement. What is the scale for making maps? Draw the sketch of your classroom in a notebook. Are the sketches drawn by all of you similar? Haven't you understood that it is not? Why did it happen so? It is because you prepared the sketch not based on a fixed scale or measurement.

Is it possible to draw the sketch of your classroom with accurate measurements? Certainly not because, to draw the accurate sketch of the area of our classroom, we need to have a paper or notebook of the same size of the classroom.

What if we consider a region? If we want to draw the map of a region with accurate measurements, we need to have a paper or surface with the same measurements. Is this possible? Then, how can we make a map or a sketch with accurate measurements? It is here that we use a scale.



Let's prepare the sketch of the classroom based on a scale.

Imagine that the breadth and length of your classroom is 5 m and 10 m, respectively. Suppose we take 1 m of the class as 1 cm and draw it in our notebook. If so, can't we draw a rectangle that measures 5 cm of breadth and 10 cm of length? Similarly, measure the length and width of the benches and tables and draw them in your notebook as 1 m of the classroom = 1 cm in the sketch. The sketches of all of you will be alike if you find and mark the north direction before drawing. Then, write below the sketch that 1 cm of the sketch represents 1 m of the classroom (1 cm = 1 m). This is the scale of the sketch. The ratio of the distance between the classroom and sketch is the scale that we used to draw the sketch.

This is how maps are prepared using scales. The ratio between the actual distance on earth and the distance marked on maps is the scale of a map. For example, imagine that the scale used in a map is 1 cm for 1 km. What does this mean? 1 cm distance on the map indicates 1 km distance on the earth. If the length of the road is 10 cm on the map based on this scale, the actual length of the road will be 10 km. Now, say, if the road distance from point A to point B is 23 cm on the map based on the scale given above, what will be the actual distance?



Fig. 9.5

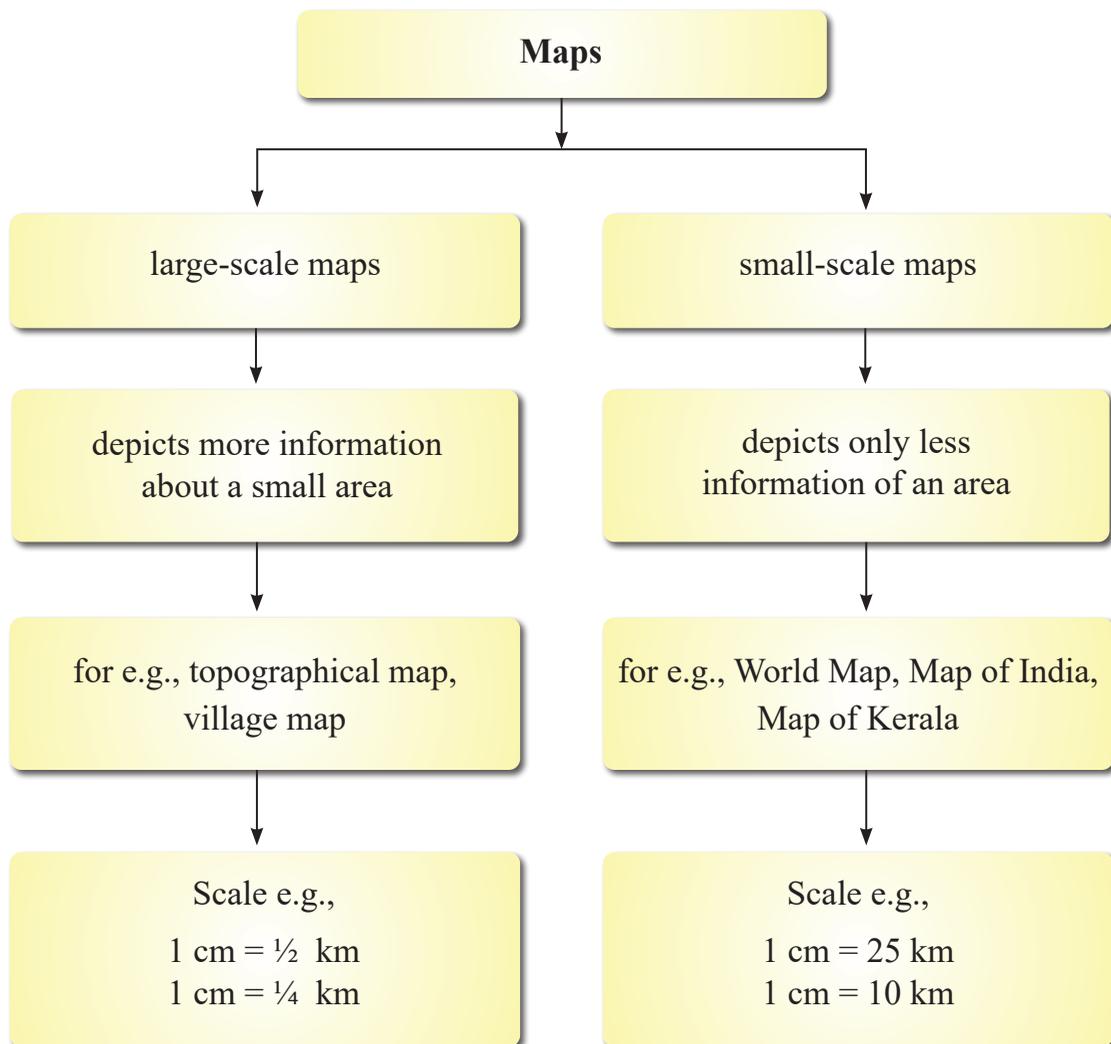


Observe the maps in your Social Science lab and find out and write their scales.

Observe the flow chart given below.

Find out how maps are classified based on scale.

## Classification of Maps Based on Scale



Analyse the features included in the chart and identify the differences between large-scale and small-scale maps and prepare a note.



Download the maps of panchayats or municipalities and topographical maps with the help of information technology. Based on the scale compare and classify the maps in your Social Science labs, the maps in the atlas and the maps you have downloaded.

We have discussed different types of maps and their classification. Now, let's see how we can collect data from maps. Finding or collecting information examining maps is called map reading. Let's examine the factors that help us in map reading.

The factors that help in map reading are given below.

1. Title
2. Scale
3. Direction
4. Latitude
5. Longitude
6. Conventional colours/symbols
7. Index

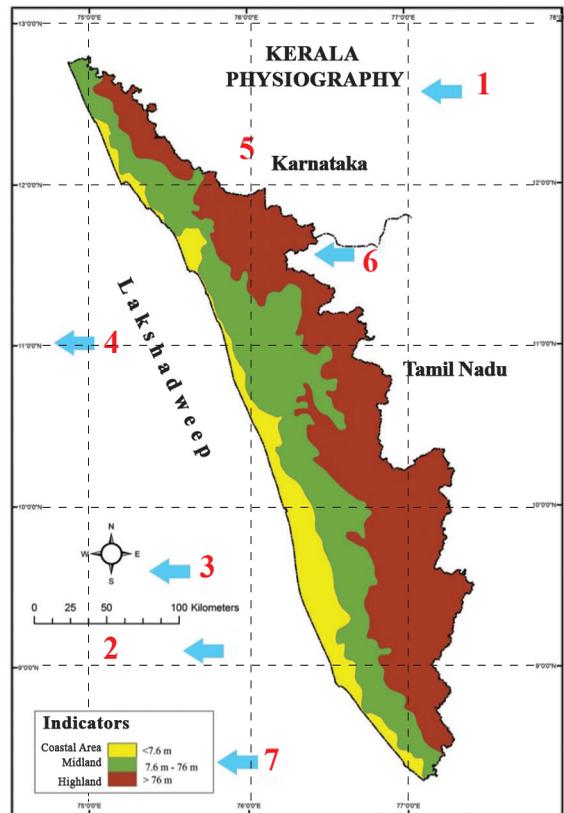


Fig. 9.6

Observe the physiographic map of Kerala (Fig. 9.6) and identify each component.

Let's examine how each component is helpful for collecting information from maps.

## Title

The title indicates the major geographical feature that is depicted on a map. Observe the title of the given map. The title 'Kerala – Physiography' indicates that the physiographical characteristics of Kerala are depicted on the map.



Observe the maps in the Social Science lab and identify the relation between the content and the title.

## Scale

We know that maps are made based on the scale. Scale is the ratio between the distance of two places on the ground and the corresponding distance of the same places on the map. The length of a river, a road or a railway or the area of a region or the extent of a geographical phenomenon is calculated accurately using this scale.

Don't you remember how we have calculated the actual length of the road using the scale on the map? Similarly, find and write the distance between two regions, and the actual length of the road, the river and the railway lines, based on the scale on the maps in your Social Science lab. Use a twine as seen in the picture to find the length of the road and the river.

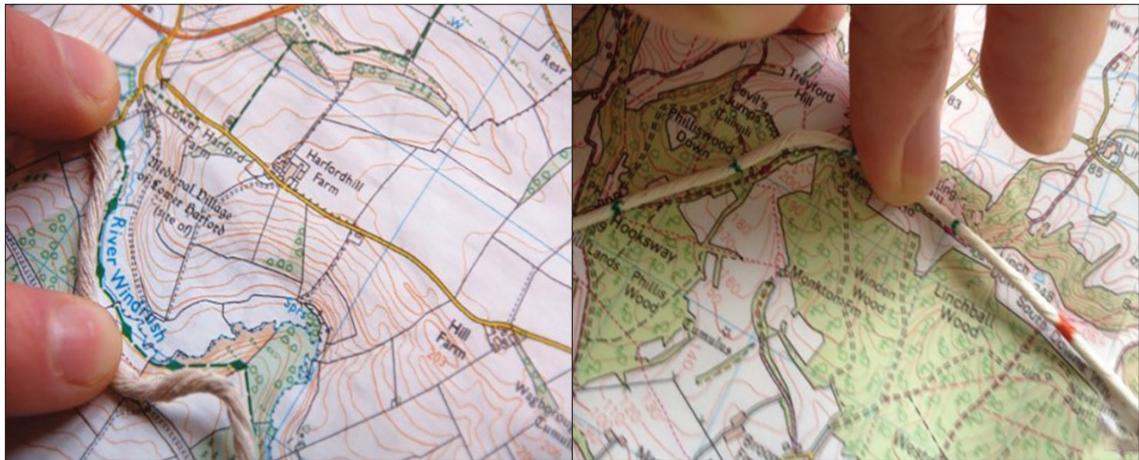


Fig. 9.7

*Finding the length of the river using a twine.*

Find the length of a road or a river using a twine. Then measure it using a scale. Find the actual length based on the scale on the map.

If 7 cm is obtained here, what is the actual length according to the scale of 1 cm on the earth's surface (1 cm = 1 km) on the map?

Generally, three methods are used to record the scale on a map.

## Statement of Scale

See how the scale is written as a statement. For e.g., 1 cm on the map indicates 1 km on the surface of the earth (1 cm = 1 km). Here, scale is indicated in a simple way. Observe maps and find out the scales written as statements.

## Representative Fraction or RF

Haven't you noticed the marking of scales as  $RF = 1:100000$ ? This method is called representative fraction. This indicates that 1 unit in the map is equal to 100000 units on the surface of the earth. Thus, the unit that is given before ratio (:) indicates the distance on the map and the unit that is given after ratio (:) is the distance on the surface of the earth. Here, the distance on the ground and on the map is indicated in the same unit. For example, think that centimeter is the unit used to indicate distance here, then, the scale that is represented as Representative Fraction indicates that one unit of distance or 1cm on the map is equal to 1 lakh cm on the surface of the earth. 1 lakh cm is 1 km, isn't it? If so, 1 cm on the map indicates 1 lakh cm on the surface of the earth, that is, 1 km.

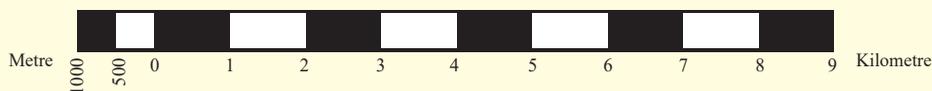


What is meant by the Representative Fraction,  $RF = 1:200000$ .  
Let's try to write it.



Find out and write the Representative Fractions (RF) observing the maps.

## Linear Scale



Linear scale is drawing and marking the scale as shown in the picture. Observe maps and let's get familiarised with linear scale method.

## Directions

You have got an idea about directions in the previous classes. Haven't you noticed the sign 'N' marked on top of the maps? This indicates the northern side of the region depicted on the map. Imagine that we go on a trip with the help of a map. If so, we find the north with a compass and adjust the north marked on the map according to the compass, only then can we travel without missing the direction. See figure 9.8



Fig. 9.8



Find out the direction of north using a compass. Then, arrange the maps accordingly.

Observing and collecting details like direction and position of geographical features, the direction of the course of rivers, etc. are also a part of map reading.

Examine the following sketch and complete the table.

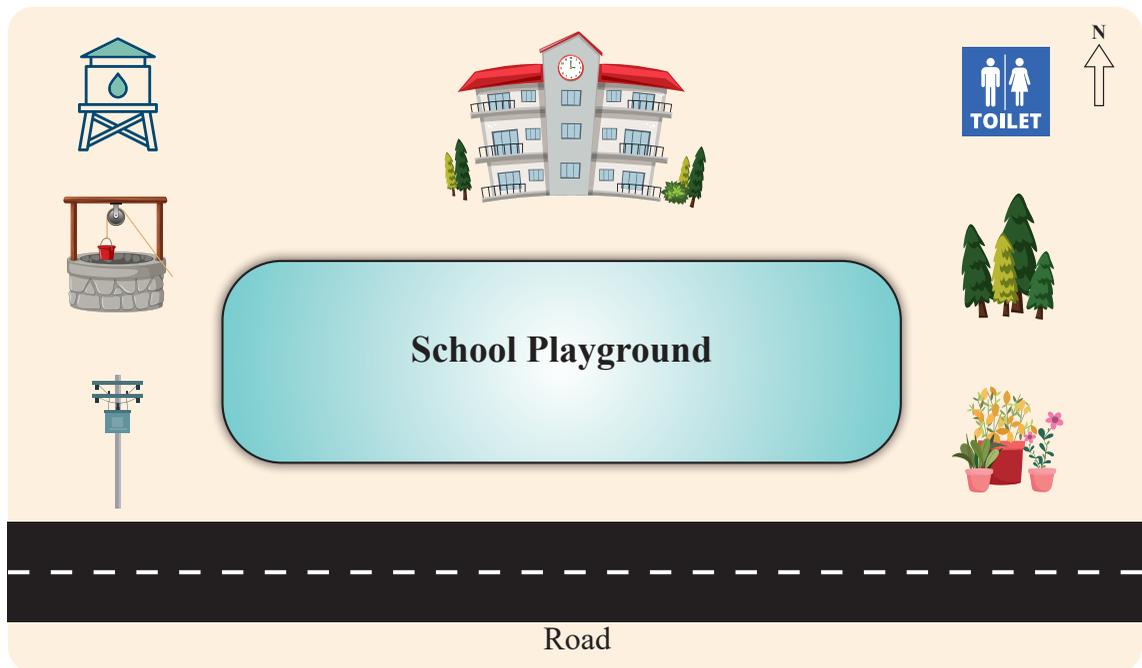


Fig. 9.9

Geographical Information	Direction
In which direction of the playground is the school building located?	
In which direction of the school building is the water tank located?	
To which direction you should move from the school building to reach the toilet?	
In which part of the water tank is the well located?	

Let's play a game.

### Find the Direction

Children may form different groups. Prepare questions and answers as given in the table above based on the sketch. Each group should ask questions when they get their turn. Give 1 score to the group which



Fig. 9.10

gives the correct answer first. The game can be continued using maps instead of sketch. For example, you may prepare and present questions and answers like the location of geographical features based on directions, the distance between cities, the direction of the course of the river, etc.

### Conventional Colours/Signs

We know that various man-made and natural phenomena on the surface of the earth are illustrated in maps. Each geographical phenomenon is illustrated using different colours and signs. Internationally accepted colours and signs are used for this.

Do you know why geographical information is depicted on maps using internationally accepted colours and signs? People from all countries can read maps made in any country without confusion if we use internationally accepted colours and signs. These colours and signs are used on maps where man-made and natural phenomena are represented together.



Internationally accepted colours and signs are given in the table below. Observe the table and find out the geographical information that each colour represents.

Colours /Signs	Features
green	natural vegetation
yellow	agricultural land
red	habitats, roads
black	railway lines, latitudes longitudes, telephone lines
blue	waterbodies
brown	rocky surfaces, sand dunes, mountains
	tarred road
	railway line
	stream
	river
	church
	temple
	mosque
	habitats
PO	post office
	well
PS	police station
	fort
	bridge
	pond
	tubewell
	cemetery

Given aside is a sketch that depicts the geographical information using different colours and signs. Examine the sketch, identify the colours and signs that represent each geographical area and mark them in the table given below.

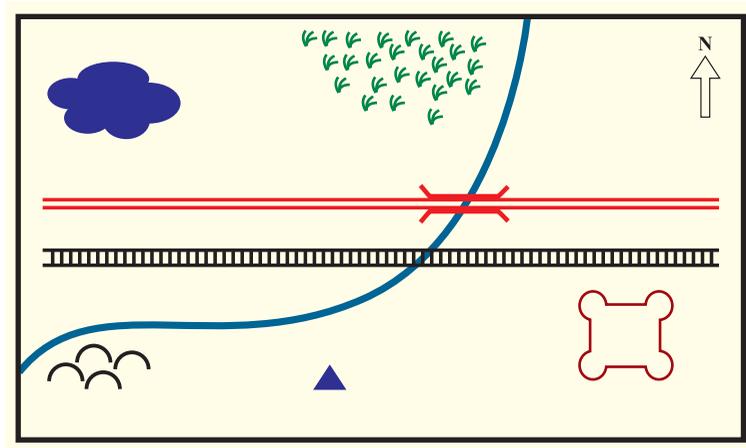


Fig. 9.11

Colours and Signs	Features
	
	railway line
	
	bridge
	fort
	
	cemetery
	pond

## Index

Haven't you understood how an index of the sketch given above was prepared? An index is an essential factor in map reading. It helps us to understand what each colour, sign or symbol on a map represents.

## Latitudes and Longitudes

Latitudes and longitudes are essential to identify the location of each region and the geographical feature on earth, and also to collect information about them. Don't you remember the discussion on latitudes and longitudes in the previous classes?



Observe the map of India and find out between which lines of latitude and longitude India is located.

Now you have an idea about how the details of a geographical region can be read from maps. Nowadays, we have several new technological devices with which we can collect, store, analyse and utilise this information. The advancement of science and technology led to a drastic change in the data collection of geographical features, analysis, illustration, presentation and making of maps. Let's discuss what are these innovative techniques?

Imagine you have got a magical mirror that you have heard about in stories. A distant historical construction that you want to see appears in that magical mirror. The mirror shows you the location of that historical construction, your location and the route to reach there. Are you surprised? These things that were once considered magical have now become simple with the help of technology. These are possible today with the help of a smartphone.

Given below is an excerpt from a travelogue prepared by a child.

'High mountain ranges that can be seen at a distance... cascades that gush out like silver threads... shady woods that could be seen around the mountains... precipices of rocks... beautiful sight that we can enjoy for hours together...'

Here, the travelogue has been prepared by taking pictures of the areas with a camera and adding information after observing them.

This is a remote sensing method.

### **What is Remote Sensing?**

Collecting information on an object, region or a phenomenon from a distance without direct contact with the help of devices is called remote sensing.

Is collecting information by taking pictures with a camera the only method for remote sensing?

Details of a geographical area can be collected by fixing cameras or scanners (equipment used for collecting information) on balloons, aeroplanes and artificial satellites.

The surfaces on which such sensors are fixed to collect data on a geographical area are called platforms.



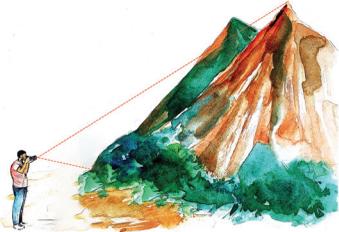
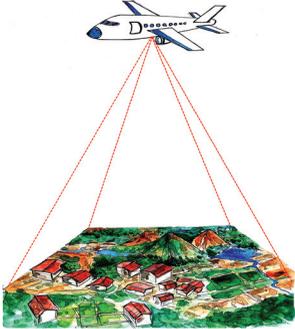
Identify the Remote Sensing platforms that are available and list them.

- balloon
- 

Based on the platforms that are used for collecting information on geographical areas, remote sensing can be classified into three.



Observe the pictures and the table that are given below and prepare a write-up on the three remote sensing methods and their features.

Terrestrial Remote Sensing	Aerial Remote Sensing	Satellite Remote Sensing
 <p data-bbox="334 1366 420 1393"><i>Fig. 9.12</i></p>	 <p data-bbox="712 1366 798 1393"><i>Fig. 9.13</i></p>	 <p data-bbox="1090 1366 1176 1393"><i>Fig. 9.14</i></p>
<p>Terrestrial Remote Sensing is the method by which the geographical features are copied using cameras from the ground level.</p>	<p>Aerial Remote Sensing is the method by which the photographs of geographical areas are copied with the help of a camera fixed on an aeroplane.</p>	<p>Satellite Remote Sensing is the process by which the information on geographical areas are collected using platforms fixed on artificial satellites.</p>

You have understood the various types of remote sensing. Let's take a look at their possibilities.

There are immense possibilities for remote sensing in the modern world. Some of them are given below.

- for climate studies
- for studies in the agricultural sector
- to understand the availability of natural resources
- to collect information about areas affected by natural calamities like drought, floods, etc.
- 



Find other possibilities of remote sensing with the help of ICT and write them.

## Geographic Information System (GIS)

You have understood that information on geographical areas can be collected using methods like map reading and remote sensing. We can come to conclusions after analysing the information using the above methods and make products like maps, graphs and tables. A software based computer technology is used to make such products after analysing geographical information. This technology is known as Geographic Information System.

The diagram given below explains the working of Geographic Information System (GIS). Observe it.

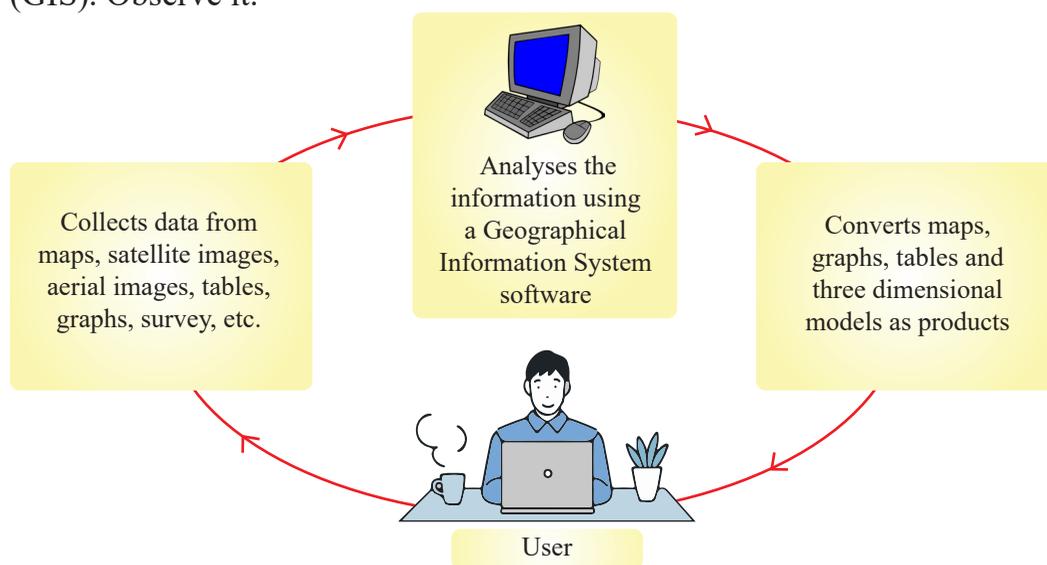
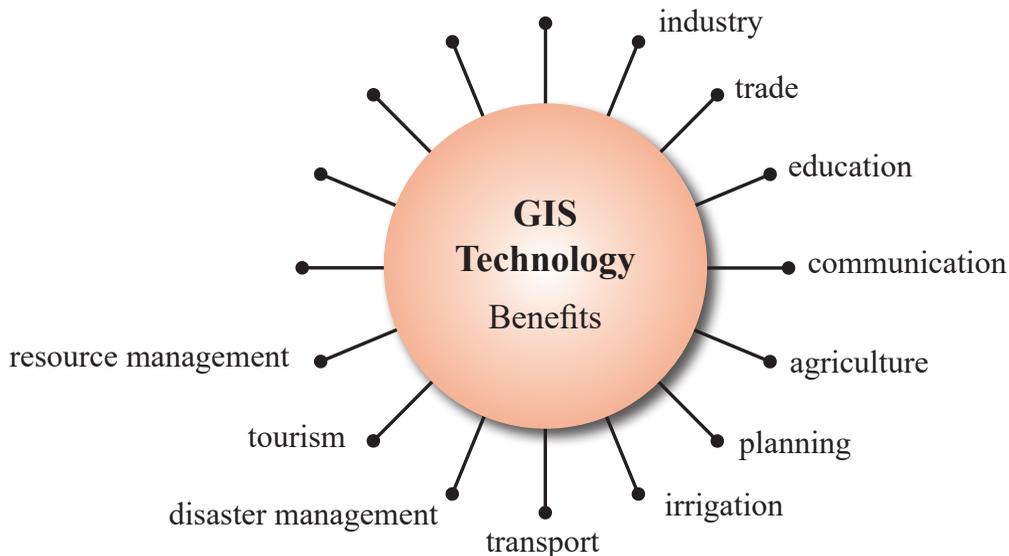


Fig. 9.15

## Benefits of Geographic Information System

Certain fields that benefit from the Geographic Information System are given in the concept map below. Examine the concept map and identify them. Identify other fields with the help of ICT and add to the concept map.



## Global Positioning System (GPS)

Think about a technology that identifies the location of an aeroplane, its altitude, direction and the time taken to reach a destination accurately. This technology is known as Global Positioning System.

This is the technology that helps us to identify the latitudinal and longitudinal location and altitude of an object on the surface of the earth. If it is a moving object, its location, direction of movement, its pace and the time can be accurately calculated using this technology. The GPS is used in almost all vehicles including aeroplanes and ships. This system functions with the help of a group of artificial satellites.

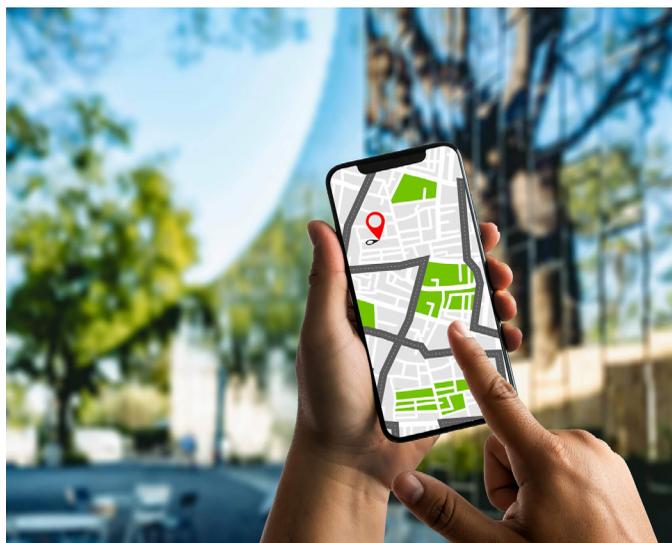


Fig. 9.16

Check whether a GPS is fixed in your school bus.



With the help of ICT, identify the different purposes for which GPS is used in day-to-day life.

Human life improves and becomes more meaningful when the possibilities of innovative technology like Remote Sensing, GIS and GPS are used for nation building and the progress of the nation. Let's utilise the scientific advancements and scientific awareness that we aspire for the welfare of our nation.



Bhuvan is a map making system developed in India by the ISRO. With the help of ICT, find the features of this system that uses the maximum possibilities of GIS and remote sensing.



### Extended Activities

- Prepare a sketch of your school and illustrate the details of it using colours and signs.
- Collect different types of physical and cultural maps with the help of ICT and prepare a digital album.
- Collect information on the achievements of ISRO in various remote sensing areas and prepare a wallpaper. Don't forget to include it in your Social Science Observation Book.

10

# Budget : The True Record of Development

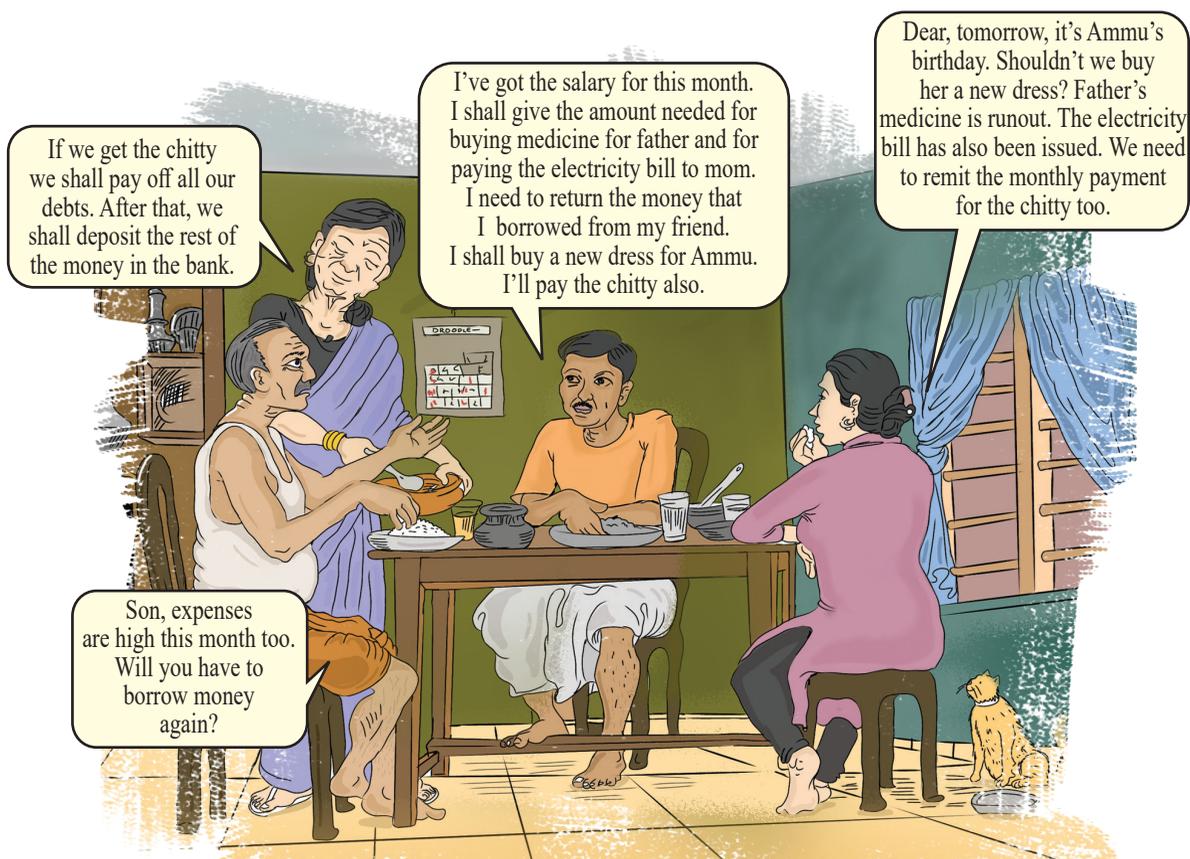


Fig. 10.1

Have you listened to the conversation of the members of this family?

What are the expenses mentioned in the conversation?

- paying off debts
- 

Which are the needs in our daily life that we spend money on?

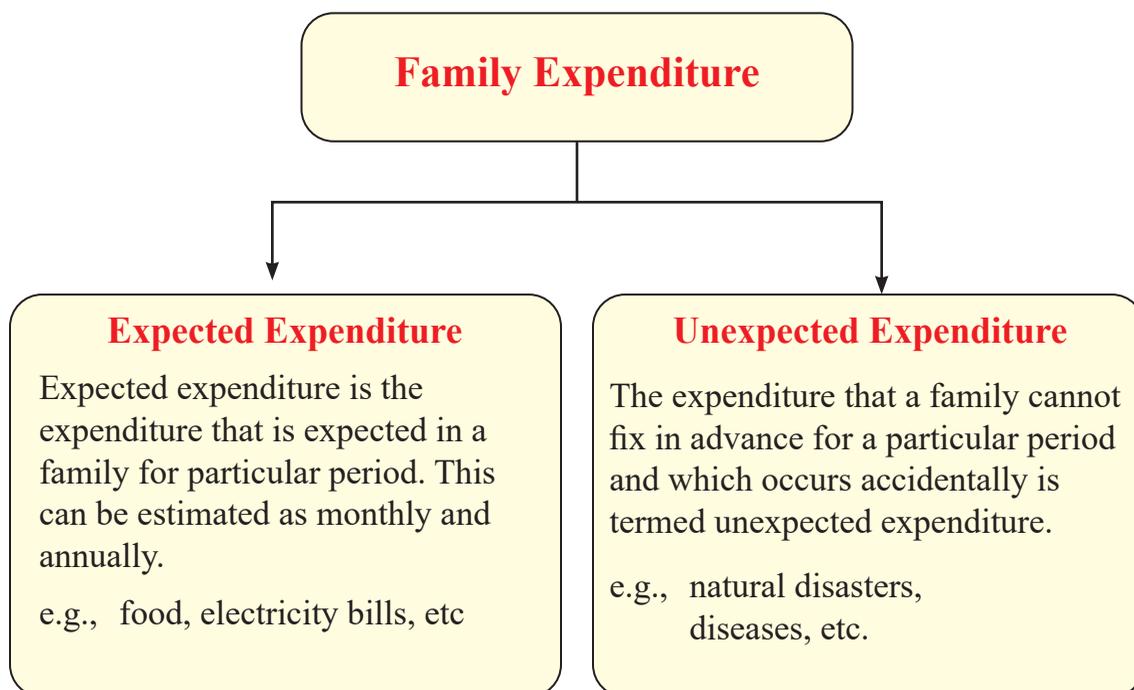
- food
- health
- 
- 

## Family Expenditure

The total amount spent by a family for food consumption and non-food consumption for a particular period is called the family expenditure. All the expenditure of a family cannot be fixed in advance. So, the family expenditure may be categorised as follows.



Fig. 10.2





Complete the list by giving more examples for expected and unexpected expenditure.

Expected Expenditure	Unexpected Expenditure
● education	● accident

## Family Income



Fig. 10.3

The picture shows the different fields in which the members of Nikhil's family are engaged. Among them, there are people who engage in occupation and those who do not. Let's see who they are.

Family Members	Area of Activity/ Source of Income	Income Yes/No
Nikhil	student	
Father	tailoring	
Mother	saleswoman	
Grandfather	agriculture	
Grandmother	pensioner	

Family income is the total income of the family in a particular period from different sources. By spending the income effectively, a family can develop the habit of saving, deal with unexpected expenditure and improve the standard of life.



Which are the sources of income of your family?

## Family Budget

Family budget is the financial plan that is prepared based on the expected income and expenditure of a family in a particular period. The family budget that can be prepared on a monthly or annual basis will differ according to the size, income and needs of the family. The family budget should be planned by considering opinions of all the members of the family. By ensuring that the suggestions of the family budget are followed in fixed intervals, the family can attain financial safety and welfare.

Let's listen to the conversation.

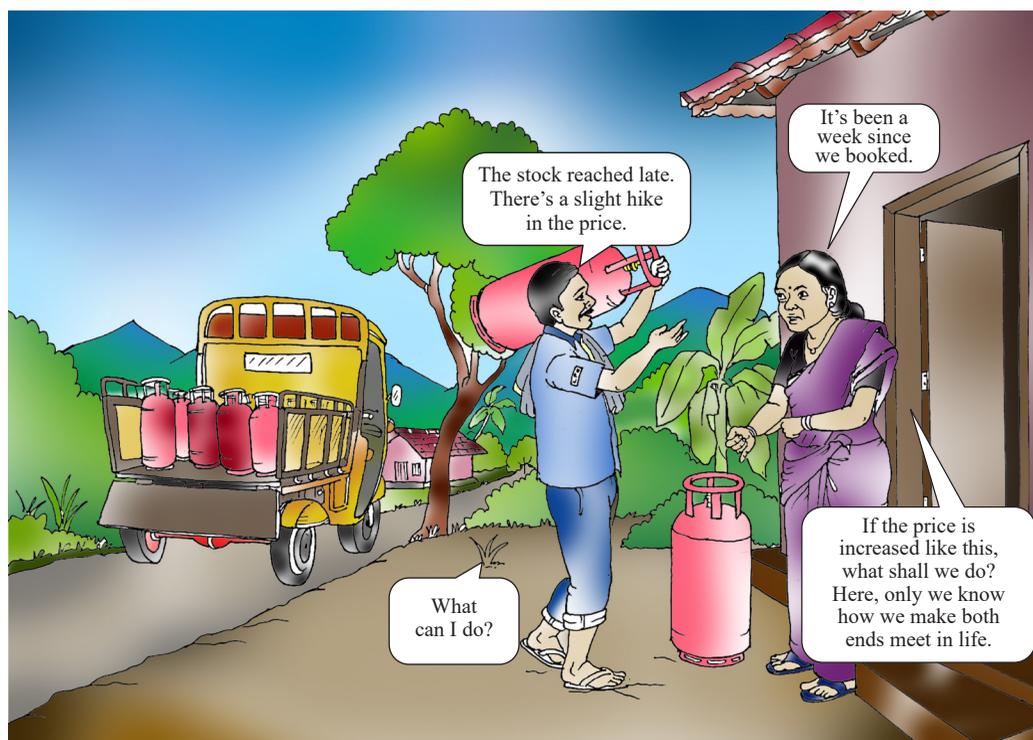


Fig. 10.4

You might have noticed from the above conversation how the unexpected price increase affects the family budget.

Accordingly, find out the other factors that affect your family budget.

- increase in electricity bill
- 

The family income becomes stable when the income is more than the expenditure, or when the income and the expenditure are equal.

### How can we reduce the expenditure of the family?

- use locally available resources for food.
- cultivate your own food resources.
- use public distribution system and fair price sale counters to the maximum extent possible.
- 
-

Given below is the model of the monthly budget of a family.

No.	Income	Amount	No.	Expenditure	Amount
1	wages	9500	1	rice, provisions	5000
2	salary	10000	2	milk, vegetables	1200
3	pension	3200	3	fish, meat	2000
4	agriculture	2100	4	electricity	1100
			5	clothing	1500
			6	medical expenses	1000
			7	education	1500
			8	entertainment	500
			9	travel	2300
			10	loan repayment	5000
			11	phone, newspaper, gas	1500
			12	agriculture	1000
			13	miscellaneous	2100
	<b>Total</b>	<b>24,800</b>		<b>Total</b>	<b>25,700</b>
	Deficit	900			

- What is the specialty of this family budget?
- What suggestions can you give to turn this family budget into a surplus one?

What are the benefits of a family budget? Add more to the table.

<b>Recognising different sources of income</b>	<b>Adjusting the expenditure to match the income</b>
<b>Moderate expenditure is practised</b>	

## Public Expenditure



Fig. 10.5

The news headlines of various welfare and developmental activities of the government are given above.

The government needs a huge amount of money to carry out these activities. Apart from these, what other activities does the government spend money on?

- salary
- interest
- expenses for defence
- construction of hospitals
- social welfare schemes
- 



**Discuss what welfare and developmental activities have been done in your area using government funds and prepare a note.**

Public expenditure is the amount spent by the government for developmental and non-developmental activities. The public expenditure increases as the government expands its activities.

The public expenditure can be classified into two categories.

## Developmental Expenditure

Expenditures directly related to economic and social development of the country are called developmental expenditure. They contribute greatly to the economic growth of a country by stimulating its real economic condition and production. So, these developmental expenditures are also known as production costs. The expenditure spent for constructing roads, bridges, harbours and to start new enterprises and educational institutions are considered as developmental expenditure.

## Non-Developmental Expenditure

Non-Development Expenditure is the one incurred by the government on a regular basis for national interest and public services. Expenses involved in defence, interest, pension, epidemic and natural disasters come under this.



Categorise the following expenditure as developmental expenditure and non-developmental expenditure and list them in the table given below.

- interest
- energy generation
- epidemic
- welfare pension
- liability
- subsidies
- construction of roads
- construction of schools
- war
- defence
- public administration
- industries

Developmental Expenditure	Non-Developmental Expenditure

The public expenditure of the Central Government from 2018-19 to 2022-23 is given below.

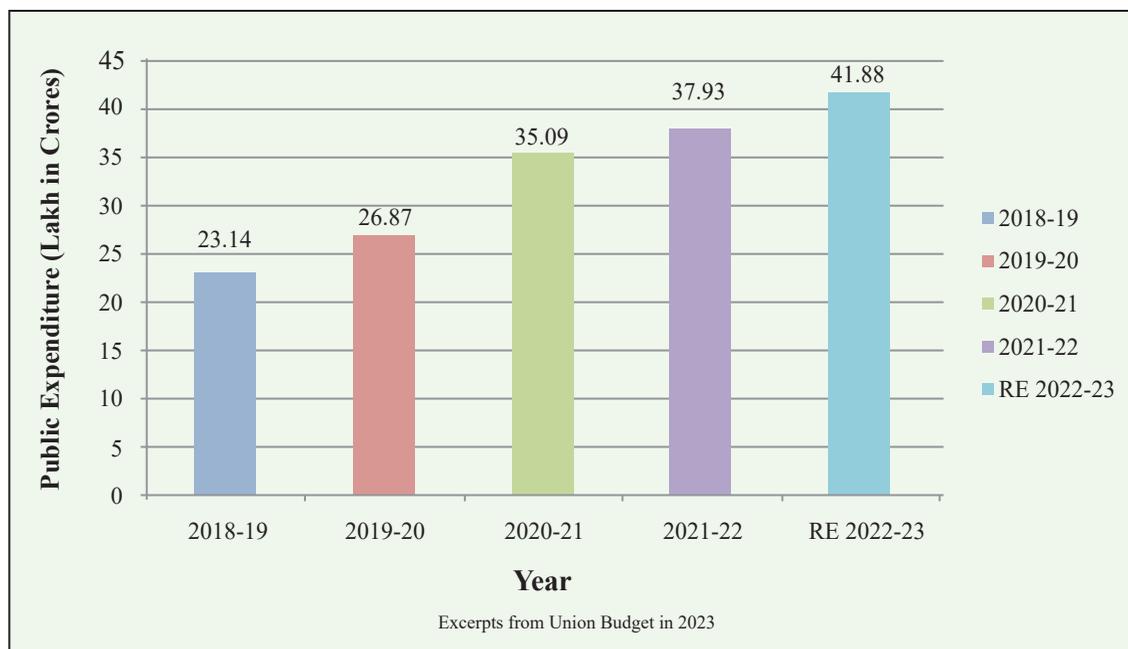


Fig. 10.6



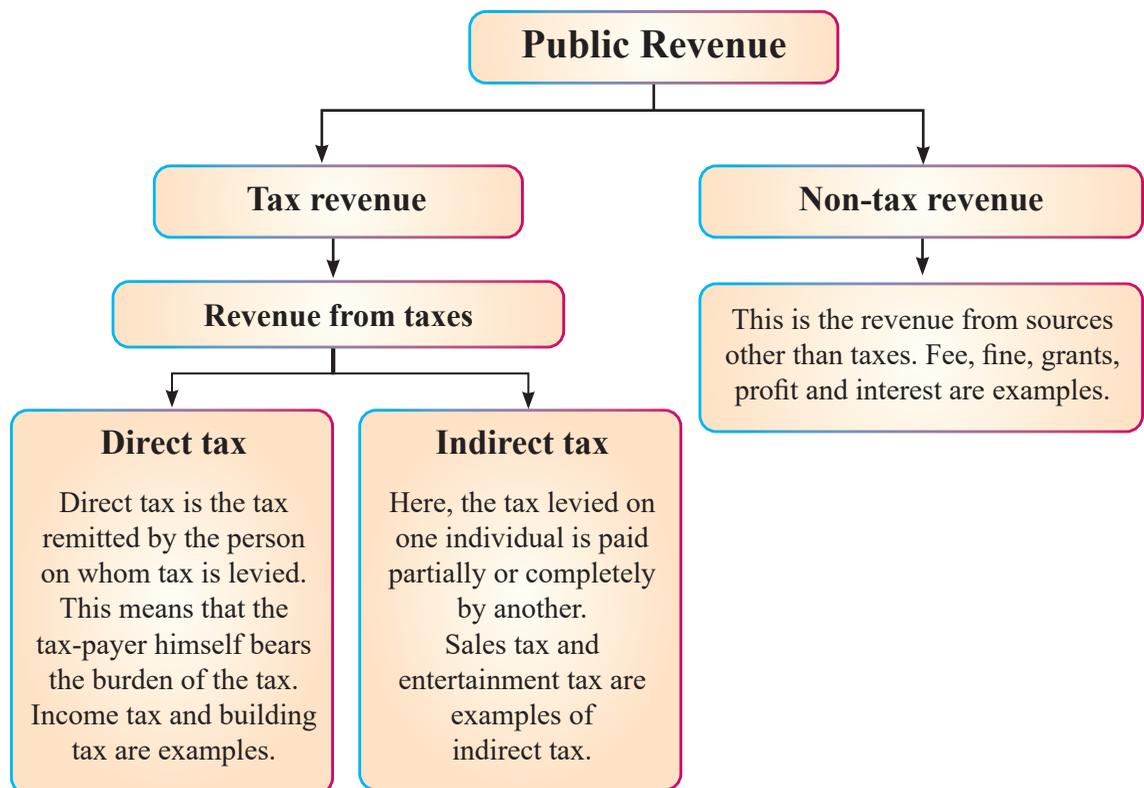
Analyse the graph on the public expenditure of the government and write your conclusions.

## Public Revenue

The government needs a huge amount of money for developmental and welfare activities. The public revenue is the wealth that the government collects from various sources to satisfy these needs. This is an important factor of the government budget. Now, think about the sources of revenue of the government. The government makes revenue from two major sources. Look at the chart given below.



Fig. 10.7



## Tax

Tax is the amount of money that the public should remit to the government to bear the expenses of welfare activities and developmental activities which are carried out in public interest. The person who remits taxes is called a tax payer.



Find more examples of direct and indirect taxes and list them.

## Goods and Services Tax (GST)

Goods and Services Tax (GST) is a unified indirect tax that came into effect from July 1, 2017 after the 101st amendment of the Constitution, to implement the principle of a unified tax for the nation. If the revenue from sales is more than the amount fixed by the government in a financial year, the traders must avail GST registration. At present, the consumer has to pay GST at the rates of 0%, 5%, 12%, 18% and 28%. The GST thus collected from the consumers has to be remitted by the traders, to the government. The rates of GST can be changed in due course of time.



Have you noticed the news headlines? The central government and state governments usually prepare budgets.

## Budget

The budget is a financial document of the expected income and expenditure by the government for a specific financial year. In our country, the budget is prepared for one financial year starting from April 1st to March 31st. The finance minister presents the budget. As per Article 112 of the Constitution of India, the union budget is also the annual financial audit of the country.



Fig. 10.8

## Types of Budget

Budgets can be divided into three categories on the basis of revenue and expenditure.

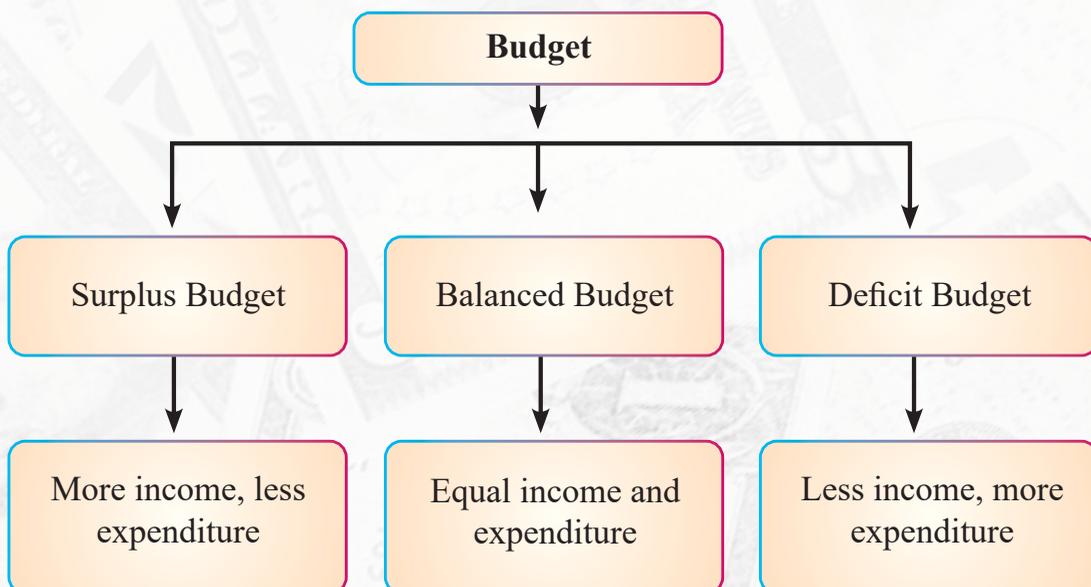




Fig. 10.9



## The Evolution of Budget

The word 'budget' originated from the French word 'Boget.' It means 'a small bag' or 'sack.' The word 'budget' indicates 'a bag that contains the financial documents of the government.' The first presentation of the budget was held in the 11th century. R. K. Shanmugham Chetty who was the Finance Minister of India, presented the first union budget of the country.

## Public Debt

The government has to take loans to materialise the developmental and welfare activities and to meet various administrative needs when the income is not sufficient to satisfy various needs. The loans thus availed by the government are known as the public debt. Loans are taken from within and outside the country. These debts are known as domestic debts and foreign debts respectively.

**Internal debt:** The loans availed by the government from individuals and institutions inside the country are known as domestic debt.



Individuals



Government Institutions

Fig. 10.10

**External debt** : Foreign debt is the loan availed from other countries and international organisations.



*Foreign Governments*



*International Institutions*

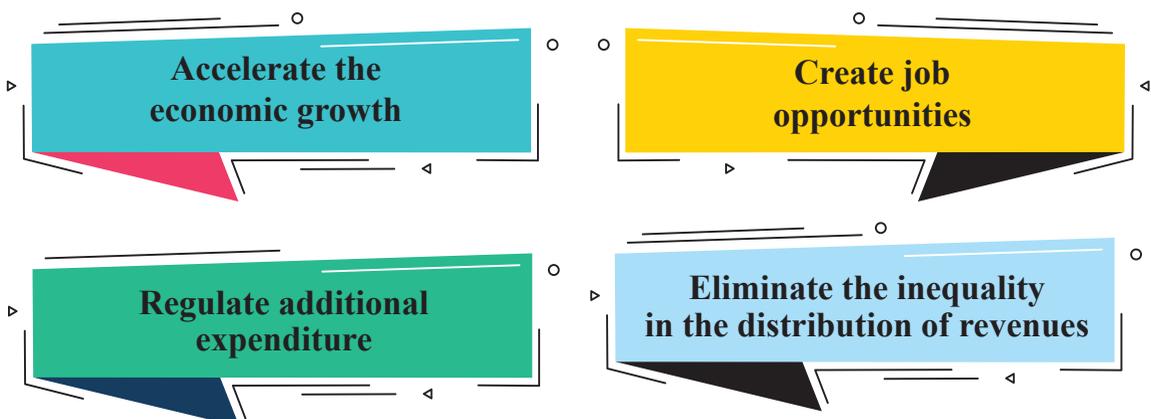
*Fig. 10.11*

The productive use of these loans helps in materialising welfare and developmental activities, thereby increasing revenue and reducing public debt.

## **Fiscal Policy**

Fiscal policy is a comprehensive government policy concerning the public revenue, public expenditure and public debt. This policy prepared by the finance department is implemented through the budget. It is also a policy that gives guidelines to the government to improve the current financial situation and attain financial stability.

## **Objectives of Fiscal Policy**



Organisations, local self-government institutions, states and the nation help to materialise developmental and welfare activities and attain the goal of sustainable development by preparing and working on budgets.



### Extended Activities

- Prepare your family budget after collecting details of income and expenditure from your parents.
- Collect the news report on the developmental and welfare activities of the state and central governments and prepare a magazine.
- The GST rates that we pay on the receipt of goods and services are given below. Findout the services and goods on which each tax is levied and complete the table given below.

Tax rates	Goods	Services
0%		
5%		
12%		
18%		
28%		

- The local self-government institutions also levy different types of taxes just like the state and central governments. Search, findout and list them.



11



# Against Discrimination



I feel oppressed by the atmosphere of white domination that lurks all around in this court room. It calls to mind the inhuman injustices caused to my people by this same white domination. It reminds me that I am voteless because of this parliament. We are without land, and forced to occupy poverty-stricken Reserves overpopulated and over stocked. I raise the question how can I be expected to believe that this same racial discrimination which has been the cause of so much injustice and suffering right through the years should now operate here to give me a fair and open trial?

*The Pretoria Trial of Nelson Mandela (1962)*



Fig. 11.1



Given above are the words of Nelson Mandela, the freedom fighter of South Africa.

Who practised racial discrimination in South Africa?

In which situation would Nelson Mandela have to undergo such a trial?

Nelson Mandela was the person who fought for the emancipation of the South Africans who were oppressed because of their race for centuries. He had to suffer imprisonment for three decades, for fighting for the freedom of his country and its people. We need to know the features of this country to know more about the discrimination and oppression that its people had to undergo.

Examine the World Map and find out the continent in which South Africa is situated.

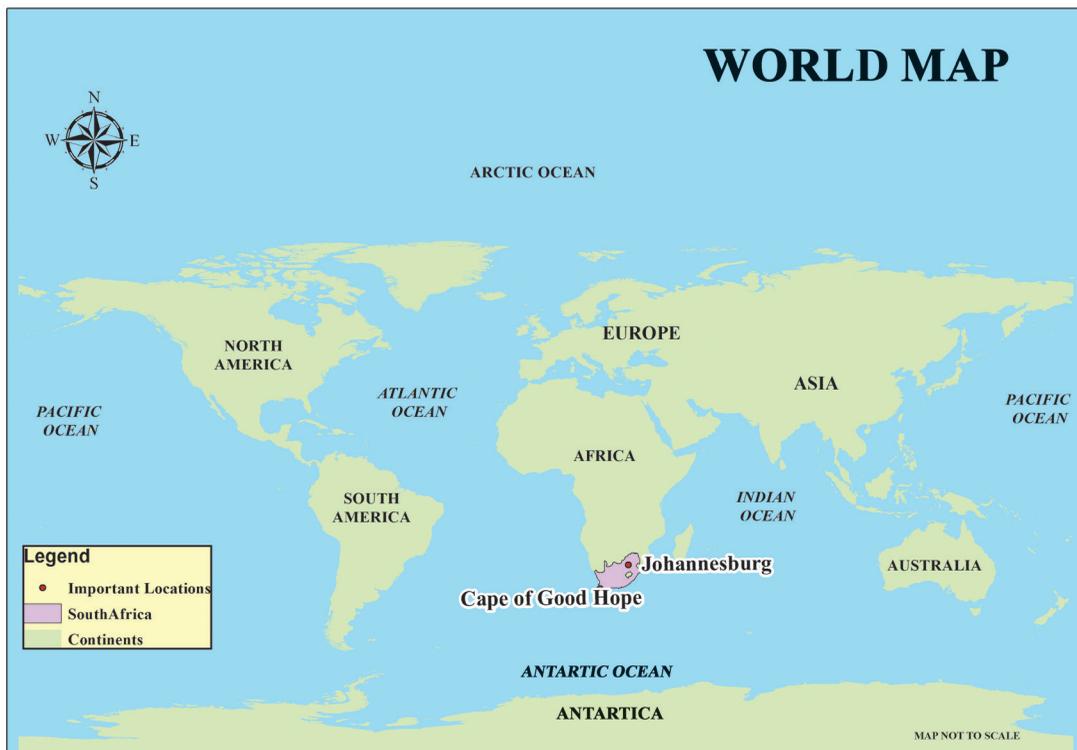


Fig. 11.2  
World Map

## South Africa: Location, Geographical Features

South Africa is a country that is located at the southernmost tip of the African continent sharing its borders with the Indian Ocean and the Atlantic Ocean. South Africa has its own diverse geographical features. Broad coastal lands, vast plains

and plateaus, lofty mountain ranges, great rivers, waterfalls and dry deserts make this country unique. The wealth from inland agrarian lands and mines, weather and human resources attracted the Europeans to South Africa.

Examine the globe and atlas and find out the following details.

Between which latitude and longitude is South Africa situated?

Which countries share border with South Africa?



Fig. 11.3

## The Cape of Good Hope



The Cape of Good Hope is situated at the southernmost tip of the African continent, on the shores of the Atlantic. To reach the countries in the Asian continent like India, the Europeans had to sail through the Atlantic Ocean, encircling

the African Continent. As this cape gave the navigators the hope to reach Asia, it was named Cape of Good Hope.



Identify the location, capital, major cities and historically important sites of South Africa using digital map.

## Colonisation of South Africa

The first inhabitants of South Africa were tribal people who belonged to the groups San and Xhosa. It was the tribal groups from the other parts of Africa who migrated to this place for the first time. Towards the end of the 15th century, the Europeans started their expeditions to South Africa. By the 17th century, the Dutch became influential in South Africa and Cape Town became their major colony.

By the 18th century, the British reached South Africa. They decided to make South

## Colonisation

Colonisation is the political, social, economic and cultural domination and control of one country over another region and its people.

Africa their colony with the aim to acquire more land areas in different parts of the world, to capture the immense wealth of Africa, to establish supremacy over other European countries and to make it a temporary point of halt on their journey to the Asian continent.

## The Great Trek

### Boers

Boers are the descendants of the Dutch (Netherlands), French and the Germans who came to South Africa from Europe. 'Boer' is the Dutch word for 'farmer.' Later, they came to be known as Afrikaner and their language and culture as Afrikaans.



Let's examine how the colonisation projects of the British affected the Boers.

The British captured the Cape Colony from the Dutch and implemented certain policies there.

Restrictions were imposed on Dutch language. English was made the sole language of Cape Colony.

By the mid 19th century, British abolished slavery in their colonies. This adversely affected the Boers who used slaves to cultivate their lands.

The Great Trek is the exodus of the Boers to the interior areas of South Africa to escape from such policies introduced by the British.

Following the Great Trek, the Boers established Republics in Transvaal, Orange Free State and Natal.



Fig. 11.4  
Great Trek

## Boer Wars

Let's examine the circumstances which became the causes of the Boer Wars that changed the history of South Africa.

Towards the end of the 19th century, mines of gold and diamond were discovered in the regions under the Boer Republics. Thus, South Africa became the largest producers of gold and diamond. The Boer wars started when Britain attempted to merge the Boer Republic with the British colonies.

### The First Boer War

Britain captured Transvaal to extend their reign to more regions. Following this, the First Boer war started (1880-81). The Boers won the battle and formed the Republic of South Africa, merging Transvaal and the nearby regions.

### The Second Boer War

Disputes over the asset from the gold mines and the control over them led to the Second Boer War. The Boer administrators instituted tax on the gold mines. The British demanded the right to vote for their labourers in the mines. When this demand was denied by the Republican administrators, the armed struggle – the most destructive war in the history of South Africa, started.

The British army defeated the Boer republics in this battle.

As per the Treaty of Vereeniging, the Boers approved the sovereign of Britain. The union of South Africa was formed as an autonomous territory under the control of the British. Based on the new constitution implemented by the Union of South Africa, the British and Afrikaners got a high consideration. However, the fundamental rights of the black people were denied.



*Fig. 11.5*  
*Second Boer War*



Prepare a concept map on the importance of Boer wars in the history of South Africa.

## Mahatma Gandhi in South Africa

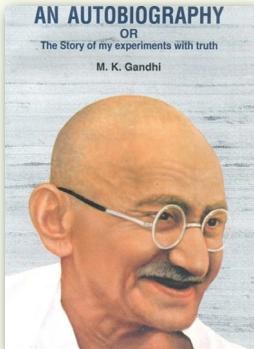


Fig. 11.6

...another official came to me and said, ‘Come along, you must go to the van compartment.’

‘But I have a first class ticket,’ said I.

‘That doesn’t matter,’ rejoined the other. ‘I tell you, you must go to the van compartment.’

‘I tell you, I was permitted to travel in this compartment at Durban, and I insist on going on in it.’

‘No, you won’t’, said the official. ‘You must leave this compartment, or else I shall have to call a police constable to push you out.’

...The constable came. He took me by the hand and pushed me out. My luggage was also taken out.

...The evening train arrived. There was a reserved berth for me. I now purchased at Maritzburg the bedding ticket I had refused to book at Durban.

*M.K. Gandhi - ‘AN AUTOBIOGRAPHY OR The Story of My Experiments with Truth’*

Gandhiji describes in his autobiography the then social condition that existed in South Africa.

Mahatma Gandhi reached South Africa in 1893. It was a period of undeclared racial discrimination. In the ‘Indian Opinion,’ a daily started by Gandhiji, in Africa, he wrote about the discrimination of the colonial administration towards the Africans, thus: “Africans alone are the original inhabitants of this land. The whites have occupied the country forcibly and appropriated it to themselves.”

Gandhiji participated in the voluntary activities to extend help to the ones who underwent sufferings in the Second Boer war. It was here that Gandhiji experimented the weapons of satyagraha, non-cooperation and civil disobedience. Hence, South Africa is known as ‘Gandhiji’s Political Laboratory.’



Prepare an analytical note about Gandhiji’s opinion on the racial discrimination prevailed in South Africa including the methods of strike adopted by him.

## The Formation of African National Congress

The South African Party led by the Whites came to power in the first election after South Africa became an autonomous territory under the control of Britain. They brought in laws in the housing, administration and industrial sectors which would affect the people. The racial differentiation between the blacks and the whites got intensified. People were denied the freedom of movement and the right to education. The organisation, the African Native National Congress formed to protect the rights of the people of Africa was later came to be known as the African National Congress. The leaders of the African National Congress devised several means of struggles to build a discrimination-free South Africa.

Let's examine the oppressive laws and their consequences in South Africa during the tenure of different governments.

Laws	Consequences
The Mines and Works Regulations Act	Skilled works were reserved only for the whites.
Natives Land Act	The blacks were allocated special areas called 'reserves' and were not allowed to purchase land in other areas.
The Natives [Urban Areas] Act	Blacks were restricted from entering cities.
Separate Representation of Voters Act	Blacks were removed from the general voters' list.

## Nelson Mandela

Nelson Mandela was born on 18th July 1918 in the Thempu royal family in Transky province of South Africa. His name was Rolihlahla. His father was Gadla Henry Mandela, the head of Madiba clan and mother Noskenny Fanny. After primary education, he got educated in South African Tribal Heritage and Culture, and later passed the degree in Law.

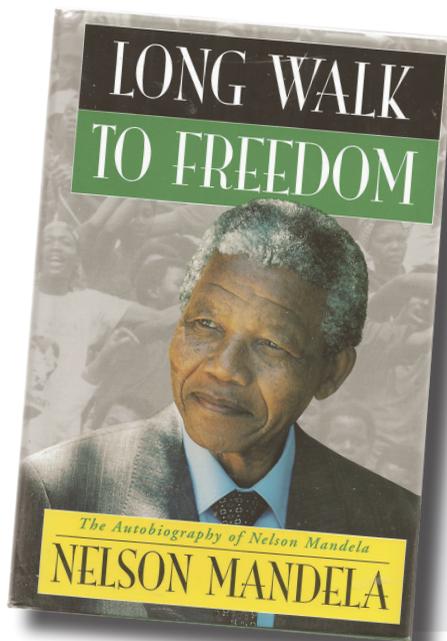


Fig. 11.7

*“No one in my family has gone to school. On the first day at school my teacher, Miss Mdingane, gave each of us an English name and said that thenceforth that was the name we would answer to in school. This was the custom among Africans in those days and was undoubtedly due to the British bias of our education... That day, Miss Mdingane told me that my new name was Nelson. Why she bestowed this particular name upon me I have no idea.”*

*Nelson Mandela, Long Walk to Freedom, 1994*

*An African child is born in an Africans Only hospital... When he grows up, he can hold Africans Only jobs, rent a house in Africans Only townships, ride Africans Only trains, and be stopped at any of the day or night and be ordered*

*to produce a pass, without which he can be arrested and thrown in jail. His life is circumscribed by racist laws and regulations that cripple his growth, dim his potential and stunt his life.*

*Nelson Mandela  
Long Walk to Freedom, 1994*

Have you read the references made by Nelson Mandela on the life of the people of South Africa?

What could be the reason the teacher gave Nelson Mandela for the new name instead of the name given by his parents?

What are the oppressions the South African people had to face?

Nelson Mandela, who was well aware of the need to free his people from the clutches of colonisation and racial discrimination, endeavoured tirelessly for the freedom of his people and nation.



Based on the oppressive laws existed in South Africa and the references made by Nelson Mandela on them, conduct a discussion on the realities that the blacks had to face.

Nelson Mandela founded the African National Congress Youth League by leading the youth. Later he took membership in African National Congress.

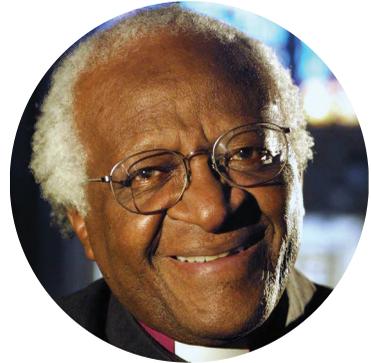
The major leaders who worked along with Mandela were Walter Sisulu, Oliver Tambo and Desmond Tutu.



*Fig. 11.8*  
Walter Sisulu



*Fig. 11.9*  
Oliver Tambo



*Fig. 11.10*  
Desmond Tutu

## Apartheid

The social order that discriminated the blacks racially and economically is known as apartheid due to which the whites in South Africa got high consideration.

The National Party that came to power in 1948 legally enforced racial separation and discrimination and legalised the apartheid. The following are the laws that were introduced for executing the apartheid.

<b>Native Pass Law Act</b>	The blacks needed special passes for moving from one place to another.
<b>Group Areas and Segregation Act</b>	People were transported to different locations based on race. This was known as the Great Apartheid.
<b>Population Registration Act</b>	Identity card was made compulsory for all who completed 18 years of age.
<b>Home Land System Bantu Authorities Act</b>	The blacks became citizens of special local self-government bodies and hence lost their South African citizenship.
<b>Reservation of Separate Amenities Act</b>	Signboards were installed in public places such as grounds, beaches, buses, hospitals, schools, parks, etc.
<b>The Bantu Education Act</b>	The blacks were restricted to undergo traditional education only.

Observe the pictures of some signboards related to Separate Amenities Act in South Africa.



Entry only for Non White Males

Play park for European children only





Entry Only for the Whites

These Public Places and the amenities thereof have been reserved for the exclusive use of the whites



Beware of Natives



Under section 37 of the Durban Beach laws, Durban beach is reserved for the sole use of the whites



Fig. 11.11  
Warning signs during apartheid

The intensity of violation of human rights that the blacks had to face in their own land is indicated in these signboards.

With the implementation of such inhuman laws, the people of South Africa were denied the right to vote, governance and education.



Roleplay the issues faced by the people due to the apartheid laws.

## The South African Freedom Movement

Colonisation and apartheid adversely affected the life of the people of South Africa. The blacks of South Africa faced political, economic and cultural downfall.

Though the national economy grew rapidly, the native population struggled to meet even their basic needs.

Let's examine a few major struggles undertaken by the South African people against such discrimination and oppression.

The African National Congress under the leadership of Nelson Mandela started agitations across the country for the emancipation of the blacks. In the early stage, the protests were peaceful civil disobedience movements.



Fig. 11.12  
A protest by the people of South Africa against oppression

Following the exhortation of the South African Indian Congress and African National Congress, people from different walks of life such as factory workers, office workers, teachers and students joined the struggle. The protesters who questioned the 'Pass Laws,' curfew, and the like were arrested and imprisoned.

Nelson Mandela was again arrested and imprisoned under the charge of treason in 1956. After a long period of trial, he was acquitted.



Fig. 11.3

### African Year



The year 1960 deserves special importance in the history of the freedom struggle of the African countries. This year in which seventeen African countries got freedom, has great relevance in the history of South Africa as well. The people who fought

against 'Pass Laws' were massacred at Sharp Velle and the armed rebellion against the South African government started during the same year in 1960.



Fig. 11.14

## Robben Island

Robben Island has as much importance in the history of South Africa as that of the cellular jails (Kalapani) in the Andaman Nicobar Islands in the Indian freedom struggle. This is the island to which the arrested African leaders of the freedom struggles were exiled. Nelson Mandela remained imprisoned for eighteen years here.



A new mode of struggle named 'Stay-at-home' was organised demanding the right to vote, a constitution without apartheid and the retrieval of 'Pass Laws.' The African National Congress and the South African Indian Congress led the struggles. Native and Indian workers took part in the struggle. The factories, textile mills and schools across the country remained shut. This strike revealed the unity and strength of the anti-apartheid movement. The 'Stay-at-home' was a major struggle in the history of the freedom struggle of South Africa.

As peaceful protests did not yield any results, Nelson Mandela called for armed rebellion.

Nelson Mandela was sentenced to life imprisonment for sabotage, treason and conspiracy in 1964. He had to suffer rigorous imprisonment in the Robben Island and Paulsmoor Jail for a continuous 26 years. Countries around the world resorted to siege on South Africa. The United Nations passed a resolution stating that 'apartheid is an offence against humanity.' This led to the spread of riots across the country. The government declared Emergency to oppress the people's protests in 1984. Several blacks were killed in the conflicts that followed.

When the protests were beyond control, measures to end the apartheid were started. Political prisoners were released and the restrictions imposed on political parties were lifted. Nelson Mandela was released on 11th February, 1990.

The Apartheid Policy was abolished in 1991. In the first general election conducted in 1994, the African National Congress gained majority. Nelson Mandela was elected the first black President of the free, democratic South African Republic.



Conduct a quiz competition (*Chodhyotharapayattu*) preparing questions related to the freedom struggle of South Africa.

### **Speech by Nelson Mandela after sworn in as President**

We, the people of South Africa, declare to our country and to the world: South Africa belongs to all, black and white, who inhabit this country. Here, no government can legitimately claim power unless it is based on the will of the people.

-Introductory words of the Freedom Charter, 1994

Through this speech, Mandela reminded the Africans of the need to stay united.

Nelson Mandela's view of co-existence, now, is a model for all nations of the world where different races harmoniously live together.



### **Extended Activities**

- You have seen the extent to which colonisation and apartheid imposed by the whites made the lives of the blacks troublesome. Stage a play based on the struggles underwent by the blacks against discrimination.
- Prepare a timeline on the struggles against the apartheid in South Africa.

## The Foundation Stones of History

Given below is an excerpt from a local history prepared by Anu in the local history writing competition.

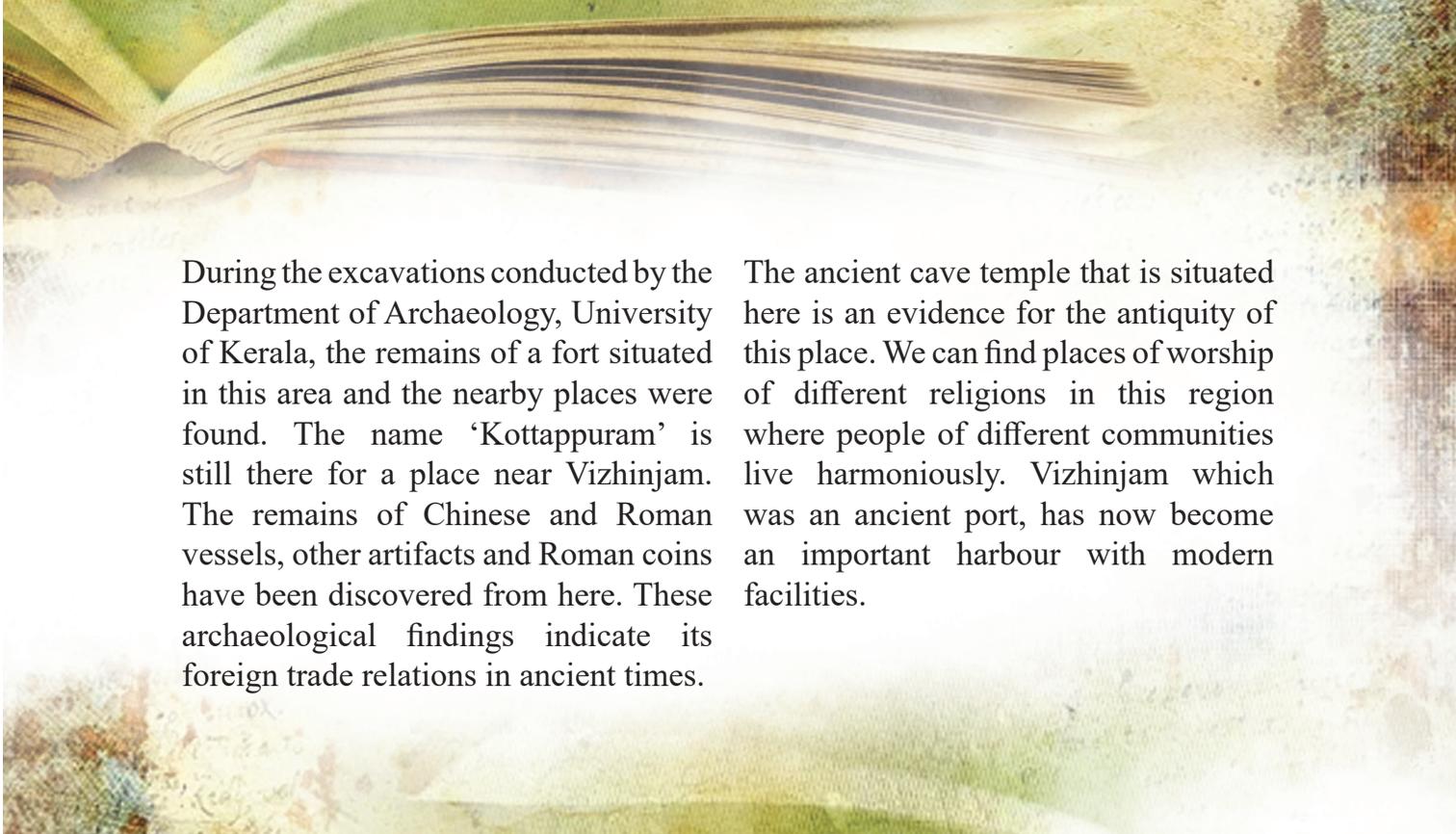


Vizhinjam is situated 15 km away from the south of Thiruvananthapuram city. Since the ancient times, this coastal region has great historical and commercial importance. It is mentioned in the Sangam literature that Vizhinjam was one of the most important centres of ancient Tamilakam.

As a port and a centre of trade, this region holds an important place in the political, social and economic history of South India. Stone inscriptions and other historic documents show that Vizhinjam was the centre of Ay dynasty of South India during the 9th and 10th century.

In the interpretation of '*Leelathilakam*' Attoor Krishna Pisharody has recorded that the Ay lineage migrated to Vizhinjam leaving Aykkudi, after being defeated by the Pandya kings. Vizhinjam has been referred to as 'Vijayapuri' by the Jain saint Uddyotanasuri in his work, '*Kuvalayamala*.' There is a reference to the fort at Vizhinjam in the inscription of the Pandya king Nedunjeliam.

In the foreign travelogue titled '*Periplus of the Eritrean Sea*,' it is stated that Vizhinjam was an important port and trade centre right from the Sangam period.



During the excavations conducted by the Department of Archaeology, University of Kerala, the remains of a fort situated in this area and the nearby places were found. The name 'Kottappuram' is still there for a place near Vizhinjam. The remains of Chinese and Roman vessels, other artifacts and Roman coins have been discovered from here. These archaeological findings indicate its foreign trade relations in ancient times.

The ancient cave temple that is situated here is an evidence for the antiquity of this place. We can find places of worship of different religions in this region where people of different communities live harmoniously. Vizhinjam which was an ancient port, has now become an important harbour with modern facilities.

Have you read the write-up on the local history given above? Can you find out the sources used for preparing this write-up?

- Archaeological evidence
- Inscriptions
- Literary works
- 
- 
- 
- 

History is thus, the branch of study that scientifically records the past based on evidence. Several pieces of evidence that are necessary for reconstructing history have been left behind in various forms by each period. The writing of history is the process of collecting these pieces of evidence for scientific analysis and documenting the past.

In the previous chapter you have discussed the vast Mughal and Vijayanagara empires and their rulers in medieval India. Unlike the history of such vast empires and kings, local history is the minute and comprehensive documentation of a small geographical region, a person or an event.

History	Local History
Documents the history of a vast region, place or country.	A minute level of enquiry of the history of a small region, subjects or events apart from World History, the history of a nation or a province.
History is recorded using written documents, archaeological evidences and historical remains.	Local festivals, cuisines, customs, traditions and oral traditions become a part of the historical writing.
Assesses past events, cultures and societies with a broad perspective.	By democratising history, due representation is given to regions, peoples and events that have been left out of main stream history.

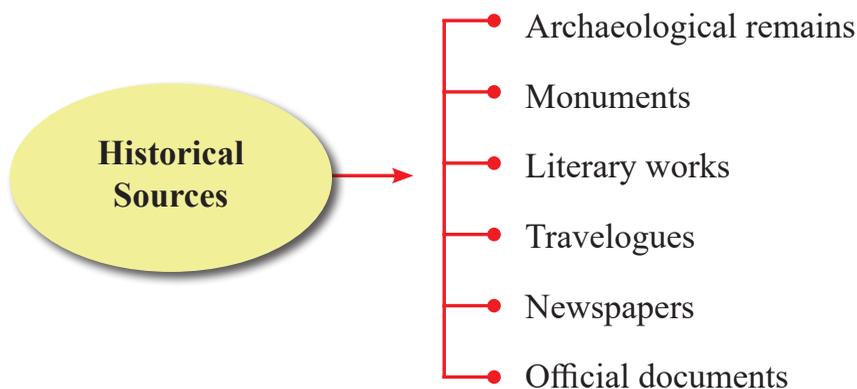


Conduct a panel discussion on the topic ‘History and Local History,’ after finding more details.

## Sources of History

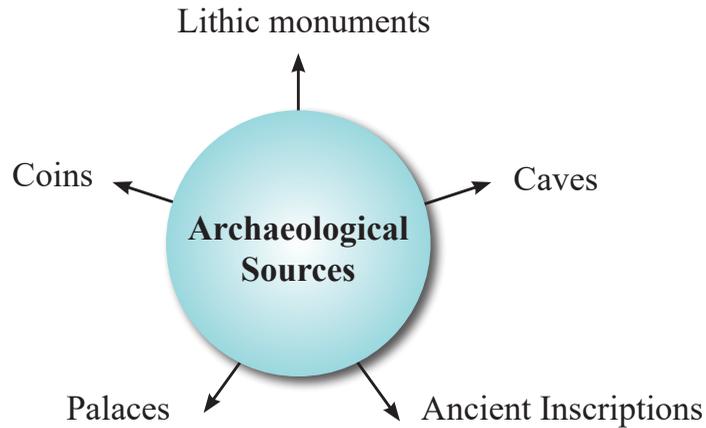
You have seen that history is written based on various pieces of evidence. Anything that gives information useful for writing history can be called sources of history. Any object that is related to a particular period of time giving us valid information about that period is a source for writing history.

Let’s get introduced to the main sources for writing history.



## Archaeological Sources

Archaeological sources provide information or evidence about life in the period in which they were made. Let us get familiarised with some of them.



### Lithic Monuments

Every stone that we see around us has a story to tell. Our ancestors have left here the remains of many monuments made of large stones.

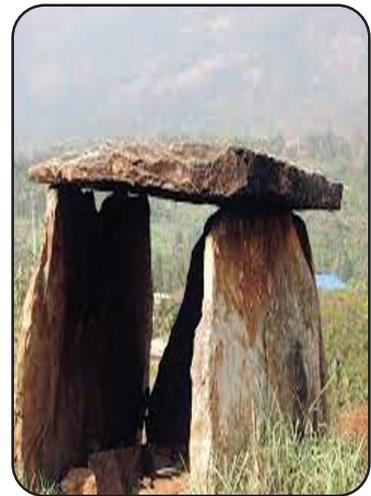
Look at the pictures given below.



*Kudakkallu*



*Thoppikkallu*



*Muniyara*

*Fig. 12.1*

These lithic monuments are historical remains found out from different parts of Kerala. As these were built with huge stones, they are known as Megalithic monuments. These monuments built by our ancestors tell a lot to us about ancient times.

The remains of these lithic monuments were found at Marayoor in Idukki district, Chiramanangad in Thrissur and Thavanur in Malappuram district. These were used to bury the mortal remains of our ancestors.



Fig. 12.2

## Nannangadis



Nannangadis are large clay urns used in the Megalithic period for burying dead bodies. In these big earthen jars mortal remains are buried and covered under soil.

## Caves

Caves throw light on the ancient history of Kerala. In these natural caves, pictures and inscriptions that refer to human life in the prehistoric period are inscribed. Some important caves are situated at Edakkal (Wayanad), Marayoor (Idukki), Aancode (Thiruvananthapuram) and Thenmala and Kottukkal (Kollam). The Archaeological Survey of India (ASI) and the Department of Archaeology, Government of Kerala protect the historically important archaeological materials.

## Edakkal Cave



Fig. 12.3



Edakkal cave is one of the important caves in Kerala used by our ancestors. It is located 10 km away from Sulthan Bathery in Wayanad District. The pictures (engravings) inscribed on the walls of this cave give information about human beings in the stone age and their life.



**Do lithic monuments exist in your locality? Prepare a write-up about a lithic monument you know.**

## Ancient Inscriptions

Inscriptions are messages or statements in the form of drawings or engravings on a surface. They are inscribed on different types of surfaces.

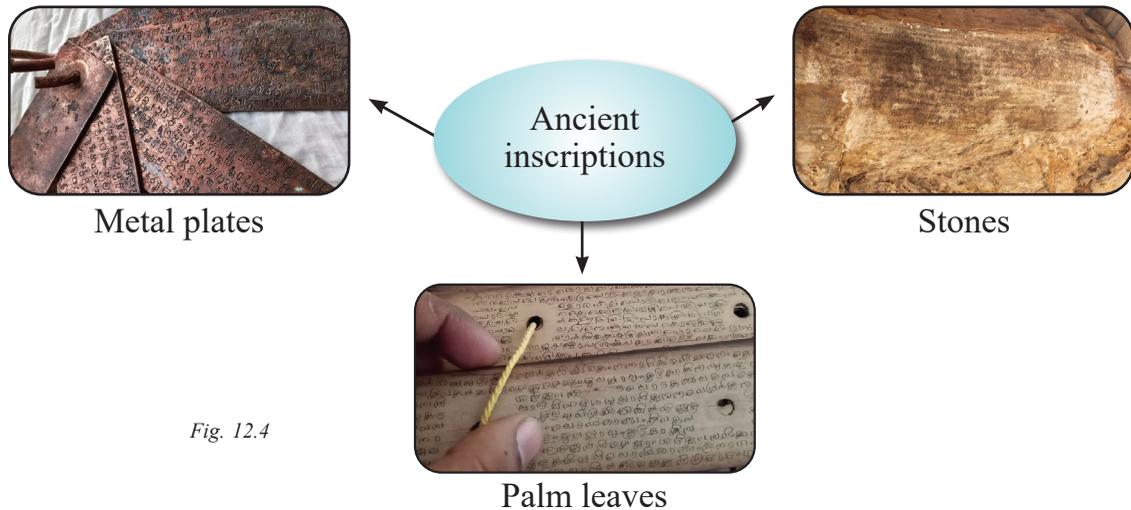


Fig. 12.4



### Epigraphy

The study of inscriptions on stones, metal plates and palm leaves is called epigraphy.

Several such inscriptions have been found from different parts of Kerala. Tharisappally inscriptions (Kollam), Jewish Copper Plate (Mattancherry) and Paliyam Copper Plate (Alappuzha) are major inscriptions found in Kerala. The Kerala State Archives Department supervises the collection and conservation of ancient inscriptions in Kerala.

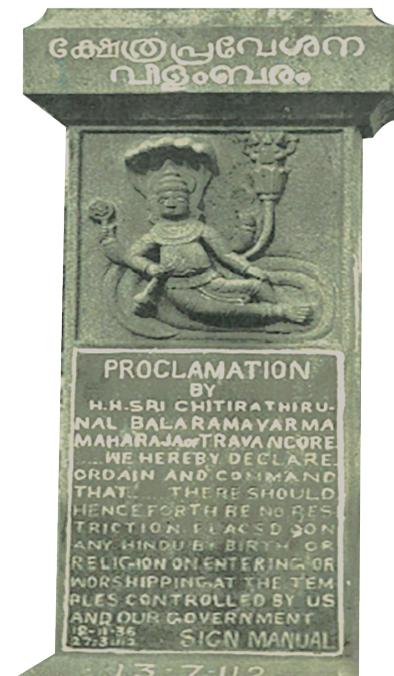


Fig. 12.5



Observe the stone plaque in your school. You might have seen these types of inscriptions in public buildings and places of worship in your locality. What information can be obtained from such stone slabs that helps to write the history of that institution?

## Forts and Palaces

Forts that were built for the security of the country, military purposes and trade can be used as sources for writing history. Forts give us information on the different phases of Kerala and its rulers. Bekal Fort, Kannur Fort, Palakkad Fort and Anchuthengu Fort are the major forts in Kerala. Are there similar forts in your locality?

Like forts, palaces also have historical importance. The names of some important palaces in Kerala are given below. Expand the list by including the names of palaces you know.

- Padmanabhapuram Palace
- Mattancherry Palace
- Kilimanoor Palace
- Arakkal Palace
- Krishnapuram Palace
- 
- 



Fig. 12.6

### Bekal Fort



Bekal Fort, the biggest fort in Kerala built in the 17th century, is situated in Pallikkara village in Kasaragod district. There are armouries, lattice windows that open to the sea, spaces to encounter the enemies who approach from the sea, secret cellars, hideouts and water reservoirs in the fort.



There may be forts and palaces in your district too. Prepare a short description on them.

## Coins

Coins are important sources of history. They give us information on the economic, political and cultural history of the period in which they were used. The study of coins is called Numismatics.

The pictures of coins that were found from different parts of Kerala are given below. They are known under the names *Kasu*, *Achu*, *Panam*, *Anantharayan Panam* and

*Sulthan Kasu.* What can we learn from these coins issued at different times?

- The period in which the coin was made
- The authorities who made the coins and released them
- 
- 
- 



Fig. 12.7



### *Veerarayan Panam*

*Veerarayan Panam* was a coin that was popular during the reign of the Zamorins of Calicut. There were coins named *Old Veerarayan* and *New Veerarayan*. These coins came into use from 1667 onwards. Foreigners called these coins '*ponpanam*' (gold coin) as they were made of gold. The insignia (*naamakuri*) used by the Vaishnavites on their forehead, the sign of the lion, the sun, etc. can be seen on them.



Fig. 12.8



Conduct a seminar in the class on the topic 'Archaeological Sources.'

## Historical Monuments

Observe the pictures given below. These are sources that lead us to the economic and cultural history of a region.



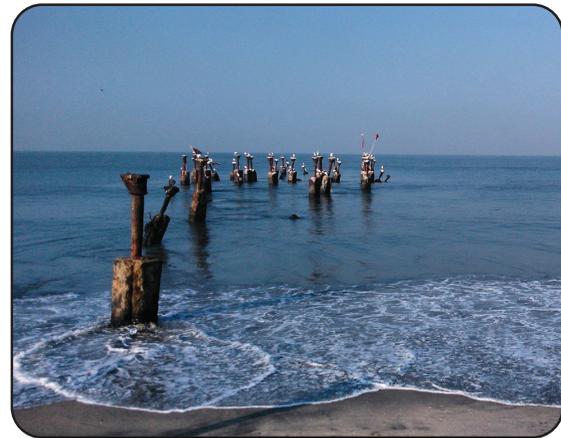
Thali Temple



Mishkal Mosque



Devamatha Cathedral



Sea bridge

Fig. 12.9

These are the pictures of some historical monuments of Calicut. The famous scholastic assembly named *Revathy Pattathanam* during the reign of the Zamorin was conducted at the Thali Temple. Mishkal mosque was the major war spot of the Zamorin against the Portuguese. The Devamatha Cathedral built in 1513 is a memorial of the Portuguese presence. Sea bridges are proof of the trade relations that Calicut had with foreign countries.

Thus, we can see several monuments all over Kerala. Each of such monuments will tell us the history of the past.

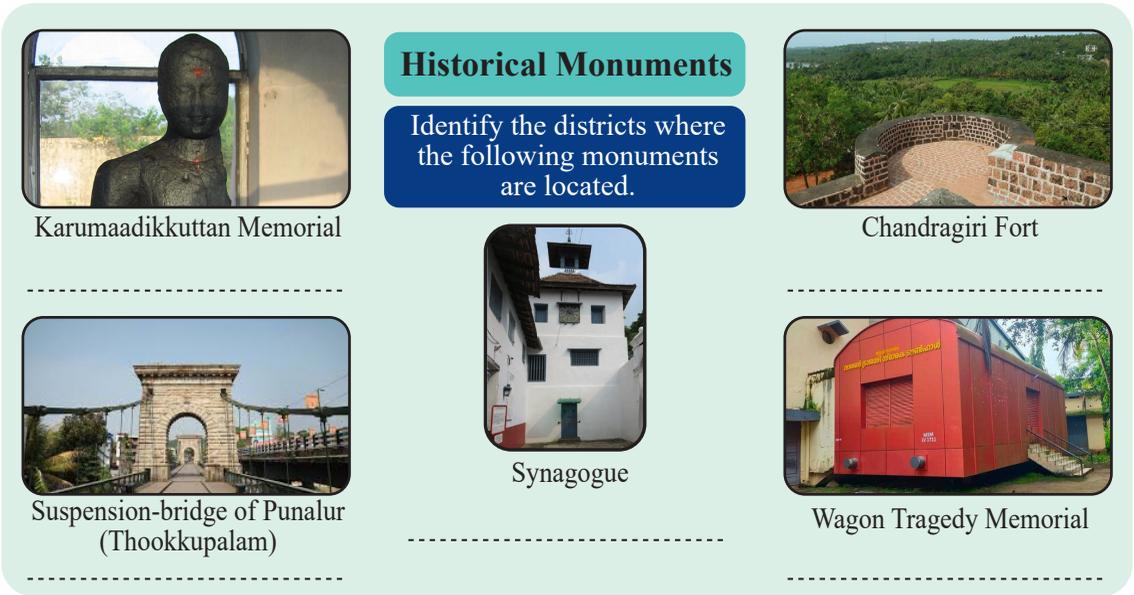


Fig. 12.10

## Literary Sources

Literary sources are one of the main sources of history. Many literary works with different themes help us in the reconstruction of history.

As the marine damsel settled in this city  
the mother sea rocked, with her waves,  
the ships that carry gems from across the isles  
and made them reach Calicut.

- *Kokila Sandesam*

Read the idea of the *sloka* about Kozhikode in the Sanskrit poem '*Kokila Sandesam*' written by Uddanda Sastri in the 15th century.



### Sangam Literature

Sangam literature in Tamil throws light on the ancient history of Kerala. *Pathittupathu*, *Purananuru*, *Akananuru*, *Kurumtokai*, *Nattinai*, etc., are major literary works belonging to the Sangam period.

Like this, several literary pieces written in different languages during various periods in history are available. These works help us to understand the history of the period in which they were written. For example, the *Manipravala* literary works written during the 12th century and the 15th century provide us information on the *Naduvazhi* system and culture of those times. The *Vadakkanpattukal* (Northern Ballads) of Malabar throw light on the lives of common people of the medieval period. *Indulekha* written by Chandu Menon in the 19th century helps us understand the social history of Malabar.

## Travelogues

‘Merchant ships from different parts of the world came here with precious goods and sold them easily. The security measures of the city and maintenance of law are being conducted effectively. Therefore, traders from foreign countries have no fear. The entire responsibility of the market is vested with the King.  $\frac{1}{40}$  of the goods brought to the market should be paid as tax. No misappropriation will be done to the goods if a merchant is dead or a ship capsizes near the shore, with the goods floating around. Pepper is the important export item from here. The people here are good at maritime business.’

From the travelogue by Persian traveller Abdur Razzaq

Haven't you read the travelogue given above?

This is a description about Kozhikode port by Abdur Razzaq, a Persian traveller who came to Kozhikode in the 15th century. What can you find out from this description?

- 
- 
- 

Travelogues play a vital role in the writing of local history. Travelogues can provide direct experiences of special places, events and culture. This throws light on the history, geography, economic structure and social life of a region.

Some foreign travellers who mentioned about Kerala	
Traveller	Region/Country
Megasthenes	Greece
Sulaiman	Persia
Abdur Razzaq	
Marco Polo	Venice
Ibn Battuta	Morocco
Niccolo Conti	Venice
Ma Huan	China
Barbosa	Portugal



Fig. 12.11  
Marco Polo



Fig. 12.12  
Ibn Battuta



Find travel literature from the school library and read the sections related to Kerala and organise a class discussion.

## Autobiographies and Biographies

Most autobiographies and biographies are literary sources that could be used for the writing of history.



Fig. 12.13

It was when I went to the Ambalappuzha school, that I wore a shirt for the first time. Two shirts were stitched with 'kembiri' cloth. The practice of ironing clothes was not there in our locality. The dhoti was washed by dipping in starch and indigo. Later, it will be brought to shape by folding it and hitting with a wooden rod. It seems I wore an ironed shirt for the first time when I joined Law College in Thiruvananthapuram. Soap was a rare thing in those days in Thakazhi. We used to launder dhoti using the ash of the midrib of coconut fronds, which were burnt and stained.

[Autobiography of Thakazhi]

Autobiographies and biographies like the one given above provide information on different aspects of life in a region or a period.



Examine the autobiographies and biographies available in the class library and find out the passages helpful for writing history.

## Newspapers

We depend on newspapers, visual media and social media to know the day-to-day events. These newspapers would eventually become the main means for understanding history. News papers of the period are the main source used by the students of history to understand the history of foreign rule in India. Newspapers also help us to know about all aspects of the political, social and economic history of Kerala.



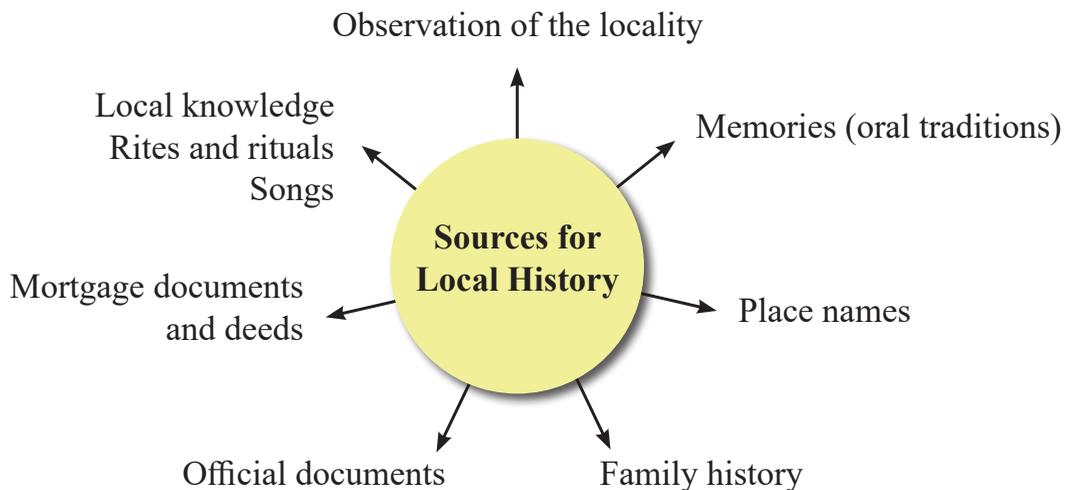
Fig. 12.14



Prepare a magazine collecting news that came in the newspapers on your locality and the events that happened there.

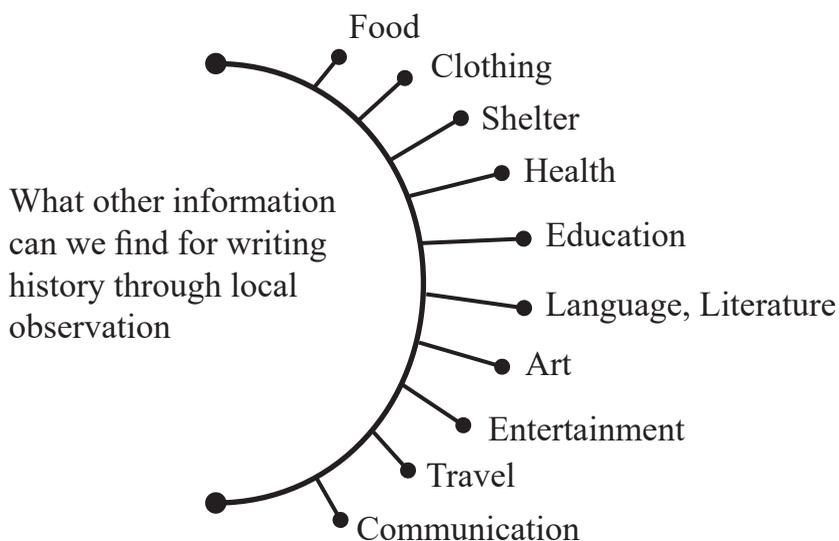
## Towards Writing Local History

Local history is the study of the past events in a specific geographically small area. The historical resources that we got familiarised with, till now, are significantly helpful for writing mainstream history. Let's familiarise with certain sources that help us in the writing of local history.



## Local Observation

Local history is a minute study of a geographically limited area or an event. Observing the locality helps us to know the minute details of that region. It is essential to conduct a local visit and observation to understand the diversities of area where a local community exists, its geographical features, directions, flora and fauna, watersheds and agricultural practices.



Observe the locality where you live, and complete the table given below.

Name of the locality :	Taluk :
Village :	District :

Types of soil :	Institutions :
Types of plants :	Transport and communication facilities :
Types of animals :	Places of worship :
Agricultural crops :	Festivals :
Types of agriculture :	Food culture :
Occupation :	Style of dressing :
Water sources :	Entertainments :
	Literary works :
	Art forms :

## Memories (Oral History)

Oral history is the memories collected from a generation that has direct experiences. Collecting the memories of the elders of the place chosen for writing local history is very important. It is essential to have oral descriptions to collect information on institutions, transport facilities, style of dressing and food culture of a locality, to write the history of that place. The memories of different persons on these matters will help in reconstructing history. These memories help us to analyse the practices that existed in the society and the changes that were effected in due course. It is essential to verify the oral information collected, with other sources, to ensure credibility.



Prepare the table on regional data after consulting the elders in your family/locality.

	Old	New
Name of the locality		
Institutions		
Occupation		
Agriculture		
Style of dressing		
Food culture		
Transportation facilities		

## Place Names

How did your locality get its name?

How did Kozhikode get its name? The old name was 'Koyilkotta' which was a combination of two names 'Koyil' and 'Kotta.' 'Koyil' means 'palace'. The name Koyilkotta means, 'a palace protected with a fort.' Historians say that this was later changed to 'Kozhikode.' Look at the names of places like Thrissur, Kannur, Thalassery and Thankassery. We can find names of places ending with 'Ur' or 'Chery' across Kerala. Geographical features also play a major role in the formation of names of places.



Search the way in which your locality got its name, prepare notes and add the same to School Wiki.

## Family History

The history of families is an important literary source in local history writing. It is the responsibility of the local historian to collect information on the interventions or contributions made by individuals to the growth and progress of a village or a region after ensuring the credibility of the information.

## Official Documents

Observe the description given below.

### “The Salt Law Breached”

*The Salt Law introduced by the British was breached under the leadership of a large multitude of people on 17th May, 1930 on the Calicut beach. The Gujaratis of Calicut actively involved in this. The satyagraha volunteers from Travancore also joined. The protestors staged a procession, calling out anti-British slogans after distilling seawater and making salt. They even kept with them the materials needed for making salt. The police encountered the volunteers brutally who participated in the Salt Satyagraha organised on the beach. P. Krishna Pillai and Abdul Rahman Sahib made legendary defence to protect the freedom struggle flag from the police.*

*(HFM files, No. 103, Tamil Nadu State Archives, Egmore)*

This document kept in the Tamil Nadu Archives throws light on the freedom struggle of Kerala. What are the details mentioned in this document?

**The following are the important official documents.**

- Census reports
- Gazette documents
- Court documents
- Survey reports
- Tax documents
- Police reports
- Development Report of local self-government institutions

It is through court documents that we can understand the details of the struggles and riots against the British colonisation. We rely on census reports to understand the population and the different sections of people of a particular geographical region.

## Mortgage Documents and Deeds

The mortgage or lease documents and deeds are beneficial for writing local history. From these, we get information on personal details, private properties, etc.



Observe the deed document/lease document of your property and note down the details.

## Local Knowledge, Songs, Rites and Rituals, Art Forms

Local knowledge, songs, rites and rituals are the sources that are helpful for writing local history. Songs that refer to the trade in local markets and trading centres refer to the specialties of the area.

*" Kooran, Chozhan, Pazhavari, Kurakkonganam, Vennakkannan  
Modan, Kadan, Kuruva, Kodiyan, Panki, Ponkali, Chennel,  
Anakkodan, Kiliyira Kanangariyan Veeravithan,  
Kanaam mattum palavidhamudan nellu kalyanakeerthe "  
Unnineeli Sandesam*

Which are the regional varieties of paddy seeds referred to in these lines?

Local history is the writing of history using sources like memories, songs, proverbs, stories, folk commentaries, notices and invitations, in addition to archaeological documents and historical monuments. The overall life-style of the region and day-to-day life are referred to in the local history. It is the direct reflection of the society with which each of us is connected. We can write local history using the above mentioned sources.

## Local History Writing: Things to Be Noted

### Physiographic Features

The accurate geographical boundaries and natural features (mountain, river, watershed) of a place should be there in the history writing when it is selected for writing local history.

<b>Historical monuments</b>	There should be reference to the places of habitation, megaliths, stone inscriptions, forts, places of worship, and the like.
<b>Occupation/ Means of living</b>	There should be indications about the main crop that is cultivated in the area, handicraft, trade centres, health and medical services.
<b>Survival models</b>	Analysis of withstanding issues such as torrential rains, drought, epidemics, eviction and poverty should be included.
<b>Cultural institutions</b>	Details regarding education, women's education, libraries, etc., of the area should be discussed.
<b>Land relations</b>	Details of agricultural tie ups, feudal system and old statistics should be included.
<b>Patriotism</b>	There can be references to the political movements, national movements and personalities of national importance of the area.
<b>Local self-government bodies and development</b>	The local self-government bodies and their developmental activities of the region should be included.
<b>Bibliography</b>	Bibliography is an important factor that ensures the authenticity of history writing. This is a detailed list of all sources used for writing history. The bibliography is usually given at the end of the study.

## Local History Writing – Structure

- Title
- Content/Declaration of the student
- Certificate

- Acknowledgement
- Introduction
- Chapters
- Conclusion
- References  
(names of those who were interviewed, places visited, institutions, etc.)
- Appendices (photos, songs, questionnaire)
- Bibliography

Local history writing helps us in retrieving our lost culture. Finding the changes that continuously happen in life, formulating ways to future plans and sharing the future generations a detailed information of the history of the place are the aims of writing local history.



### **Extended Activities**

- Write the history of your area by collecting and analysing the necessary details, based on the sources referred to in the chapter.
- Conduct a debate with the local historians and those who are interested in writing the local history of your place.
- Prepare a description after visiting the historical monuments or palaces of your area.
- Collect ancient and modern coins of different countries and prepare an album after identifying the period, country and other features.
- Prepare the history of your school and add it to School Wiki.

# 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:*

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

### **Major Responsibilities**

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

*Contact Address:*



**Kerala State Commission for Protection of Child Rights**

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

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

Email: [childrights.cpcr@kerala.gov.in](mailto:childrights.cpcr@kerala.gov.in), [rte.cpcr@kerala.gov.in](mailto:rte.cpcr@kerala.gov.in)

Website : [www.kescpcr.kerala.gov.in](http://www.kescpcr.kerala.gov.in)

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

**Kerala Police Helpline - 0471 - 3243000/44000/45000**

*Online R. T. E Monitoring : [www.nireekshana.org.in](http://www.nireekshana.org.in)*