

SOCIAL STUDIES

Class - VII (Semester - II)

Text Book Development Committee

Smt. Vetriselvi. K IAS

State Project Director, Samagra Siksha, A.P.

Special Officer, English Medium Project, CSE - A.P.

Dr. B. Pratap Reddy MA., B.Ed., Ph.D.

Director - SCERT, A.P.

Sri. D. Madhusudhana Rao MA., B.Ed.

Director - Govt. Text Book Press, A.P.

Co - Ordinator

Dr. Katabathina Subramanyam

M.Sc., M.A., M.Ed., M.Phil., Ph.D.

Professor SCERT, AP.

Editors

Dr. P. Hariprakash M.A., Ph.D. Professor

Dept. of Economics, AU, Visakhapatnam

Dr. P. Chenna Reddy, M.A., Ph.D,

Dean, Dept.of History, Culture and Archaeology, P.S.Telugu University,
Srisailam, Kurnool Dt.

Sri. K. Dasapathi Rao Rtd. Lecturer,
IASE, SPSR Nellore Dt.

Sri. K. Lakshminarayana, Principal
DIET, Dubacherla,West Godavari Dt.

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Dr. Raj Vedam

Prof., Houston University, U.S.A.

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Dr. K. Chandra Sekhar RIE

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Subject Co-ordinator

Sri. R.Trimurthulu

M.A.(Eco.), M.A.(Eng.), M.Ed.,

Faculty, SCERT, AP

Authors

Dr. S. Maheswara Rao, S.A.

ZPHS, Ravikamatham, Visakhapatnam Dt.

Sri. A.Abdul Rahim, S.A.

ZPHS, Divamdinne, Kurnool Dt.

Dr. B. Sankara Rao, S.A.

ZPHS, Gangachollapenta, Vizianagaram Dt.

Sri. G. Subrahmanyam, S.A.

ZPHS, Machavaram, East Godavari Dt.

Smt. M.Swarna Latha, S.A.

ZPHS, Rachapalli, YSR Kadapa Dt.

Smt. R. Raja Rajeswari, S.A.

ZPHS (Girls), Muddanur, YSR Kadapa Dt.

Smt. T. S. Malleswari, Lecturer (P)

SIET, SCERT, AP.

Smt. G.A.J. Deevenamma

Programming Officer, SCERT, AP

Smt. Y. A. Mahalaxmi, AGCDO

KGBV Wing, Samagra Siksha, AP

Sri. T. Venkataiah, Gr-II HM

Z.P.H.S, T.K.M.Peta, Chittoor Dt.

Kum. P.Aswini, SGT

MPPS, Kondurupalem, SPSR Nellore Dt.

Sri. R. Prasada Rao, S.A.

Z.P.H.S, Thulluru, Guntur Dt.

Sri. B. Pakkeerappa, S.A.

ZPHS, Gugudu, Ananthapuram Dt.

Sri. K. Goutham Babu, S.A.

ZPHS, Gajjalakonda, Prakasam Dt.

Sri. D. Murali Krishna, S.A.

ZPHS, Veerammakunta, West Godavari Dt.

Sri. S. Rambabu, S.A.

ZPHS, Garudabilli ,Vizianagaram Dt.

Dr. Y. Raghu,

Academic Consultant, Dept. of History and Archaeology,

Yogi Vemana University,YSR KadapaDt.

Illustrators

Sri. K.V. Sambasiva Rao, Drawing Teacher

SNGH, Chebrolu, Guntur Dt.

Sri. K.Srinivasa Rao,

Drawing Teacher

ZPHS, Bondapalli, Vizianagaram Dt.

DTP & Designing

B.S. Agencies, Vijayawada

FOREWORD

The Government of Andhra Pradesh has unleashed a new era in school education by introducing extensive curricular reforms from the academic year 2020-21. The Government has taken up curricular reforms intending to enhance the learning outcomes of the children with focus on building solid foundational learning and to build up an environment conducive for an effective teaching-learning process. To achieve this objective, special care has been taken in designing the textbooks to achieve global standards.

There are twelve lessons in the textbook. These lessons are developed based on six themes i.e., Diversity on the earth, Production exchange and livelihood, Political systems and governance, social organisations and inequalities, religion and society, culture and communications. This book will help the students to study different aspects of our social life about diversity of land and people, how people get their livelihood, how people acquire for their common needs and manage them, why all people in our society are not equal, how people try to bring about equality, how people worship different Gods in different ways, and finally how they communicate with each other and build a culture which is shared by them.

We are grateful to Honourable Chief Minister Sri. Y.S. Jagan Mohan Reddy for being our source of inspiration to carry out this extensive reform in the education department. We extend our gratitude to Dr. Adimulapu Suresh, Honourable Minister of Education for striving towards qualitative education. Our special thanks to Sri. Budithi Rajsekhar, IAS, Principal Secretary, School Education, Sri. Vadrevu Chinaveerabhadrudu, IAS, Commissioner, School Education, Smt. Vetriselvi.K, IAS, State Project Director, Samagra Siksha & Special Officer, English Medium Project, Sri. D. Madhusudhana Rao, Director, Govt. Textbook Press, A.P, for their constant motivation and guidance.

We convey our thanks to the textbook writers who studied curriculum from Massachusetts to Singapore and recommended best practices across the globe to reach global standards. Our heartfelt thanks to NCERT, SCERTs of Kerala, Tamilnadu, Maharashtra, Chhattisgarh and Gujarat in designing the textbooks. We also thankful to our textbook writers, editors, artists and layout designers for their contribution in the development of this textbook. We invite constructive feedback from the teachers and parents in further refinement of the textbook.

Dr. B. Pratap Reddy,
Director,
SCERT – Andhra Pradesh

Our National Anthem

*Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata
Panjaba-Sindhu-Gujarata-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
uchchala-jaladhi-taranga
Tava Subha name jage,
tave subha ashisa mage,
gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, Jaya he, Jaya he,
jaya jaya jaya jaya he.*

- Rabindranath Tagore

Pledge

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

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

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

To my country and my people, I pledge my devotion.

In their well-being and prosperity alone lies my happiness.

- Pydimarri Venkata Subba Rao

ACADEMIC STANDARDS / LEARNING OUT COMES

Time should be spent in making sure that children comprehend the passages given in the text. In-between questions are useful in this context. These questions are of different types that would include the aspects reasoning, cause, and effect, justification, mind mapping/concept mapping, observation, analysis, thinking and imagination, reflection, interpreting, etc. The key concepts have been discussed sub-concept-wise in every chapter with examples and also given in the form of keywords.

- 1) **Conceptual understanding** : Promoting the learning of basic concepts through inquiry, discussion, reflection giving examples through case studies interpreting, observation, etc.
- 2) **Reading the text (given), understanding, and interpretation** : Occasionally there are case studies about farmers, laborers in the factory, or images that are used in the text which do not directly convey the concept. Time should be given for children to grasp the main ideas, interpret images, etc
- 3) **Information skills** : Textbooks alone cannot cover all different aspects of social studies methodology. For example, children living in an urban area can collect information regarding their elected representatives, or children living in a rural area can collect information about the way irrigation/tank facilities are made available in their area. This information may not exactly match with that of the textbooks and will have to be clarified. Representing the information that they have collected through projects is also an important ability. For example, if they collect information about a tank - they may decide to draw an illustration or map, etc along with written material. Or represent the information collected through images or posters. Information skill includes a collection of information tabulation/records and analysis.
- 4) **Reflection on contemporary issues and questioning** : Students need to be encouraged to compare their living conditions along with that of different regions or people from different times. There may not be a single answer to these situations of comparison. Giving reasons for certain happening processes and justification of informatics and interpretation.
- 5) **Mapping skills** : There are different types of maps and pictures used in the textbook. Developing ability related to maps as an abstract representation of places is important. There are different stages of developing this ability, from creating a map of their classroom to understanding height, distance as represented in a map. There are illustrations, posters, and photographs used in the textbook, these images often relate to the text and are not merely for visual effect. Sometimes there are activities like 'write a caption' or 'read the images that are about architecture etc.
- 6) **Appreciation and Sensitivity** : Our country has a vast diversity in terms of language, culture, caste, religion, gender, etc. Social studies do take into consideration these different aspects and encourage students to be sensitive to these differences.

SOCIAL STUDIES

Class - 7

Semester - 2

Lesson No	Lesson Name	Month	Page
1.	Mughal Empire	November	1 - 15
2.	Bhakthi - Sufi	December	16 - 26
3.	Indian Constitution - an Introduction	January	27 - 41
4.	State Government	February	42 - 55
5.	Road Safety Education	March	56 - 66
6.	Markets Around Us	April	67 - 80



Teacher Corner



Student Corner

LESSON 1

Mughal Empire



Learning Outcomes

The learner is able to

- know about various Mughal rulers.
- understand political, social and economic changes in the Mughal period.
- appreciate the Art, Heritage, Culture, Architectural Contributions of Mughals to the Indian History.
- know about administrative system of the Mughals.
- identify the historical places during Mughal empire in the out line map of India.
- understand the life, adventures and achievements of Shivaji.



Key Concepts

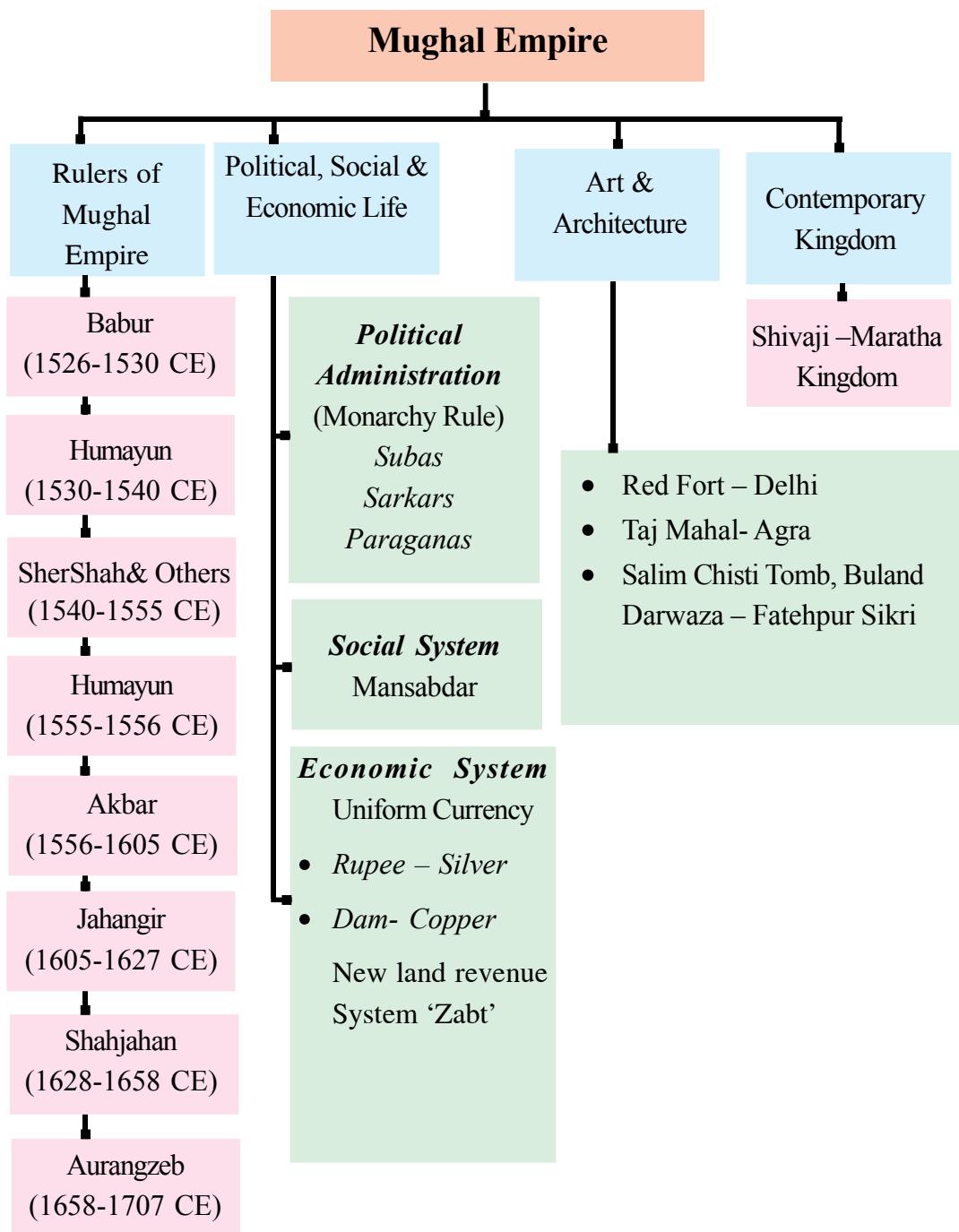
- 7.1. Rulers of Mughal Empire
- 7.2. Political, Social and Economic life
- 7.3. Art and Architecture
- 7.4. Contemporary Kingdom

- Have you ever seen this picture?
- Can you say a few words about this picture?
- Do you know the importance of this fort in history?



This fort was built by Shahjahan. He belongs to Mughal Empire. The rise of the Mughals has brought a great change in medieval Indian History. They imposed structures of administration and ideas of governance that outlasted their rule, leaving a political legacy that succeeding rulers of the sub-continent could not ignore.

Today the Prime Minister of India addresses the nation on Independence Day from the Red fort in Delhi. Once it was the residence of the Mughal emperors.



7.1. Rulers of Mughal Empire :

Babur established Mughal empire after defeating Ibrahim Lodi the last ruler of Delhi Sultanate at Panipat in 1526 C.E. It marked the beginning of Mughal Empire. This was one of the earliest battles involving gunpowder firearms and field artillery. The empire stretched from the outer fringes of the Indus basin in the west, northern Afghanistan in the North West, and Kashmir in the north, to the highlands of present - day Assam and Bangladesh in the east, and the uplands of the Deccan Plateau in South India.



Map-1.1 Mughal Empire during Akbar's Period

Babur (1526-1530 CE):

Babur occupied Delhi and Agra after the first battle of Panipat and founded the Mughal empire in India in 1526 C.E. He was pre occupied with military campaigns to lay a strong foundation for the empire. He could not find time to concentrate on administration. In 1530 C.E, Babur fell ill and died.

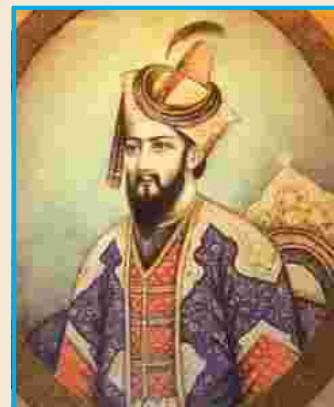


Fig-1.2: Babur



Do You Know?

- Babur was related to Timur from his father's side and to Chengiz Khan's dynasty from his mother side. The Mughals (descendants of Mongols) preferred to call themselves the Chaghatayids, after Chengiz's second son, Chaghatay.
- The Word "Mughal" comes from "Mongol".

Humayun (1530-1540 & 1555-1556 CE) :

His son Humayun came to throne after Babur, but, Humayun's brothers did not help him at the right time. So he lost his throne to Sher Khan, an Afghan king. Sher Khan, defeated Humayun at Chausa and Kanauj (1540) and forced him to flee to Iran. In Iran, Humayun received help from Safavid Shah. He recaptured Delhi in 1555 CE but died in an accident in 1556 CE.



Fig-1.3: Humayun



Think & Respond

Would Sher Shah have been able to seize the Mughal throne if the brothers of Humayun had helped him,?

Sher Shah (1540-1545 CE):

- Sher Shah Sur was an Afghan leader who had progressed on his own. He defeated Humayun twice and therefore established the Sur Dynasty in Delhi.
- After gaining control over Delhi, he won many other important battles. He then extended his Empire from Kabul to Bengal and Malwa.
- He was not only a great warrior but also an administrator. He died in an explosion in 1545 CE. During his five years he introduced many reforms.
- Humayun could capture Delhi in 1555 CE due to the inefficiencies of Sher Shah's successors.



Fig-1.4: Shershah

Akbar (1556-1605 CE) :

Akbar was just 13 years old when his father Humayun passed away. Since Akbar was very young, his guardian Bairam Khan took care of the administration on behalf of Akbar. Hemu established his rule over Delhi when Akbar was in Punjab. With the guidance of Bairam Khan, Akbar defeated Hemu in the battle of second Panipat in 1556 C.E.

The Mughals were able to form a vast empire after this. From 1561 to mid-1590s, the Mughal empire expanded, conquering the kingdoms of Malwa, Chunar, Gondwana. He occupied the Rajput kingdoms also.

Many Rajputs surrendered to Akbar and married off their daughters. However, the Mewad ruler Maharana Pratap fought with Akbar throughout his life. He got back all his forts except chittoor. Akbar invaded Deccan and the southern kingdoms. He died in 1605 and Jahangir came to the throne.



Fig-1.5: Akbar

Think & Respond

- What would have happened in the Mughal Empire if there was no Bairam Khan in the life of Akbar? Many Rajput rulers joined Akbar's court. But Ranapratap did not. Why?



Let's Do

- Collect the detailed names of the Navaratnas in the court of Akbar.



Do You Know?

- Birbal: Raja Birbal was a close associate of emperor Akbar. Birbal was a great singer and poet in the court of Akbar. Akbar was highly influenced by him.
- Rani Chand Bibi of Ahmednagar was the woman that opposed Akbar.

Jahangir (1605-1627 CE):

Salim the successor of Akbar came to the throne with the title Jahangir (world conqueror). He levied some local taxes on trade and manufacturing of goods. He was not only addicted to opium but also neglected the affairs of the state, and came under the influence of Meharunnisa (Nurjahan).



Fig-1.6: Jahangir

Shahjahan (1628-1658 CE) :

Shahjahan was the son of Jahangir. Shahjahan's period was much known for the construction of buildings. In his period also, Mughal campaigns continued in the Deccan. He faced many revolts by nobles and chiefs of his empire. In 1657- 1658 CE, there was a conflict over succession among Shah Jahan's sons. Aurangzeb killed his three brothers and occupied the throne. Shah Jahan was imprisoned for rest of his life in Agra.



Fig-1.7: Shah Jahan

Aurangzeb (1658 -1707 CE) :

He was the younger son of Shah Jahan. He was a devout muslim and led his life as per the principles of Quaran. He did not show tolerance to other religions. He faced a large number of revolts all over his kingdom i.e. Assam, Rajasthan, Punjab, Deccan, etc. mostly due to his religious intolerance. Guru Tejh Bahadur, Guru Govind Singh, Shivaji revolted against him. Among them Shivaji succeeded in establishing an independent Maratha kingdom. After the death of Shivaji Aurangzeb invaded deccan mainly to conquer the marathas. But he could not do it. Aurangzeb conquered Bijapur in 1685 C.E and Golkonda in 1687 C.E. His death was followed by a successive conflict amongst his sons.

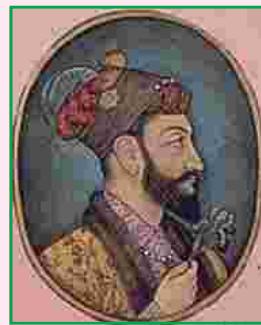


Fig-1.8: Aurangzeb



Let's Do

- Prepare a timeline chart of the Mughal Empire.
- Locate the following places in the outline map of India. Delhi, Agra, Fatehpur Sikri, Chithorgarh, Ahmadnagar.

7.2. Political, Social & Economic life :

7.2.1. Administration :

The Mughals had a centralized administration. All power vested with the emperor. A council of ministers assisted him in administration. Babur and Humayun had less impact on administration, as they did not rule for a long period.

Akbar introduced a number of administrative reforms. He divided his vast empire into several “**Subas**” and appointed a “subedar” for each suba. “Suba” was the term for a province in the Mughal Empire. Akbar divided his kingdom into 15 Subas. Subas were divided into “**Sarkars**”. These Sarkars were divided into “**Paraganas**” The same pattern was followed by all other Mughal emperors.

Akbar surveyed the land and introduced the agrarian method of determining tax according to the crop. The land was divided into four types and One-third of the crop was collected as tax. Impressions of Shersha's administration could be noticed to some extent in Akbar's rule.



Explore

What were the administrative reforms introduced by Sher Shah. (know from your teacher)

Mansabdari System:

Akbar introduced the Mansabdari system in his military policy. The term mansabdar refers to an individual who holds a mansab, meaning a position or rank. It was a grading system used by the Mughals to fix (1) rank, (2) salary and (3) military responsibilities. Each mansabdar consists of 10 to 10,000 soldiers.



Fig-1.9: A Mansabdar on march with his sawars

Relations of Mughals with other rulers:

The Mughals campaigned and fought against rulers who did not obey them. As a part of their diplomacy, Mughals maintained relations with Rajputs by marrying their daughters, offering better position in their court. The Sisodiyas did not accept Mughal authority. The good relations with Rajputs, Sikhs and other rulers during Akbar's time began to deteriorate during Shah Jahan's time and became worse during the reign of Aurangzeb. There were revolts in all parts of the empire during his reign. The empire declined very quickly after the death of Aurangzeb.



Let's Do

List the kingdoms those that supported and opposed to the Mughals.

7.2.2. Social Life :

Religion:

Mughals are Sunni Muslims. Akbar showed religious tolerance. He Abolished "Jizya tax" and "Pilgrim tax" levied on the Hindus but Aurangzeb reimposed these taxes during his reign. Akbar allowed religious ceremonies of people to be celebrated openly but Aurangzeb banned it. The majority of the people in the society were the Hindus. The society of the day consisted not only of the Hindus and the Muslims but also of the Buddhists, the Jains, the Sikhs and the Parsis. Aurangzeb also appointed clergymen named Mutawasibs to observe the moral life of the people as per Sharia or Islamic principles.



Do You Know?

- Akbar, in 1575CE built a meeting house of worship called Ibadat Khana at Fatehpur Sikri. In 1582 CE he proclaimed a new religion called Din-I-Ilahi. Literally meaning “Peace with all”, Universal Peace or absolute peace As applied by Akbar, it described a peaceful and harmonious relationship among different religions. Only 18 people joined this religion. This remained a court religion.



Fig-1.10: Ibadat Khana



Explore

“Din-I-Ilahi could not become a peoples movement”.-Why? Ask your teacher to know more about it.

7.2.3. Economic Life:

The Indian Economy prospered under the Mughal Empire. Agriculture and trade also progressed. Agriculture was the main occupation of the people.

The Mughals were responsible for building an extensive road system, creation of uniform currency, and the unification of the country. The Empire had an extensive road network built by a public works department set up by the Mughals. It designed, constructed and maintained roads, linking towns and cities across the empire. This was one of the reasons for the expansion of trade. The important source of income was the revenue from agricultural tax.



Think & Respond

Compare the present land revenue system to that of Mughal system.

Coinage

The Mughals adopted and standardized the Rupee (silver) and **Dam** (copper) currencies introduced by the Sur emperor Sher shah Sur during his brief rule. The **Dam** was initially the most common coin in Akbar's time.



Fig-1.11: Coins

Agriculture :

Indian Agricultural production increased under the Mughal Empire. A variety of crops were grown, including food crops such as wheat, rice, and barley and non –food cash crops such as cotton, indigo and opium. Indian cultivators began to grow extensively the commercial crops maize and Tobacco.

Zabat :

A remarkable feature of the Mughal system under Akbar was his revenue administration, developed largely under the supervision of his famed Hindu Minister Raja Todar Mal. Akbar's efforts to develop a revenue schedule both convenient to the peasants and sufficiently profitable to the state took some two decades to implement. In 1580CE he obtained the previous 10years' local revenue statistics, detailed productivity and price fluctuations, and averaged the produce of different crops and their prices. It ranged from one-third to one-half of production value and was payable in "dams". This system was called zabat.

Industrial Manufacturing :

The textile industry developed in the Mughal Empire. It included the production of fleece, calicos, and muslins in a variety of colors. The cotton textile Industry was responsible for a large part of the empire's international trade. Silk and cotton textiles were exported in large quantities to Europe, Indonesia and Japan.

7.3. Art & Architecture :

A new tradition of architecture was started during the Mughal era. The monuments were constructed on high plinths. Marble was mostly used as construction material and constructed water flowing fountains extensively. Besides marble, coloured (precious and semi-precious) stones were used to decorate the buildings.

Fatehpur Sikri :

After his military victories over Chittor and Ranthambore, Akbar decided to shift his capital from Agra to a new location, on the Sikri ridge, to honor the Sufi saint Salim Chishti. Here he commenced the construction of a planned walled city. He named the city, Fatehbud, with Fateh, meaning 'victorious.' it was later called Fatehpur Sikri. Fatehpur Sikri is one of the best-preserved collections of Mughal architecture in India.

Buland Darwaza:

Buland Darwaza or the lofty was built by the great Mughal emperor, Akbar at Fatehpur Sikri. Akbar built the Buland Darwaza, as a "victory arch" to commemorate his successful; Gujarat campaign. Panch Mahal is another notable five storeyed building in Fatehpur Sikri with excellent architectural designs.



Fig-1.12: Buland Darwaza

Red Fort :

The Red Fort was built as the fortified family palace of Shahjahanabad, capital of the Mughal Emperor Shah Jahan. The Red Fort is considered to represent the zenith of Mughal creativity under Shah Jahan and consists of other important structures such as the Diwan-e-Aam, Diwan-e-Khas, Moti Masjid, Hayat Bakhsh Bagh and Rang Mahal.



Fig-7.13: Red Fort

The Taj Mahal :

The Taj Mahal is a white marble mausoleum located in Agra, Uttar Pradesh, India. It was built by Mughal emperor Shah Jahan in memory of his third wife, Mumtaz Mahal. Taj Mahal is regarded as the finest example of Mughal architecture and is considered as one of the Seven Wonders of the World. The Taj Mahal is widely recognized as 'The jewel of Mughal art in India and one of the universally admired masterpieces of the world's heritage'.

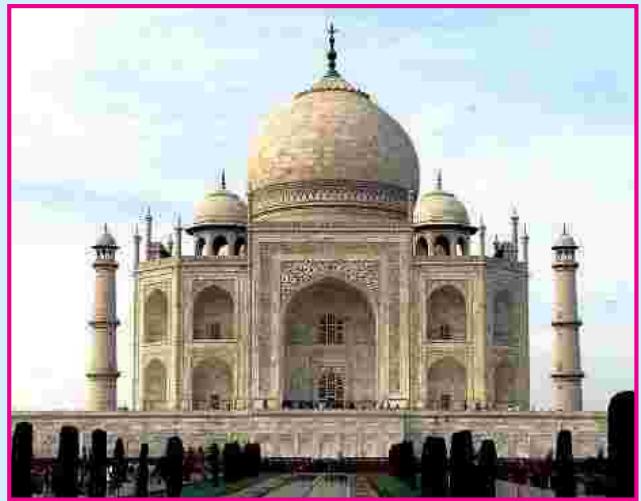


Fig-7.14: Taj Mahal

Culture :

The Mughal Empire was definitive in the early- modern and modern period of Indian history, with its legacy in India seen in cultural contributions such as”

- The combination of Persian art and literature with Indian art.
- The development of Mughal clothing, jewellery and fashion, utilizing richly decorated fabrics such as muslin silk brocade and velvet.
- The evolution and refinement of Mughal and Indian architecture.
- The construction of Maktab schools, where youth were taught the Quran and Islamic law such as the Fatwa- i- Alamgir in their indigenous languages.

Literature :

Persian language was the dominant and official language of the Empire. Babur nama was written by Babur. Abul Fazal was a great scholar. He wrote Ain-I-Akbari and Akbar Nama. Tuzuk-I-Jahangiri was an autobiography of Jahangir. Shahajan's son Dhara Shiko translated the Bhagavat Gita, Mahabharata into Persian language. The most influential Hindi poet Tulsidas wrote the Hindi version of the Ramayana, the Ramacharithmanas.



Fig-1.15: Akbar receiving the Akbar Nama from Abul Fazal

Painting :

A new school of art known as miniature painting emerged during the Mughal period. The art of painting reached its peak under the patronage of Jahangir Mughal paintings. The colours peacock blue, Indian red were newly introduced in painting.

Music :

Though Babar and Humayun had also encouraged music, but it reached their height during Akbar's era. Aurangzeb prohibited all programmes of music. According to Abul Fazal, there were 36 singers in Akbar's court. The most famous among them was Tansen and Bajbahadur. Akbar himself used to play nakara (Nagara) well. Tansen was one of Akbar's navratnas. It is said that he could work miracles with his singing. Occasionally he could create rain by singing the Megh Malhar, fire by singing rag Dipak. The present Hindustani Music have the references of these styles.



Fig-1.16: Tan Sen



Let's Do

Name some ragas of Hindustani and Carnatic Music. Name some prominent Hindustani and Carnatic musicians. Listen to some ragas and express your opinion.



Explore

Browse internet or go through the library books to know more about the literature of the Mughal period. (Ask your teacher).

End of Mughal Rule :

The decline of Mughal empire started with Shah jahan and ended with Aurangzeb. The Mughal empire declined quickly after the death of Aurangzeb. The following are the reasons for the decline:

1. The nature and policies of Aurangzeb: the suspicious nature of Aurangzeb did not allow any of his sons or nobles to grow to be capable. His religious bigotry resulted in the revolts of Jats, Satnamis, and Sikhs. His rivalry with Rajputs and Marathas brought misfortune for his empire.

2. The successors of Aurangzeb proved incapable. Most of them have been addicted to luxurious life.
3. Most of the nobles had become corrupt.
4. The wars of succession for the empire among the sons weakened the administration.
5. The deccan policy of Shah Jahan and Aurangzeb further weakened the empire.
6. Invasions of Ahmad Shah, Nadir Shah and the revolts of Mansabdars also caused the downfall.
7. The Mughal empire established by Babar in 1526 C.E., started declining from 1707 C.E. Bahadur Shah - II was the last Mughal ruler.

7.4. Contemporary Kingdom :

The contemporary rulers during Mughals were Afghans, Rajputs, Marathas, and Bahaman kings. They opposed Mughal rulers and fought with them. In course of time most of these rulers could not completely succeed in defeating the Mughals. But the Maratha ruler Shivaji could resist the expansion of Mughals and established an independent kingdom.

Shivaji - Maratha Kingdom (1630 - 1680 CE):

Marathas were the ones who fought relentlessly against the Mughals in the Deccan region, when Mughals were at their height of power in North India. Shivaji was the founder of the Maratha kingdom.

Shivaji was born in Shivaneri fort near Pune. His father was Shaji Bhonsle. He held a high post in the office of the Sultan of Bijapur. Shivaji was brought up under the care of his mother Jijabai. He was inspired by the teachings of Samartha Ramadas and other Maratha saints. His tutor Dadaji Khondadev and Tanaji Malasure taught him the lessons of warfare. Shivaji assembled the Maratha leaders and Mavalis, the tribe people of Western Ghats and built a strong brigade.

Footsteps of Shivaji:

At the age of 19, Shivaji captured Torana Durga, which was under the control of Mahammad Adilshah of Bijapur. After this, he won Raigarh, Simhagarh, Pratapgarh etc. one by one. Enraged by this the Sultan of Bijapur sent his general Afzal Khan to suppress Shivaji. Afzal Khan wanted to kill Shivaji deceitfully. So he invited Shivaji under the pretext of reconciliation. Expecting this, Shivaji killed Afzal Khan with 'Vyaghra Nakha' (Tiger's claw), a weapon that he had with him.

On learning these advancements of Shivaji, Aurangzeb sent his general Shaista Khan to Deccan province to curb him down. But clever Shivaji was able to defeat Shaista Khan.



Fig-7.17: Shivaji



Fig-1.18: Shivaji Fort in Raighad

This maddened Aurangzeb. So he sent a huge army under the leadership of Raja Jayasimha. Jayashimha defeated Shivaji and captured a few Maratha forts. At the end Jayasimha invited Shivaji to come to have treaty with Aurangzeb. Aurangzeb arrested Shivaji on his arrival and kept him in the prison of Agra. But Shivaji cleverly escaped from jail and reached his capital.

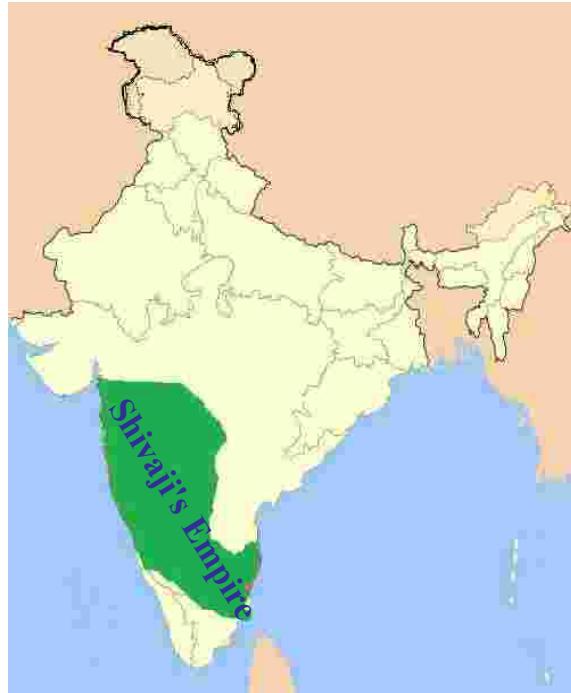
After that, he won all the forts that he had lost to the Mughals. He attacked Surat and ran sacked heavy wealth from there.

Coronation of Shivaji:

In Raigarh Shivaji was conferred with the title 'Chhatrapati' and was crowned king of Marathas in a grand ceremony. Soon after coronation Shivaji won Jinji, Velluru and large area of Mysore province and received a heavy tribute. But Shivaji could not live long to witness the grandeur of the Marathas.

Administration of Shivaji:

Though Shivaji devote Hindu he respected other religions. He ordered his soldiers to respect women and other religious texts. Though he has less formal education his cleverness, administrative abilities and strategies were excellent. He trained his army in guerrilla warfare and made them great warriors. He developed navel force. He was very much loved by his people and remained a roll model for them. He made friends with the mavlies, the tribal people and imbibed a spirit of nationalism among them. His spirit of patriotism remained an inspiration to the national leaders like Tilak, Savarkar etc.



Map-1.19: Shivaji's Empire

There were eight ministers called 'Ashta Pradhans' to assist him in administrative matters. The Prime Minister was called 'Peshwa'. The crisis arised after the death of Sivaji. It was successfully solved by Peshwas from here onwards, the administration of Maratha Provinces was done by the Peshwas. Balaji Vishwanath, Bajirao I and Balaji Bajirao are the important peshwas who ruled Maratha kingdom.

Do You Know?

Shivaji was great warrior and just ruler who consolidated the Maratha kingdom. He practiced religious tolerance, protected Muslim women, mosques and tombs.

Think & Respond

What conditions necessitated Shivaji for the establishment of Swaraj during Mughal period?



Glossary

Warrior	: a brave or experienced soldier or fighter.
Regent	: a person appointed to administer a state because the monarch is a minor or is absent or incapacitated
Heretic	: a person believing in or practising religious heresy.
Guerrilla warfare	: a surprise attack of hit and run tactic by a group of soldiers
Agrarian	: relating to the ownership and use of farmland



Improve Your Learning

I. Answer the following questions.

1. Write about the central administration of the Mughals?
2. Appreciate the Art and Architecture of the Mughals?
3. What are the reasons for the decline of Mughal empire?
4. Appreciate the character of Shivaji.
5. Mark the following places in outline map of India.
 - a) Agra
 - b) Delhi
 - c) Panjab
 - d) Fatehpur Sikri
6. Describe the conquests of Shivaji?

II. Choose the correct answers.

1. The musician we found in Akbar's court----- []
 a) Tansen b) Abul Fazal c) Raja Birbal d) Raja Thodarmal
2. Find out the odd one. []
 a) Akbar b) Humayun c) Shersha d) Jahangir
3. Ibadatkhana is situated in----- []
 a) Fathehpur sikri b) Delhi c) Jahangirabad d) Aurangabad

4. Identify the miss matched pair: []
- a) Qutubminar – Humayun b) Tansen - Rag Dipak.
 c) Abul Fhajal - Akbar Nama d) Shivaji - Rayaghar
5. Contemporary Mughal ruler of Shivaji. []
- a) Akbar b) Babar c) Jahangir d) Aurangzeb

III. Match the following.

Group - A

1. Copper Coin
 2. Mansabdar
 3. Taj Mahal
 4. Thodarmul
 5. Tuuki I Babari

Group - B

- [] a) Shah Jahan
 [] b) Autobiography
 [] c) Minister
 [] d) Dam
 [] e) Rank



Project Work

Collect pictures related to Art, Architecture, Heritage contributions of Mughal Empire and prepare a album.

LESSON
2

Bhakthi - Sufi



Learning Outcomes

The learner is able to

- understand the origin, nature and expansion of Bhakti movement
- know the different types of Bhakti, appreciate the role of poet saints in Bhakti movement
- understand the salient features and the effects of Bhakti movement
- understand the origin and expansion of Sufi concepts.
- appreciate the role of Sufi saints and the impact of Sufi movement on society.
- apply knowledge of the principles of Bhakti movement in real life situations.



Key Concepts

- 2.1. Bhakti Movement
- 2.2. Sufi Movement
- 2.3. Inferences from the Poetry of Bhakti and Sufi saints about existing social order

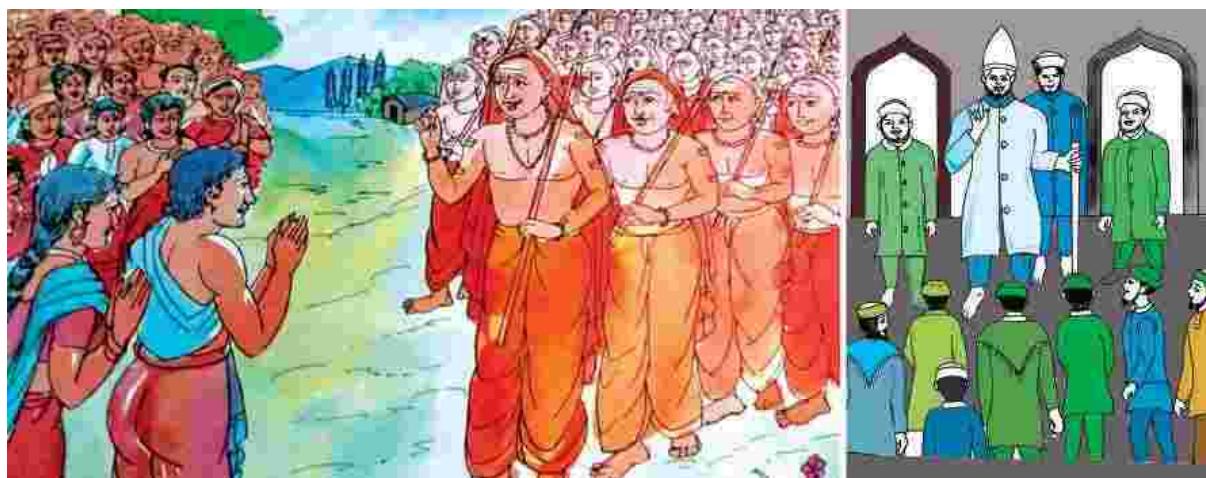
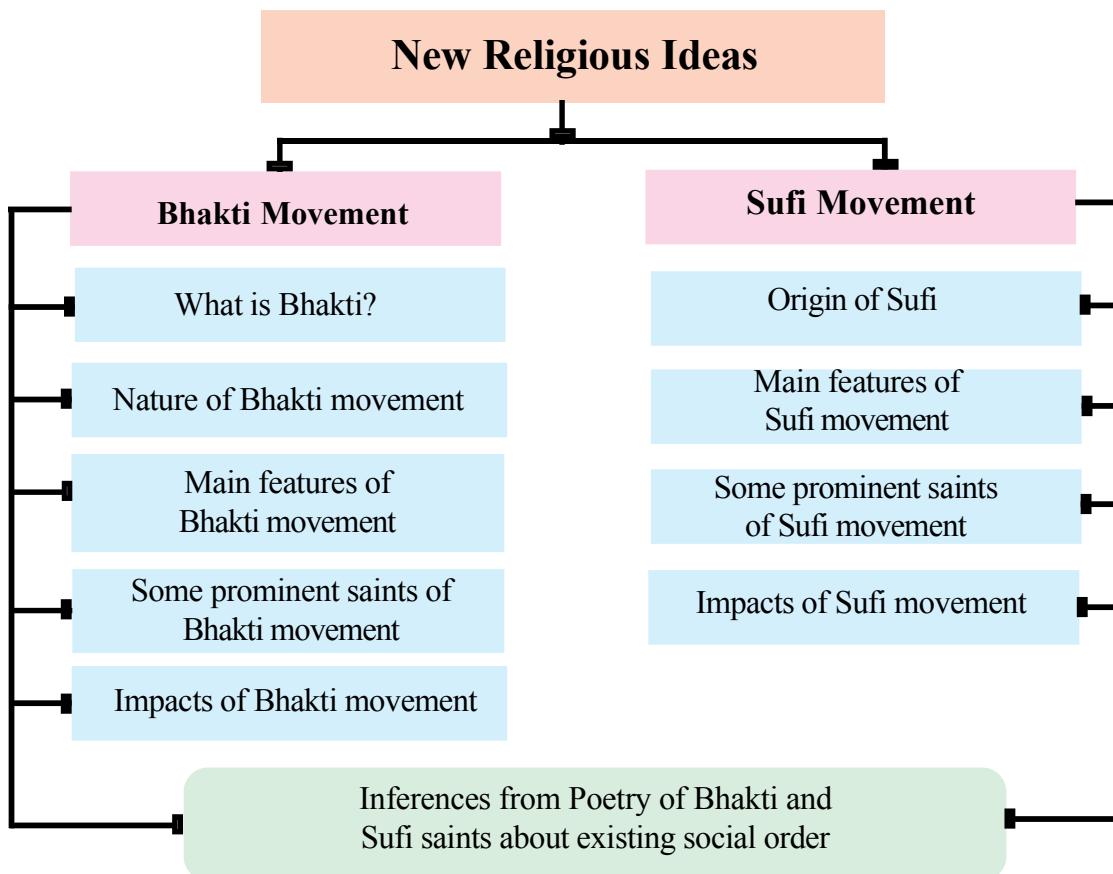


Fig-2.1: Introductory Pictures

Dear students... observe the above picture (Fig-2.1) and answer the questions below.

- What do you observe in the picture 2.1.
- Imagine who he is and what his teachings are ?



2.1. Bhakti Movement :

The Bhakti movement reached its prominence in 8th century and continued to grow ever after. This movement spreads all over India. According to reformers in all religions evil practices and blind faiths lead them to reform their religions. The reformers adopted singing hymns and praises to god in their own language. People from all walks of life became their disciples. They brought about a lot of reforms in the society. They preached people irrespective of their caste, creed, religion etc.

What is Bhakti?

Bhakti means a path of loving devotion to a particular deity. When one expresses true devotion, he/she is selfless in his/her desire to please the beloved. It is thought that by loving and serving God or deity, one will also love and serve the Divine in everything, thus finding moksha.

It has the characteristics like universal brotherhood and equality of all in the society. In Hinduism there are different paths of attaining moksha like karma, Gnana, Bhakti etc. During the medieval period the path of Bhakti became more popular in all religions.



Do You Know?

In Bhakti there is saguna bhakti, nirguna bhakti. Saguna bhakti means worshiping God with form, nirguna bhakti means worshiping God without form.



Explore

Go through the internet and explore with the help of your teacher, List the followers of saguna and nirguna Bhakthi in all religions and discuss in the class room.

Journey of the Bhakti movement:

The movement was started by Adi Shankaracharya. After that, Ramanujacharya has taken the lead and promoted the Sri Vaishnava tradition within Hinduism. He promoted the Visisthaadvaita philosophy and Madhvacharya has promoted Dwaita Philosophy.

Later the movement was taken forward by Basaveswara in Karnataka, Tukaram, Nam dev, Samardha Ramadas etc in Maharastra, Ramananda, Kabir, Ravidas, Surdas, Mirabai etc in North India; Sri Chaitanya in Bengal; Guru Nanak dev in Punjab, and Sankaradev in Assam. Alwars were Vaishnava saints. Nayanars were Saiva saints. They came from all castes. They spread the Bhakti movement in south India, mainly in Tamilnadu.

Main features of the Bhakti Movement.

- oneness of God.
- one of the ways to moksha is Bhakthi.
- Bhakthi means to surrender to God.
- emphasized equality of all humans.
- no discrimination of caste, creed, sect.
- the bhakti saints travelled to various places to speak about the path of Bhakti and preached in the local languages.

Let us know some of the religious reformers in Hindu, Islam and Sikh religions and their contributions to the movement.

Adi Shankaracharya:

Sankaracharya was born in Kaladi of kerala. He became a saint at the age of five. He preached Advaita Philosophy. He established four Shakthi Peethaas in all the four corners of India i.e Badri in the North, Srungeri in the South, Puri in the East and Dwaraka in the west. He Wrote Viveka chudamani, Soundaryalahari, Sivanandalahari, Atmabodha etc. He attained nirvana at the age of 32. He was considered the greatest reformer of Sanatana Dharma.



Fig-2.2: Adi Shankaracharya



Let's Do

- With the help of your teacher / parents Collect some more preachings of Adi Shankaracharya from your school library and discuss in class.

Ramanujacharya :

Ramanujacharya was a philosopher and social reformer. He was born at Sri Perumbudur in Southern India in the year 1017 C.E. Ramanuja gave a philosophical basis to the teachings of Vaishnavism. He preached Vishishta advaita. He preached everyone could attain salvation by completely surrendering to the will of the Almighty. He wrote a commentary on the Brahma Sutras popularly known as "Sri Bhasya".

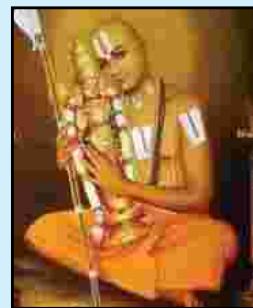


Fig-2.3: Ramanujacharya



Explore

- What are the contributions of Ramanujacharya to attain social equality?

Madhwacharya:

Madhwacharya was born on the west coast of Karnataka state in 13th- century. He promoted the Dwaita philosophy. Dvaita - means duality, dualism. It considers Brahman and Atman as two different entities and Bhakti (devotion) is the route to eternal salvation. According to Dwaita philosophy the world is not an illusion but a reality. Brahman, Atman and matter are unique in nature.

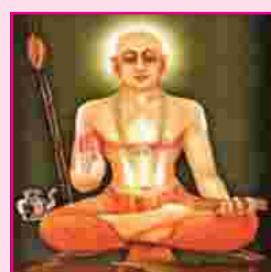


Fig-2.4: Madhwacharya



Let's Do

Fill up the following table with suitable words.

Dwaitha		
	Sankaracharya	
Visistadwaitha		

Vallabhacharya:

Vallabhacharya was another prominent Vaishnava saint from the South. He hailed from a Telugu family. He gained great popularity for his talents, scholarship and his deep knowledge of philosophy. His ideology is known as Suddhadvaita (pure Non-Dualism). According to it God is one. Vallabha's teachings are also known as pushtimarga or the Path of Grace. He had intense love for the divine incarnation of Lord Shri Krishna. He wrote commentaries on the Brahma Sutra.

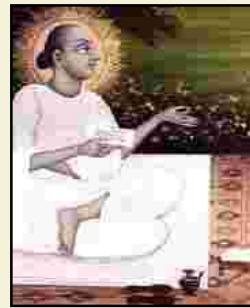


Fig-8.5: Vallabhacharya



Do You Know?

- The Brahma Sutras is a Sanskrit text. Attributed to the sages Badharayana or Vyasa. It is also known as Vedanta Sutra.

Basaveswara:

Basaveswara was a statesman, philosopher, poet, and social reformer of Karnataka. He popularised the Veerasaivism. His literary works are named Vachanas. He preached to all people irrespective of his birth or social status. His famous quote "All men are equal. There is no caste or sub-caste".



Fig-8.6: Basaveswara

Ramananda:

The credit for the spread of Vaishnava religion in northern India goes to Ramananda. He was born at Prayag (Allahabad). He got his schooling at Prayag and Banaras. He visited various religious places in northern India, and he preached Vaishnavism. He believed in Vishistadvaita philosophy of Ramanuja and carried his teachings much further. He strongly opposed sectarianism. He adopted Hindi to spread his teachings.



Fig-8.7: Ramananda



Explore

- Why did Ramananda oppose sectarianism in those days ? Know from your teacher.

Kabir :

Another prominent saint of the Bhakti movement in northern India was Kabir. He was brought up by a Muslim weaver named Niru. From his childhood itself Kabir was a meditative child. When he grew young, he became the disciple of Ramanand and stayed most of the time at Banaras. He learnt the Vedanta philosophy in a modified and more acceptable way from Ramananda. He preached a religion of love which aimed at promoting unity amongst all castes and creeds. He advocated “all are equal before God”. In fact, he was the first saint who tried to reconcile Hinduism and Islam.



Fig-2.8: Kabir



Think & Respond

- Kabir said that “All are equal before God”? Do you agree with this statement? Mention your reasons.

Sant Ravidas:

Sant Ravidas lived at Banares. He earned his living by mending shoes. He lived a life of simplicity and contentment. There is a spirit of harmony in his writings. He advocated complete surrender to God. His cardinal quote was "Hari is in all and all in Hari".



Fig-2.9: Ravidas

Mira Bai:

Mira Bai was another important woman saint of the medieval times. Mira became a devotee of Krishna right from her childhood. Even after marriage she continued her devotion towards Krishna and became popular as a Divine singer. Mira lived a very simple life though she was born in a royal family. She propagated Krishna Bhakti among all sections of the society.

Hermits of various religions visited Chittod (Rajasthan) to listen her Singing in ecstasy. She was the disciple of Sant Ravidas. Her songs have become popular for centuries.



Fig-8.10: Mira Bai



Think & Respond

- Hermits of various religions got attracted to the Bhajans of Mira. Why?

Chaitanya Mahaprabhu.

He is also known as Sri Gauranga. He was a popular Vaishnava saint and reformer from Bengal. He visited various religious places located in the southern and western parts of the country like Pandarpur, Somnath, Dwarka etc. and preached his teachings there. He also paid a pilgrimage to Brindavan, Mathura and other places in the north. However, he finally settled down at Puri and stayed there till his death. Chaitanya believed in one Supreme being, whom he called Krishna or Hari. Chaitanya preached that the presence of the God could be realised through love, devotion, song and dance. He gave importance to the inner and esoteric way of realisation, which he believed it could be attained through a guru alone.

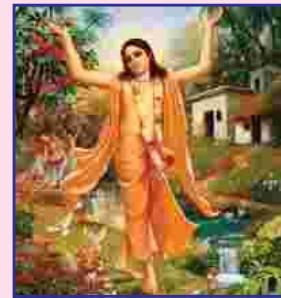


Fig-2.11: Chaitanyudu

Shankara deva:

Shankara deva is the saint of Assam. He was a poet, play write and social reformer. He founded many Satras or monasteries and Nam-Ghars in which people of all castes meet for religious and social purposes. Sankaradeva succeeded in preaching Vaishnavism among all people including tribal people.



Fig-2.12: Sankara deva

Guru Nanak:

Guru Nanak, the founder of the Sikh religion was another prominent saint. He greatly appreciated the teachings of Kabir. Guru Nanak was born at village Talwandi near Lahore in 1469. Right from his childhood he took delight in religious discussions with holy men. He believed truth, fraternity of men, righteous living, the social virtues of dignity of labour and charity.



Fig-2.13: Guru Nanak

He believed in the oneness of God and the brotherhood of men. Nanak preached in the language of the people and his preachings became very popular during his lifetime itself. His disciples included both the Hindus and the Muslims. His followers were known as Sikhs.

Teachings of Nanak :

The most famous teachings attributed to Guru Nanak are that there is only one god, and that all human beings can have direct access to God. His most radical social teachings denounced the caste system and taught that everyone is equal, regardless of caste or gender.



Explore

- Collect the names of ten Sikh gurus with the help of your teacher.



Let's Do

- Collect the information regarding the holy texts Guru Grandh sahib.

Namdev:

He was born in a Tailor family. He was a devotee of Vithoba of Pandharpur. He conducted Bhajan sessions with people of all sections of society. According to Namdev there is no need to follow rituals and elaborated processes to worship god. Simply we have to concentrate our mind on God to attain moksha.



Fig-2.14: Namdev

Jnaneswar :

Jnaneswar wrote his commentary on the Bhagawadagita called Bhagavat Deepika.commonly known as Jnaneswari.Jnaneswar used Marathi to convey his thoughts. He advocated to allow all castes to read scriptures.

Fig-2.15: Jnaneswar



Think & Respond

Namdev preached no need to follow rituals and elaborated process to worship god.Why did he say?

Telugu saints: Let us now discuss some prominent Telugu poets & Scholars who are well known for their literature as well as social concern.

Molla:

She is also called Mollamamba. She is a Telugu poet from potter community. She wrote Ramayana in telugu and she is said to be the contemporary of Krishna devaraya.Her style is simple and attractive.



Fig-2.16: Molla

Annamayya:

Tallapaka annamacharya is popularly known as annamayya. He is from tallapaka village of kadapa district. He is known as padakavitha pithamaha. He wrote 32000 keerthanas in praise of lord venkateswara. His sankeerthanas are very popular among telugu people. In his poems he resented social in equalities.



Fig-2.17: Annamayya

Impact of the Bhakti Movement on the Medieval Indian Society:

- The most important social impact of the Bhakti movement was that the followers of the Bhakti movement rejected the caste distinction.
- The movement encouraged religious tolerance.
- It encouraged the value of service.
- It stresses on earning wealth through hard work and honest means.
- A spirit of harmony developed among different sections of the society.
- It tried to develop humanitarian attitude.



Think & Respond

- Bhakti inculcates honesty, kindness, love, service mindedness etc.”? Discuss

8.2. Sufi Movement:

The Sufi movement was a socio-religious movement in Islam. The Sufis emphasised on an egalitarian society based on universal love. The word Sufi is derived from an Arabic word Saf. Saf means purity / clean. The Sufi saints were always in meditation and they led a simple life. They wore woollen clothes.

The salient features of Sufiism:

- There is only one God. All are children of God.
- To love ones fellow men is to love God.
- Devotional music is one of the ways to move nearer to God.
- Sufi believes Wahdat-ul-Wujud means worship for a single God.

Khwaja Moinuddin Chisti:

Khwaja Muinuddin Chishti was a great Sufi Saint of India. The Chishti order was established in India by him. He was born in 1143 A.D. in Seistan in Persia. He came to India around 1192 A.D. He spread the message of love and universal brotherhood.



Fig-2.18: Moinuddin Chishti Dargah



Do You Know?

Moinuddin Chishti Dargah is located at Ajmer, Rajasthan in India. The shrine has the grave of the revered saint, Moinuddin Chishti.

Farid-ud-din Ganj-i-Shakar :

Farid-ud-din Ganj-i-Shakar was another great Sufi Saint of India. He was popularly known as Baba Farid. He stressed meditation and Love for one God. He said we should always remember and obey the God. One has no right to live who does not pray.

Nizam-ud-din-Aouliya, Shaik Nizamt Ullah and Khwaja-pir-mohammad are other prominent reformers in Islam.



Fig-2.19: Farid-ud-din Ganj-i-Shakar

Impact of Sufi movement:

- Sufi's travelled all over the country to reach the poor and rural communities.
- They preached in the local languages.
- They lived a modest simple life.



Let's Do

- List the similarities of both Hindu and Islamic reformers.

8.3. Inferences from poetry of Bhakti movement & Sufi movement:

1. Bhakti movement and Sufi movement influenced the life style, cultural practices and traditions of people.
2. The saints and their followers resented caste, religious inequalities that prevailed in society.
3. Dignity of labour enhanced the recognition of the people in Agriculture, Handloom, Art crafts etc.
4. Inspiration of Bhakti movement lead to the formation of new kingdoms.
Ex : Vijayanagara kingdom has established with the inspiration of Swami Vidyaranya and the Maratha kingdom by Shivaji with the consideration of Samardha Ramadas.
5. Bhakti movement enhanced the essence of local languages. The saints of Bhakti movement composed songs and poems to attract common man easily. This enhanced the literature in regional languages.
Ex: Writings of Akkamahadevi, Meera bhajans, Tiruppavai of Godadevi.
6. The Sufi saints propagated the principles of monotheism (belief in one God) simple way of worship and protested superstitions. Sufi saints propagated their principles in poems, songs. Music has great prominence in praising God. Ex: Quwwali, simplicity, disciplined life dedication towards Islam etc. attracted the society towards Sufism



Glossary

- Upanishads** : They are known as Vedanta. These are the last parts of Vedas.
- Esoteric** : The philosophical knowledge attained by few saints with dedicative effort.
- Egalitarian** : The concept of equalness.
- Ecstasy** : A trance or trance like state in which a person transcends.
- Salvation** : Deliverance of the soul from earthly matters and reach the abode of God.



Improve Your Learning

I . Answer the following questions.

1. What are the salient features of Bhakti movement?
2. Write about Sufi saints and their teachings?
3. Who is Mira Bai? What was her contribution to the Bhakti movement?
4. What are the literary works of Adi Sankaracharya?
5. Write about the saints of North India. Where are their Mutts?
6. Who was the founder of Sikhism and what were the main principles of Sikhism?
7. What is the impact of Bhakti movement on society?
8. Describe the prominent saints of South India.

II. Choose the correct answer

1. Who preached the Visisthaadvaitha philosophy ()
a) Ramanuja b) Sankaracharya c) Ramananda d) Kabir
2. The concept of Saguna Bhrahman was the outcome of which of the following concept of Bhakti movement? ()
a) Nirguna Bhakti b) Vaishnavism c) Saivism d) None of above
3. Who is the founder of sikh religion? ()
a) Gurunanak b) Sankaracharya c) Ramananda d) Akbar
4. What does it mean “oneness of god”. ()
a) Only one god b) Belief in one god c) Unity of god d) All the above
5. In which century did the Bhakti movement begin? ()
a) 6th b) 7th c) 8th d) 9th

III. Matching.

Group- A

1. Alvars ()
2. Hindu scripture ()
3. Saguna Bhakti ()
4. Nirguna Bhakti ()
5. Shaiva ()

Group- B

- a) Worshipping god with form
- b) Worshiping of Vishnu
- c) Worship of the divine as formless
- d) Nayanars
- e) Ramayana, Bhagavadgita

Project Work

Collect the poems written by various poets and recite them in your school function.





Learning Outcomes

The learner is able to

- understand the background of the Indian constitution.
- explain the role of the Constituent Assembly and Drafting committee.
- appreciate the role of Dr. B.R. Ambedkar in making of the Indian Constitution.
- understand the constitutional values.
- know the role of Fundamental Rights and Duties in the development of the individual and the society.



Key Concepts

- 3.1. Brief background of the Indian Constitution.
- 3.2. The Preamble of the Indian Constitution.
- 3.3. Salient features of the Indian Constitution.
- 3.4. Values and Responsible Citizenship

Students!

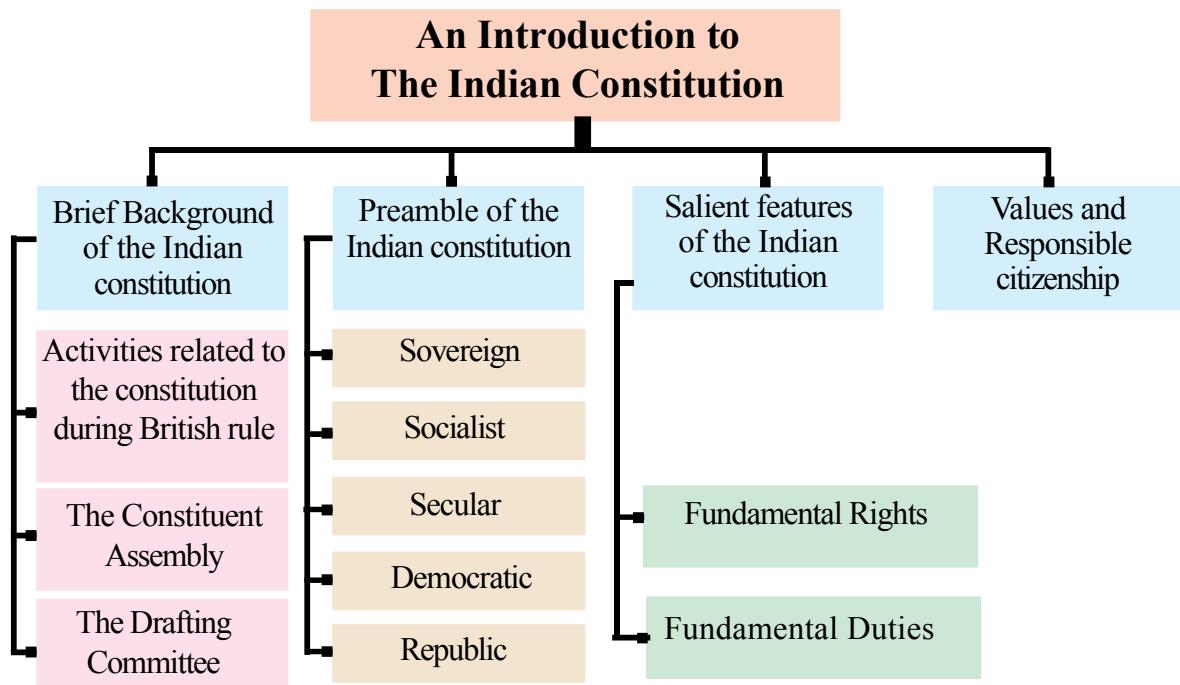
Do we follow any rules to keep our school functioning properly?

Are such rules required? Why?

From the time of arrival at the school in the morning till the time of leaving the school in the evening, the various activities of the school i.e. assembly, teaching of various subjects, sports etc. are all conducted in a systematic manner. All this is happening according to a timetable that our Head Master, teachers, and students have prepared. We know that it is difficult to run a school without any rules.

In the same way, in order to govern a country, a constitution must be drafted that includes the head of state, the government, the legislature, the judiciary, and so on. There is an opportunity to provide proper governance to the people based on its contents.

Like all the other countries in the world, our country, India has a well-prepared constitution to rule ourselves smoothly without any disturbance. In this lesson we are going to learn the brief introduction to the Indian constitution and its salient features like the Fundamental Rights, Fundamental Duties etc.



9.1. Brief background of the Indian Constitution:

Dear learners you know very well that before independence, our India was ruled by the British. Can you say there was any Constitution for India during the British rule? No, there was no constitution for India. They ruled India according to the acts made by the British Parliament. Among them, Government of India Act - 1935 was an important Act. It was provided for the establishment of an all-India federation consisting of Provinces and Princely states. The act divided the powers between the Centre and States into three lists. This act introduced diarchy at the centre. It also introduced the autonomy of the states.



Browse the internet or go through the library books and know more about other acts made by the British parliament for ruling India. (If necessary, take the help of your teacher).

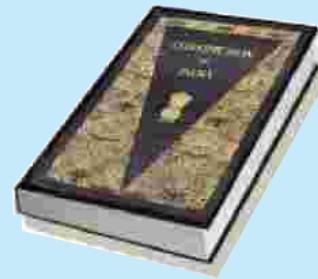


Our national leaders opposed the acts made by the British government. Why?

3.1.1. Activities related to the Constitution during British rule:

In the year 1928, a committee was constituted by all the parties including Indian National Congress to draft the constitution for India. Motilal Nehru (father of Jawaharlal Nehru) acted as the chairman of this committee. This committee submitted its report in the year 1929. It was known as Nehru report. It was the first Constitutional Document. But it could not come into force because the British did not accept it.

In 1931, the Indian National Congress (INC) at Karachi session passed a resolution on how Independent India's Constitution should look like. Both Nehru report and Karachi resolution were committed to the Universal Adult Franchise, Right to Freedom and Equality.



The Constitution:

The basic law with a set of rules of a country which show the nature of the country, form of the government, rights and duties of the citizens is called the Constitution.

It is either in written form or non-written form. Our Indian Constitution is in written form, whereas British constitution is in non-written form.



Think & Respond

- Why was the Indian National Congress demanded for a separate Constitution for India. What were the reasons for it?
- What is the need of a Constitution for a country?



Do You Know?

The Indian National Congress: It was the organization that worked for the freedom of India from the British. It was established in 1885.

3.1.2. The Constituent Assembly:

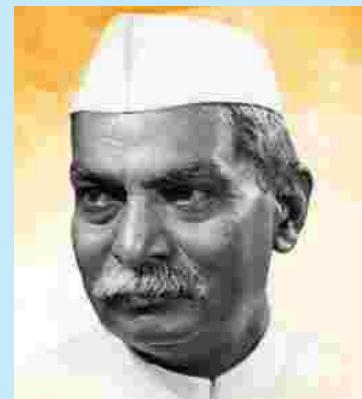
The Constitution was drafted by an assembly of elected representatives called the Constituent Assembly.

Historically, in 1934, the Indian National Congress made a demand for a Constituent Assembly. According to the Cabinet Mission plan 1946, election to the Constituent Assembly was

held in July 1946. The members of the Constituent Assembly were elected indirectly by the members of the provincial assemblies. The Cabinet Mission plan allotted seats to each Province and each Princely State or a group of states.

Accordingly, Provinces or areas under the British rule elected 292 members and all Princely States together nominated 93 members. Four members were elected from Delhi, Ajmer-Mewad, Koorg and British Baluchistan. With this the total members of the Indian Constituent Assembly reached 389. Among the 389 members, 26 members were from Scheduled Castes and 9 members were from women. With the partition of the country in August 1947, the Constituent Assembly was also bifurcated into the Indian Constituent assembly and the Pakistan Constituent Assembly. The Indian Constituent Assembly had 299 members. It elected Dr. Babu Rajendra Prasad, as its President.

Dr. Babu Rajendra Prasad



He was the President of The Indian Constituent Assembly. Later, he was elected as the first President of Independent India on 24th January 1950, in the last session of the Constituent Assembly. He is the only president to have been re-elected for a second term (1950 - 1962).



Fig. 3.1: Some members of Constituent Assembly



Think & Respond

- ❖ If the members of the Constituent Assembly were elected through Universal Adult Franchise, how would its impact be on making of the Constitution.
- ❖ Why do you think the Princely- states were allowed to nominate members to the Constituent Assembly?



Let's Do

- ❖ Prepare a photo album with pictures and the biography of prominent members in our Constituent Assembly.

3.1.3. Drafting Committee:

The Drafting committee was entrusted with the responsibility to prepare the Draft constitution. It was set up on 29th August, 1947 under the chairmanship of Dr. B.R Ambedkar with seven members. Draft constitution was prepared and submitted to the Constituent Assembly in 1948. It contained 315 Articles and 8 Schedules.

The Draft Constitution had been kept before the public for eight months. During this long-period critics and advisories had more than sufficient time to express their reaction to the provisions contained in it. After modifications, the Constitution with 395 Articles, 22 Parts and 8 Schedules was finally adopted by the Constituent Assembly on 26th November, 1949 and it came into force on 26th January 1950.

“The man who tried to run the wheel of law towards social justice for all”

- Regarded as the “Father of the Indian Constitution”.
- He was responsible for the preparation of the Draft Constitution for independent India.
- Appointed as the first Law Minister of independent India in 1947.



Dr. B.R. Ambedkar

Dr. Bhimrao Ramji Ambedkar, popularly known as Babasaheb Ambedkar, was a jurist, social activist and a politician. Bhimrao Ambedkar was born to Bhimabai and Ramji on 14th April 1891 in Mhow Army Cantonment in Central Provinces (Madhya Pradesh). Ambedkar's father was a Subedar in the British Indian Army and after his retirement in 1894, the family moved to Satara, of Central Provinces. He faced a number of challenges in his formative years, which shaped his adult writings and philosophies. Ambedkar's thoughts as reflected in his writings and speeches have significant importance in tracing the history and growth of social thought in India. For most of his life, Ambedkar worked outside the mainstream of politics. He worked for the welfare of the depressed and poor.



Think & Respond

- ❖ Our Constitution was adopted by the Constituent Assembly on 26th November, 1949. But it came into force on 26th January, 1950. Why was it delayed? Find out the reason with the help of your teacher.
- ❖ Why do we celebrate Republic day on 26th January?



Do You Know?

The Constitution Day :

Constitution Day is celebrated in India on 26th November every year to commemorate the adoption of the Constitution of India on 26th November 1949 by the Constituent Assembly. The celebration was officially started in 2015.

- ❖ The Constituent Assembly took 2 years, 11 months 18 days for the preparation of our Constitution.



Explore

- ❖ Browse the internet or ask your teacher to know more about our Indian Constitution.(At present, how many Articles, Schedules, Parts are there in the Indian constitution.)

3.2. The Preamble of Indian Constitution:

Dear students.. Observe your textbook. You can find Preface or Foreword or About this book at the beginning of the text. It tells us the goals and objectives of the textbook. In the same way the Constitution also consists of a Preamble which is known as an introduction to the Constitution. It sets out the goals, the values and the ideals to which our country stands. It is the basic structure of our Constitution.



Do You Know?

Fig. 3.2: Pandit Jawaharlal Nehru addressing the Inaugural session of the Constituent Assembly on 13.12.1946.

On that day he proposed "objective resolution" which is the base to the preamble of Indian Constitution.



Do You Know?

- ❖ **An Article** refers to a specific rule or principle on a specific aspect in the constitution.
- ❖ **A Part** refers to a set (group) of articles relating to one concept.
- ❖ **A Schedule** refers to additional information or details not mentioned in the articles.
- ❖ Socialist, Secular words were added to the Preamble in 1976 through the 42nd amendment.

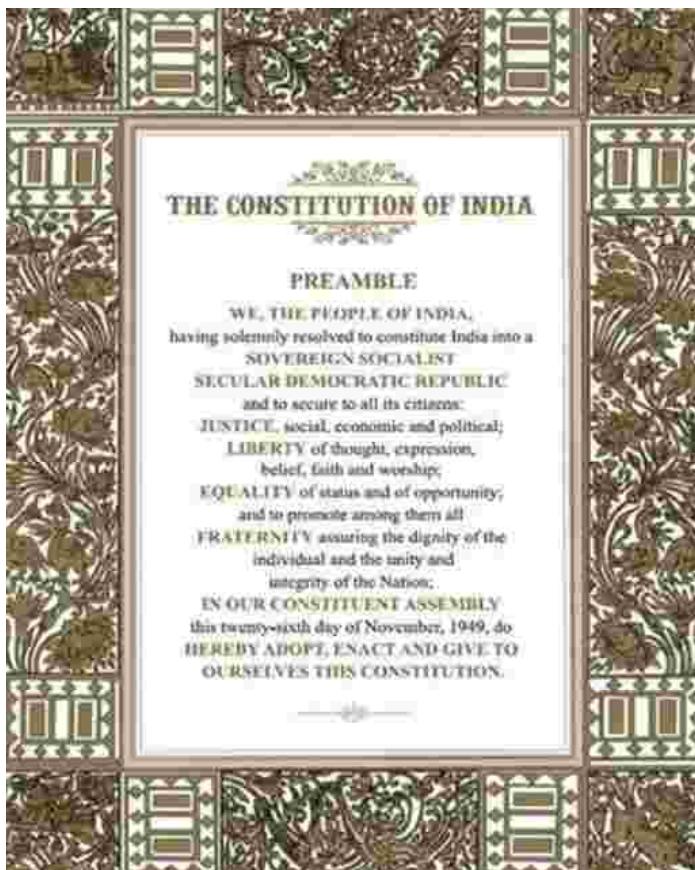


Fig-3.3:Preamble of Our Constitution

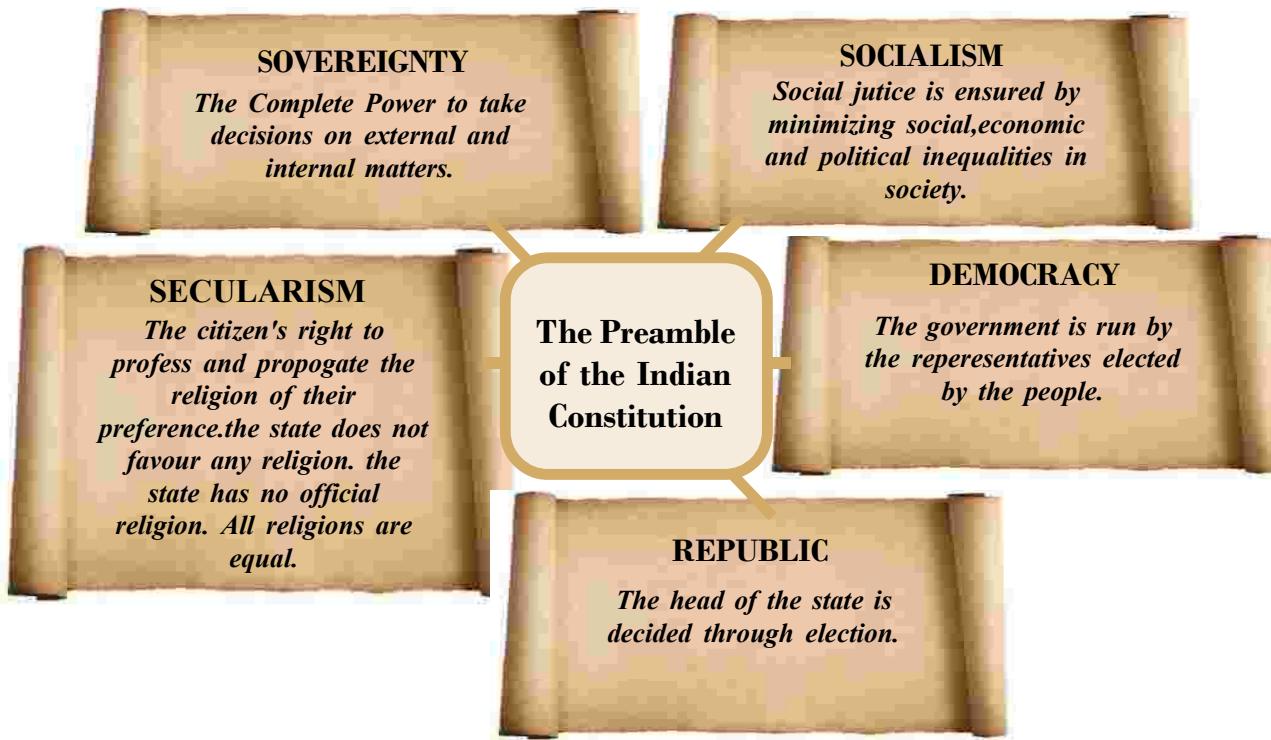


Fig-3.4: Key Ideas and their definitions of Our Constitution Preamble

Think & Respond

Read the Preamble of our Constitution very carefully and answer the following questions.

- ◆ The Preamble of our Constitution starts with 'We the people of India.' What does it mean?
- ◆ Identify the date in the Preamble and write its importance.
- ◆ Is Preamble a part of the Constitution or not? Try to know that with the help of your teacher.

JUSTICE • Citizens cannot be discriminated on the grounds of caste, religion and gender. Social inequalities have to be reduced. Government should work for the welfare of all, especially the disadvantaged groups.

LIBERTY • It means freedom to all. There are no unreasonable restrictions on the citizens in what they think, how they wish to express their thoughts and the way, they wish to follow up their thoughts in action.

EQUALITY • All are equal before the law. The traditional social inequalities have to be ended. The government should ensure equal opportunities for all.

FRATERNITY • It means brotherhood. It promotes unity, integrity and loyalty among the people of the nation.



Think & Respond

- * All democratic countries are not Republic countries. Give an example for this statement.
- * Suppose a country has an official religion. Can you say that country is a secular country?
- * Why is India called a Republic?
- * How can you say that India is a Secular country?

3.3. Salient Features of the Indian Constitution

The Constitution of India is a very dynamic creation of our law makers. It comprises of many salient features shown as follows:

- Written Constitution.
- Longest constitution.
- Democratic form of government.
- Sovereignty of the people.
- The Parliamentary form of government.
- Fundamental Rights.
- Fundamental Duties.
- Directive principle of state Policy.
- Single citizenship.
- Independent judiciary.
- Adult suffrage.
- Rigid and flexible Constitution etc.

Now, we shall discuss about the Fundamental Rights and Fundamental Duties. You will learn in detail about the remaining features in the higher classes.

3.3.1. Fundamental Rights:

Rights are reasonable claims of persons. Fundamental rights are a set of rights that are recognized under the Constitution of a country to protect their citizens. These rights give people a protection from the oppressive governments and the duty of the government is to uphold them. They are directly protected by the Supreme court of India and High courts.

At present there are six Fundamental Rights that are mentioned from Article 14 to 32 in Part 3 of the Constitution of India. They are shown in the Fig. 3.5.



Fig-3.5: Fundamental Rights

At the time of our Indian constitution coming into force, we had seven Fundamental Rights. But, in the year 1978 the Right to Property was deleted from the list of the Fundamental Rights through 44th Constitutional amendment.

Fundamental Rights	
Fundamental Right	Explanation
1. Right to Equality (Article 14 - 18)	The Indian Constitution guarantees the Right to Equality. It includes equal protection of law, social equality, equal opportunities in employment and education, abolition of untouchability and abolition of titles.
2. Right to Freedom (Article 19 - 22)	The Right to Freedom guarantees the following six freedoms: Freedom of speech and expression, Freedom to assemble peacefully without arms, Freedom to form associations or unions, Freedom to move freely, Freedom to reside and settle in any part of India, Freedom to participate in any profession and right to life.
3. Right against Exploitation (Article 23 - 24)	Under this Right, all forms of “forced labour are prohibited”. It also prohibits child labour. The Constitution states, “no child below the age of 14 shall be employed to work in any factory or mines or engaged in any other hazardous work.”
4. Right to Freedom of Religion (Article 25 – 28)	All individuals are free to follow their conscience and practise any religion. Though our country has many religions like Hinduism, Islamism, Christianity, Sikhism, Buddhism, Jainism etc. there is no official religion to the State. Government remains neutral in religious matters and so our country is known as a Secular State.
5. Right to Education and Culture (Article 29 - 30)	The Constitution says, all minorities, either on religious basis or linguistic basis, shall have the right to establish and administer educational institutions of their choice’ and protect their culture.
6. Right to Constitutional Remedies (Article 32)	This right protects all the Fundamental Rights through Supreme court and High courts.



Think & Respond

- Right to Property was deleted from the Fundamental Rights. What is your opinion for the reason behind it? (Ask your teacher)
- Fundamental Rights were adopted from the American Constitution and some other aspects were also adopted from the Constitutions of various countries. What do you learn from this statement?
- Based on the study of the above table, how do Fundamental Rights help your development? Explain.
- What would be the situation if we didn't have the Right to Freedom as a Fundamental Right?



Let's Do

- Browse the internet or visit the library and prepare a table on what aspects are adopted from various countries' in our Constitution. Locate these countries in the world map.

Right to Information:

- The Right to Information empowers every citizen to seek any information from the Government.
- It ensures transparency in administration.
- The Right to Information Act (RTI) was enacted by the Parliament of India in 2005.

Right to Education:

- Our Parliament recognized education as a Fundamental Right as a part of The Right to Freedom.
- The 86th Amendment of the Constitution that was passed in 2002 added Article 21A which ensures education as a Fundamental Right.
- It says that “the state shall provide free and compulsory education to all children between the ages 6 and 14 years through a law that it may determine”.
- The Right of Children to Free and Compulsory Education Act was enacted in 2009 by the Parliament of India and came in to force on April 1st, 2010.

- Try to know, How the Right to Information ensures transparency in government administration?
- Have you seen any violation of Fundamental Rights in your surroundings? If so mention some examples.
- Find out the difference between Article 21A and Article 45 in our Constitution with the help of your teacher?



Think & Respond

3.3.2. Fundamental Duties:

These are defined as the moral obligations of all citizens to help promote a spirit of patriotism and to uphold the unity of India. These duties were set out in Article 51A, Part 4A in our constitution through 42nd Amendment in 1976. These were taken from Russian constitution. Rights and duties are complimentary to each other. Where there are rights, there are duties. One can't think of rights without duties.

“Real rights are a result of the performance of duty” –

Mahatma Gandhiji

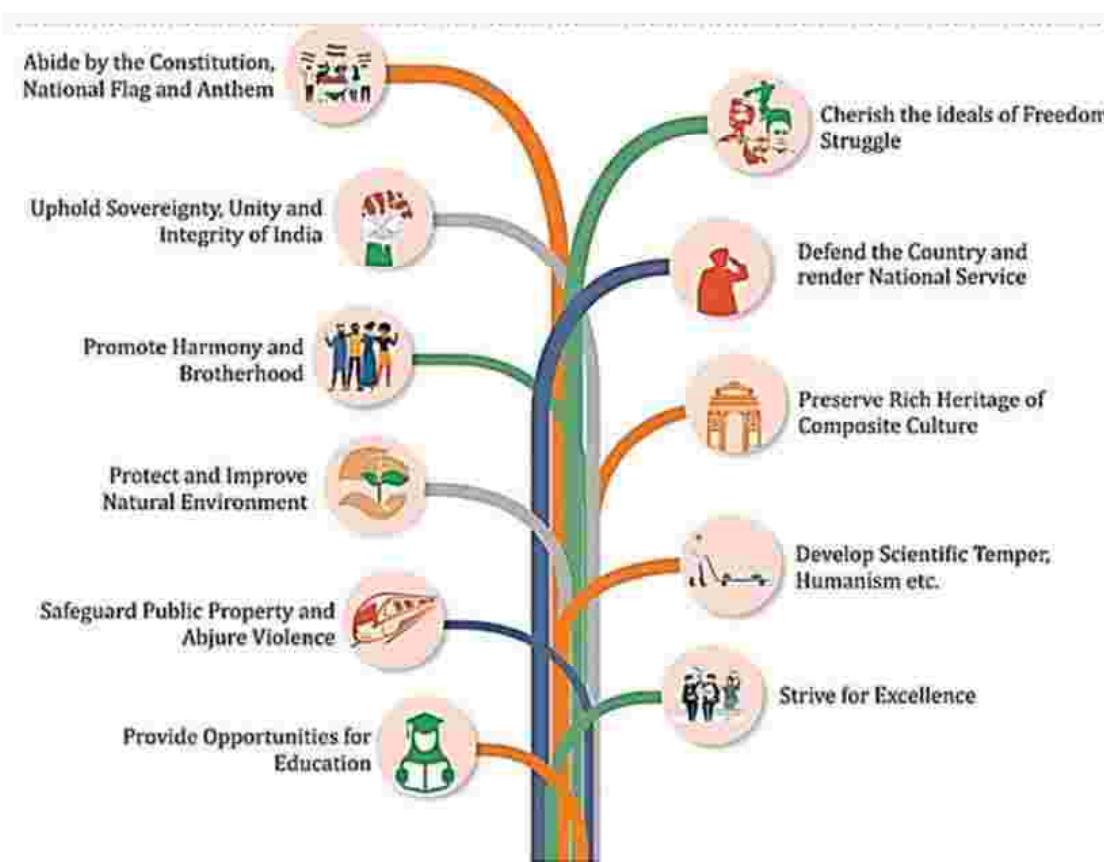


Fig 3.6: Fundamental Duties



Think & Respond

- What are the rights you enjoy and the duties done by you in your school?
- In what way the duties are important?
- The Fundamental duties enhance patriotism. How?
- "Rights and duties are the two sides of the same coin". Discuss.

The Constitution of India guarantees some rights to its citizens and people who choose to live in the country. However, there are also some duties that we as citizens are expected to accomplish.

Example 1: How indiscipline in the classroom can lead to chaos. For example:

What I am allowed to do in the school	What I am not allowed to do in the school
Make a good behaviour in the class	Indisciplined behaviour in the class.
Use the library	Jump on the benches
Play in the ground	Write on the walls

Above information denotes that, “**safeguard public property and abjure violence**”.

Example :

A group of friends decided to celebrate a festival – they blocked the road, set up a stage and installed massive amplifiers that blared music for a long distance. According to them, it was part of their Right to Freedom guaranteed under the Fundamental Right. Due to this, the people in the neighborhood had to spend a sleepless night. Their right is denied.

Given example - denote that “**protect and improve the natural environment**”.

The above two examples show the need of awareness on the duties and responsibilities of citizens.

3.4. Values and Responsible Citizenship:

Values are those inner standards that provide you the motivation to act as you do. Values signify what is important and worthwhile. They serve as the basis for moral codes and ethical reflection. Individuals have their own values, based on many factors, such as family, peers, social background, etc. You are willing to publicly stand by your values. Not only you are proud of your choice not to cheat. But you will also speak about your position and even try to convince others not to cheat. You declare by your actions and words that you value honesty and integrity. Your value shows up in every aspect of your life. You don't just talk about having honesty and integrity, you live it. You will associate with people who also value honesty and integrity. We should be responsible citizens in the society. A responsible citizen should inculcate the following values.



Fig. 3.7: Responsible Citizen

- ◆ **Obey the laws** and respect authority.
- ◆ **Contribute to society** and community and perform civic duty.
- ◆ **Patriotism**- Love your country.
- ◆ **Honesty** – tell the truth.
- ◆ **Responsibility** – be accountable for yourself and your actions.
- ◆ **Respectfulness** – treat others how you want to be treated.
- ◆ **Compassion** – you must have compassion for the victims and the oppressed. Show fellowship with your compatriots who make voluntary donations to charities.
- ◆ **Tolerance** – be tolerant of other races and religions.
- ◆ **Courtesy** – be considerate of others.
- ◆ **Self-Discipline** – have self-control and cultivate the ability to follow through on what you say you're going to do.
- ◆ **Moral Courage** – stand up for what you consider to be right and defend those who cannot defend themselves.
- ◆ **Love of Justice** – be fair and ask that others be so as well.



Think & Respond

- How do the above qualities make you a responsible citizen?
- Which of the above qualities do you have?

Dear future generation citizens... embrace the above qualities in you and become a good and responsible citizen. These qualities help us and help to develop our society.



Glossary

Constitutional Amendment	: A modification of the Constitution of a country.
Fraternity	: Sense of brotherhood.
Province	: It is an administrative division in India during British rule.
Princely State	: These were states of native rulers (kings) during the British Period.
Citizen	: A person who is a member of a state or country and has legal rights there.
Citizenship	: The position or status of being a citizen of a particular country.
Compatriot	: A person who comes from the same country.
Diarchy	: A government in which power vested in two rulers.

I. Answer the following questions.

1. Write the Fundamental Duties of our Constitution.
2. What is the impact of Fundamental Rights on present society?
3. Give examples for violation of Fundamental Rights.
4. Read the paragraph under salient features of the Indian Constitution and comment on it.
5. Appreciate the role of Dr.B.R Ambedkar in the preparation of the Indian Constitution.
6. Make a table on Fundamental Rights and their importance in your life.
7. Locate the following countries in the world map.
 - a) India
 - b) America
 - c) Russia
 - d) Britain
8. Write the characteristics of a good citizen?

II. Choose the correct answers.

1. Find the odd one out. []
 - a) Liberty
 - b) Inequality
 - c) Justice
 - d) Fraternity
2. The Chairman of Constituent Assembly is _____. []
 - a) Dr.B. R Ambedkar
 - b) Jawahar Lal Nehru
 - c) Mahatma Gandhiji
 - d) Dr. Babu Rajendra Prasad
3. Which of the following is a violation of Fundamental Rights? []
 - a) A person below 14 years working in tea shop.
 - b) A child is separated based on the caste in the class room.
 - c) A person is not allowed to follow religion of his interest.
 - d) All
4. Which article tells about right to education in our constitution. []
 - a) 19
 - b) 20A
 - c) 21
 - d) 21A
5. Which article tells about Fundamental Duties in our Constitution. []
 - a) 51
 - b) 51A
 - c) 21
 - d) 21A

III. Match the following.

Group - A

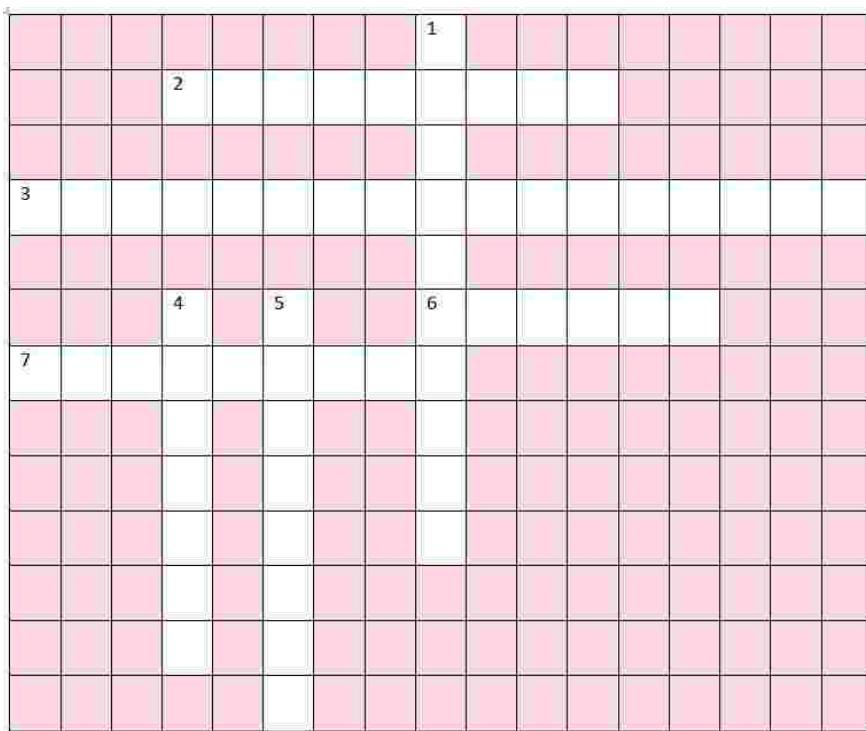
1. 42nd Amendment () a) Fundamental Rights
2. 44th Amendment () b) Fundamental Duties
3. 86th Amendment () c) Deletion of Right to Property
4. Part- III () d) Right to Education
5. Part- IVA () e) Socialist, Secular added to Preamble

Group - B



Puzzle

Solve the puzzle with the words based on the given hints.



Down:

1. People should live like brothers and sisters.
4. Government will not favor any religion.
5. Head of the state is an elected person.

Across:

2. Government by the people
3. Moral obligations of all citizens.
6. Reasonable climes of a person
7. The complete power to take decisions.

Project Work

Prepare a draft constitution of your school as your class project with the help of your teacher.

LESSON
4

State Government



Learning Outcomes

The learner is able to

- understand the formation of State Government
- identify the names of Assembly Constituencies in AP Map.
- understand the law-making process.
- understand how the State Government is formed and how it works.
- differentiate between Local Government and State Government.
- explain about District Level Administration
- understand the role of media in Government.



Key Concepts

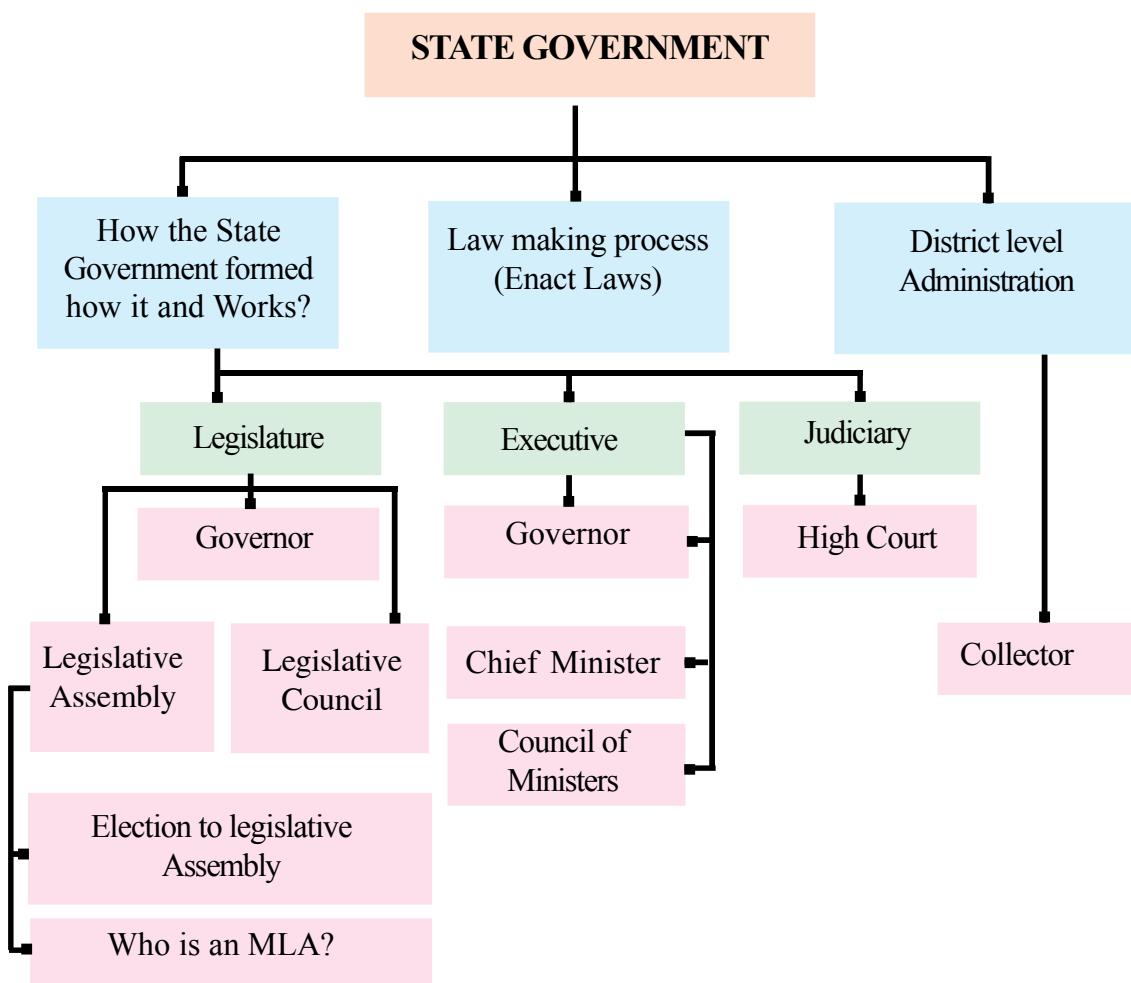
- How is the State Government formed and how it works?
- Law making process
- District level Administration.

Fig 4.1. Public Amenities



- What do you observe in the above picture?
- What are the public amenities seen in the picture?
- Who provides the public amenities?
- What is a Government?

In the earlier class, you have learnt about "what is Government?" Types of government and local self-government. In this lesson, we will learn how the state government is formed, how it works and about district level administration.



10.1. How does the State government form and work?

In India we have the government at two levels. One is at the centre and the other is at the state. All the states and union territories have separate governments to run their own administration and they work according to our the Indian constitution.

The state Government is responsible for the governance of the people of the State. The State Government manages the affairs of the state at three organs. i.e., 1. Legislative, 2. Executive, 3. Judiciary. Now let us learn more about Legislature, one of the three organs of State Government.

4.1.1. Legislature:

The Governor, Legislative Assembly and Legislative Council are together called a state legislature. The primary function of the state legislature is to enact Laws.

Governor:

Every state in India have a Governor. The President of India nominates the Governor on the recommendation of the Prime Minister and his cabinet, for a term of five years. However sometimes two or three states can have a single Governor. According to article 158(3) the same person can be appointed as a Governor for two or more States.

Functions of Governor:

- Invites the leader of the majority party to form the Government.
- Administers the oath of loyalty to the constitution and secrecy
- Summons the sessions of legislative houses and also announces their prorogue.
- Appoints the Judges of all the courts that work under the High Court.
- Informs the President about the functioning of the State Government.

Think & Respond

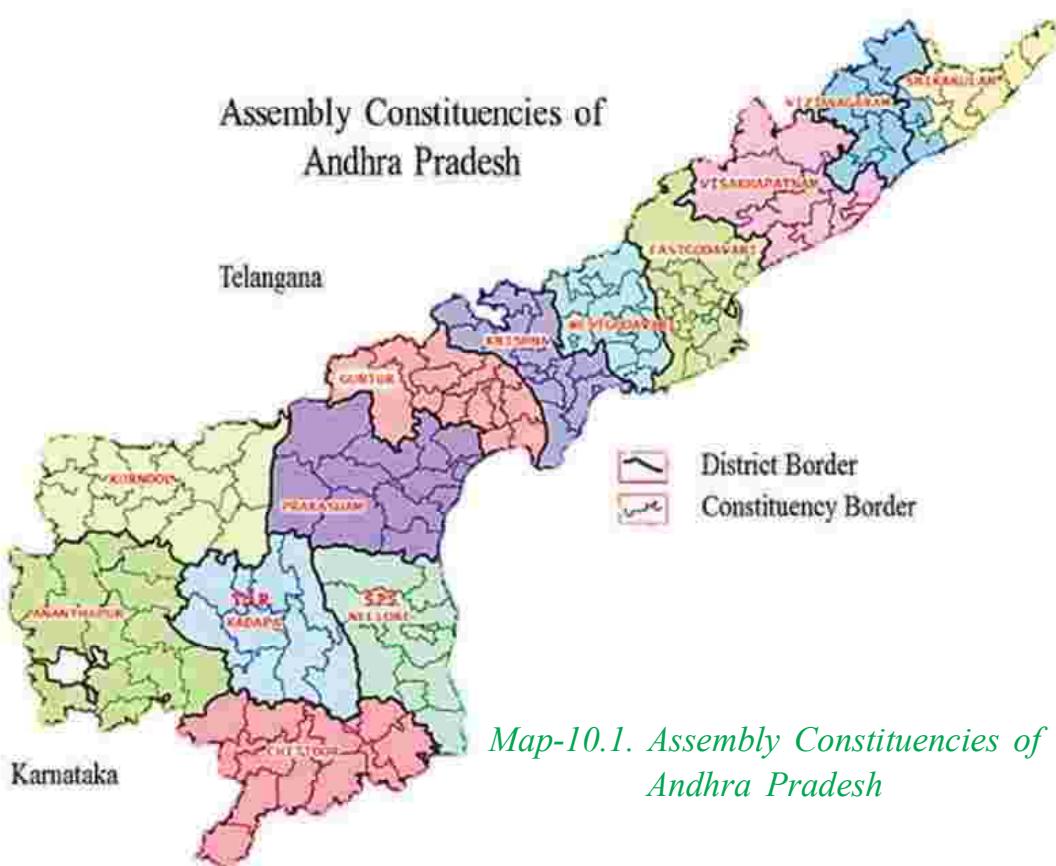
- Who is the present Governor of our state?

Legislative Assembly:

The State Legislative Assembly is a legislative body. Legislative Assembly has the lower house where all the MLAs meet to discuss on various issues related to the welfare of the State. There are 28 states in India. Each state is divided into Assembly constituencies, based on the population of the State. For example, our state of Andhra Pradesh is divided into 175 Assembly constituencies.

Elections to the Legislative Assembly:

Generally, elections to the state Legislative Assembly are held once in every five years. The Election Commission announces notification for election for all assembly constituencies. The Individuals, political parties can contest in elections with their ideologies.



Map-10.1. Assembly Constituencies of Andhra Pradesh

Think & Respond

- If you were to contest in elections in your assembly constituency, what would be your election manifesto?
- Collect the information on how the contesting candidates campaign in their electioneering?

Who is an MLA?

Election Commission deputes mechanism to conduct elections in Assembly Constituencies. On the day of elections, the voters in the constituency cast their vote. The officer in the booth is responsible for checking the identity of the voters. The voter ID cards have to be shown to the concerned officer. The voters should not reveal to whom they cast their vote. After completion of polling, all votes are counted on a scheduled date. After counting votes, the candidate who gets the majority of the votes is declared MLA (Member of Legislative Assembly) of that constituency. The political party or group of parties that have a majority of MLAs on their side will elect their leader.



Fig 4.2. Election Process

Explore

- Why should people cast their vote in the Elections?
- What is a VVPAT? Know from your teacher.



Let's Do

- List out Assembly Constituencies and the respective MLAs of your District.
- Examine the Voter ID Card of your parents and prepare an imaginary Voter ID Card for you with all the details.
- Discuss these words in the class: majority, ruling party, opposition party, constituency, secret ballot system, Universal Adult franchise.

After the General Elections, the leader of the majority party or coalition of parties, is invited by the Governor to form the government. The swearing ceremony of the Chief Minister will be taken up by the Governor. The Governor also administers the oath of the other Ministers on the recommendation of the Chief Minister. Thus, the Government is formed.



Let's Do

Fill the table with latest results of Legislative Assembly

S.No.	Political Party	No. of Seats



Think & Respond

- What is the name of your Assembly Constituency?
- Which Political party does the MLA from your Constituency belong to?
- Name the present ruling party in our state.

Legislative Council:

The upper House of the state legislature is called the Legislative council or Vidhana Parishad. The legislative council serves as the indirectly elected upper house of a bicameral legislature. 1/3 of its members who have completed 6 years term resign and new members are elected. So it is a permanent house because it cannot be dissolved. Every Member of the Legislative Council (MLC) is elected for a six-year term.

The composition of this house is as follows:

- ☞ 1/3 of the members are elected by the Legislative Assembly,
- ☞ 1/3 of the members are elected by the Local Authorities,
- ☞ 1/12 of the members are elected by the Graduates Constituency,
- ☞ 1/12 of the members are elected by the Teachers Constituency,
- ☞ 1/6 of the members are nominated by Governor of the State.

The Legislative Council has Legislative, Financial, Administrative, and Discretionary powers etc. like the Vidhana Sabha. But Vidhan Sabha has more economic or financial powers.



Do You Know?

- According to Article 171 of Indian constitution, Andhra Pradesh, Telangana, Karnataka, Uttar Pradesh, Maharashtra, Bihar, have bicameral houses.
- Article 171(1) provides that the total number of members in the Legislative Council of a state shall not exceed one-third of the total number of members in the Legislative Assembly of that State.



Explore

- ☞ Explore the composition of Andhra Pradesh Legislative Council, with the help of your teacher.

4.1.2. Executive:

Who enforces the laws? The state Executive comprises of the Governor, the Chief Minister and the Council of Ministers (the Cabinet) and Bureaucracy. The Governor is the constitutional head of a state. Governor is the head of the state executive, the administration is carried on in his name. All bills become law only after his assent. The Governor can exercise his/her authority either directly or through his/her appointed officials.



Think & Respond

Orders of the State Government are issued in the name of the Governor Why?

Let's have a look at a realistic incident. A woman was travelling on a bus from Visakhapatnam to Vijayawada. A man, who was sitting behind her seat, disturbed her with his misbehaviour. In such a helpless situation, she registered a complaint through the 'DISHA' App, the novel initiative of Andhra Pradesh government. The incident took place on Tuesday 11 February 2020, at 4.21am in Eluru. Officer in III town police station, registered it as zero FIR (First Information Report). Deputy Superintendent of Police (DSP) of Eluru, who was

on night duty responded to the complaint in just seven minutes, intercepted the bus near Kalaparlu Toll Gate and took the accused into custody. What do you understand from this incident? This is how the employees work for the implementation of the acts.



Fig.4.3. Disha App

Chief Minister:

In the Parliamentary System of Government, provided by the constitution the Governor is the ceremonial executive authority and the Chief Minister is the actual executive authority. In other words, the Governor is the head of the State, while the Chief Minister is the head of the Government.



Let's Do

Make a list of the Chief Ministers of Andhra Pradesh.



Do You Know?

According to Article 163(1), there shall be Council of Ministers with the CM as the head to aid and advise the Governor in the exercise of his functions.

Council of Ministers:

The Chief Minister allots different portfolios to the members of the Cabinet. The Minister directs the policy of the departments under his/her charge. These policies are implemented according to the rules by officials of the departments. The Ministry is responsible for preparing policies and plans which are submitted to the Assembly, for approval. After the approval by the Assembly, that will be implemented by the executive body.



Think & Respond

If you get a chance to get into a Ministry, which portfolio Do you like most? Why?

10.1.3. Judiciary - High Court:

Judiciary is one of the three organs of the state government. It is the system of courts that interprets, defends and applies the law in the name of the state.

The High court is the highest Judicial organ at the State level. As a part of the independent Judiciary, it functions under the Apex court of the country, the Supreme Court. The State High court consists of a Chief Justice and other Judges.



Fig.2.4. High Court

The number of judges in the High Court is not the same in all states. The present number of Judges in the High court of Andhra Pradesh is 37 (Permanent: 28, Additional: 9).

The President of India appoints the Chief Justice and he can hold the office until he/she completes the age of 62 years. Apart from the High Court at state level, there are tribunals, and District Courts at lower levels. The Judiciary ensure Justice to the people without any bias. Lok Adalats (People's Court) also are established by the Government of India to settle dispute through conciliation and compromise.

10.2. Law making Process (Enact Laws):

Who makes Laws? We need laws for the smooth functioning of the systems in the state. Laws help the state and country to develop and progress. Laws are enacted by the Legislature. The responsibility of a State Government is limited to a particular state. The functions and powers of the state and central Government are divided into three lists: 1. The Union list, 2. The State list 3. The Concurrent List. The State Government makes laws on the state list and concurrent list.

Have you read the news below? What do you notice? What is the news about? ... Yes, it is about the 'Disha' Act. It says that the 'Disha' bill has been approved by the AP Legislature. This is an Act made by the Legislature. Let us discuss how the bill becomes an Act.

Generally, a member from the ruling party introduces the bill in the State Assembly or the State Council. Financial bills should be introduced in the Legislative Assembly with prior approval of the Governor. Copies of a bill will be distributed to the members of the House.

After the detailed discussions and debate, if required, after some modifications, voting will be taken up. After the approval of the house by the majority of the members, the bill will be sent to the next house. The same procedure will continue to approve the bill in the next house. Voting will take place after that. Once it is approved in both the houses, the bill will be sent to the Governor for his assent. It becomes an Act only when the Governor accords his approval. Now the Act will be notified in the Gazette. The Gazette will be sent to the Executive for its enforcement.

WHAT'S AP'S 'DISHA ACT'SAYS

- ▶ Death sentence to criminals found guilty of rape and gangrape
- ▶ Police to complete investigation in case within 7 days of FIR
- ▶ Lower courts to finish trial in 14 days
- ▶ Judges should dispose of case after convicting accused
- ▶ Special courts to deal with crimes against women & children

UNDER IPC

- ▶ Under Section 376-A, inquiry or trial needs to be completed within 2 months from filing of chargesheet
- ▶ Life term for accused committing rape & inflicting injury which causes death of victim or if victim goes into coma
- ▶ Under Section 376-D, accused could be awarded life term for gang rape & minimum for 20 years
- ▶ Under Section 376-E, repeat offenders could get capital punishment

Fig 4.5. Paper news about Disha

 **Let's Do**

Make a Law by following the above procedure on any one of the issues related to your school.

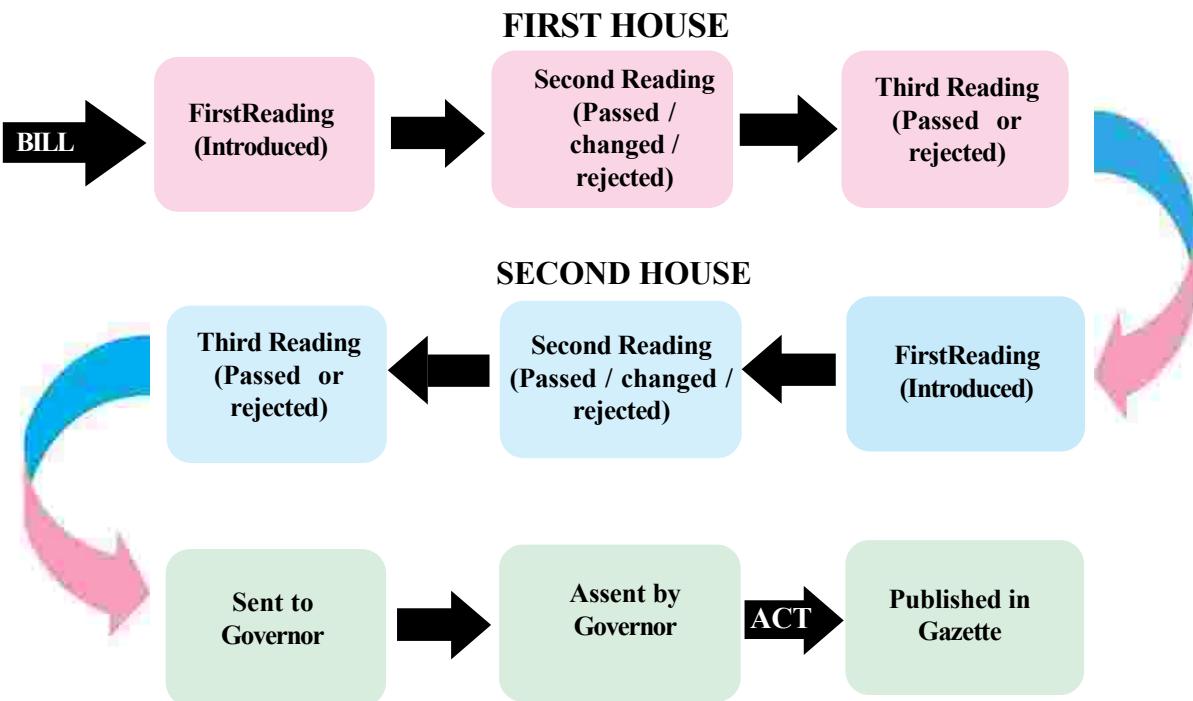


Fig.4.6. Law making Process



What happens if any one of the houses has not approved a bill?
(ask your teacher)

Conduct mock assembly with the help of your teacher.

Fig 4.7. Discussion on a bill in House

4.3. District level Administration:

District Administration means the management of the task of Government so far as it lies within an area legally recognized as a District. The District is kept under the charge of a district officer called the District Collector.

4.3.1. The District Collector:

The District Collector is the head of the district administration. He/She is selected through UPSC, and allotted to states, by the Central Government. He has to take responsibility of various departments like Revenue (The Collector handles all matters connected to land records and Revenue Administration.), law & order (to maintain Law and Order to maintain Social harmony), local self-government, agriculture, disaster management (To take immediate actions at the time of disasters and prevent or minimize the damage) and Election Officer (To ensure the conduct of elections) etc. He is the First-class Magistrate at district Level.



Fig.4.8. Duties of Collector



Explore

- Discuss with your Teacher about the magisterial powers of District Collector.



Let's Do

List out the other duties of the District Collector.

Superintendent of Police: In Andhra Pradesh there will be a Superintendent of Police in every district headquarter. He is the chief Police officer of the district. He helps the District Collector in maintaining law and order in the District.

Revenue Divisional Officer: The responsibility of the Revenue Division officer, is to maintain law and order in Sub-Division, to collect land revenue, to conduct free and fair elections at Division level. Land acquisition and rehabilitation as per the directions of District Collector.

Tahsildar: He is the Chief administrative and executive head of the department at Mandal Level. He is responsible for the proper assessment and prompt collection of revenues and maintenance of land records. He is the First-class Magistrate at Mandal Level.

Village Revenue Officer: Maintenance of village revenue records and revenue accounts promptly and accurately. Collection of land revenue, Cesses, Taxes and other sums pertaining to revenue department in village level administration, which includes inspection of survey stones. Issue of certificates like Nativity and Residence certificates.

4.3.2. District level Judiciary:

The Judiciary is a branch of the Government, that interprets the law. The District Judiciary system is the system of courts that administers justice in the District.

District Court: The Court at the district level is known as the District Court. The district court has a chief District Judge and some other Judges. The main function is to process the various cases in the District and deliver the judgement. One can appeal against the judgement of Divisional Court in the District Court.

Subordinate Courts: Subordinate courts at the level of district have almost similar structure all over the country. They deal with civil and criminal cases in accordance with their respective jurisdictions and administer the code of CPC (Civil Procedure Code) and the code of CrPC (Criminal Procedure Code).

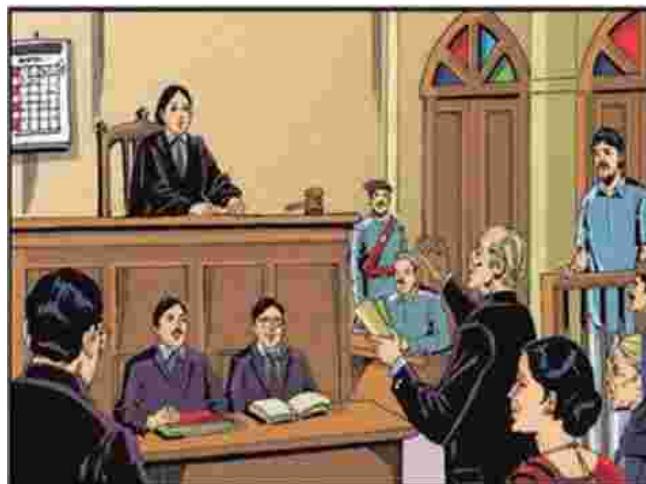


Fig.4.9. Session in a Court

Lok Adalat: It is one of the alternative dispute redressal mechanisms. It is a forum where disputes/cases pending in the court of law or at pre-litigation stage are settled/compromised amicably. Lok Adalats have been given statutory status under the Legal Service Authorities Act 1987. Civil cases, matrimonial cases, and petty offence cases are mainly referred to Lok Adalat.



Fig.4.10. Lok Adalat

All the activities of the Government, is made known to the people through the media. Also, the media brings the problems of the people to the attention of the Government. Advances in communication, largely through the internet, have improved community access to information. Therefore, the media plays an important role in the society as a source of information, but also as a “watchdog” or scrutinizer.

Media is known as a Fourth Estate:



Generally, the organs of the government i.e., Legislature, Executive and Judiciary are considered as three estates and media as the fourth estate. These are called the four pillars of democracy.

What is media? Media is a communication outlet. Every individual person is a medium of expression. An individual interacts through the media to reach other individual and institution. Everything ranging from the stall at the local fair to the programme that you see on TV can be called media. TV, radio and newspapers are called mass media.

Role of Media: Now a days there is no life without media. Media informs, educates and entertains people. The media also plays an important role in deciding what stories to focus on, and therefore decides on what is newsworthy. Due to the significant influence, it plays in our lives and in shaping our thoughts, it is commonly said that the media ‘sets the agenda’.

Types of media: Print media, broadcast media, social media and the internet are the types of media.

Print media: A medium consisting of print including newspapers, magazines, classifieds, circulars, Journals, Posters etc.

Electronic media: Broadcasting is the distribution of audio or video content to a dispersed audience via any electronic mass communication medium. Ex: TV, Radio.



Let's Do

Prepare a poster on impacts of media on your daily life.

Social media:

Social media is interactive digitally-mediated technologies that facilitate the creation of shows / exchange of information, ideas, career interest, and other forms of expression via virtual communities and networks ex: Facebook, Twitter, WhatsApp, YouTube etc. Social media is the fifth pillar of the Democracy.



Fig.4.11. Media

Glossary

Constituency	: A particular area from which all the voters living there choose their representatives
Manifesto	: A public declaration of policy and aims, specially issued before an election by a political party.
Bicameral	: A bicameral system is a reference to a government with two legislative houses.
Gazette	: A Gazette is an official publication for the purpose of notifying the actions and decisions of the Government.
Summons	: Summoning is the process of calling all members of the house
Prorogue	: Termination of a session of the house.
Bureaucracy	: A system of government in which most of the important decisions are taken by state officials rather than by elected representatives.
Conciliation	: Conciliation is an alternative out-of-court dispute resolution instrument like mediation.
Coalition	: A group formed with two or more people or political parties for a common purpose.
Survey Stones	: A boundary stone is a robust physical marker that identifies the start of land boundary.

Improve Your Learning

I. Answer the following questions.

1. Differentiate between Local Government and State Government.
2. What is a Constituency?
3. How can an MLA become Chief Minister? Explain.
4. Who appoints the Chief Minister and other Ministers?
5. If you were elected as a Member of Legislative Assembly (MLA), What would you do for your Constituency?
6. What will happen if the Governor does not approve the bill?
7. Name some Departments of the State Government.
8. Write a note on Lok Adalat.
9. Make a list of functions of the District Collector.

II. Choose the correct answer.

1. The word State Government refers to
 - A) Government Departments in the States
 - B) Legislative Assembly
 - C) Legislative Council
 - D) All of the above
2. How many states are there in India?
 - A) 29
 - B) 28
 - C) 27
 - D) 26
3. The real powers in administration in the state government are exercised by
 - A) Speaker
 - B) Governor
 - C) Chief Minister
 - D) All of the above
4. Who becomes the Chief Minister?
 - A) Leader of the Opposition Party
 - B) Member of Legislative Assembly
 - C) Leader of the Majority Party
 - D) Speaker
5. What is the fourth pillar of the democracy?
 - A) Legislature
 - B) Executive,
 - C) Media
 - D) Judiciary

III. Match the following.

- | | | | |
|-----------------------------|----------|-------|-------------------------------|
| 1. Collector | () | (i) | Income Certificate |
| 2. Volunteer | () | (ii) | Nativity Certificate |
| 3. Superintendent of Police | () | (iii) | Monitoring the administration |
| 4. VRO | () | (iv) | Distribution of Pensions. |
| 5. Tahsildar | () | (v) | Law and Order. |

IV. Segregate the following in suitable heading. Speaker, Magistrate, Judge, Minister, Member of Legislative Assembly, Lawyer.

Judiciary	Legislature

Project Work

- List the Chief Ministers and collect the Photos of all the Chief Ministers of Andhra Pradesh and prepare an album.
- With the help of your teacher, conduct and participate in Mock Elections in your school.



LESSON
5

Road Safety Education



Learning Outcomes

The learner is able to

- understand the concept of road safety.
- identify the need and significance of road safety education.
- draw various traffic signs.
- understand the meaning of traffic chaos, and road marking signs.
- appreciate the role of traffic police in regulating traffic.
- apply the knowledge of road safety education in daily life.



Key Concepts

- 5.1. Road Safety
- 5.2. Traffic Chaos
- 5.3. Traffic Signs
- 5.4. Road Marking Signs

Dear students...some pairs of pictures have been given below. Observe each pair of pictures carefully and put a tick mark against the picture which you would like to follow and write a reason in the box given below.



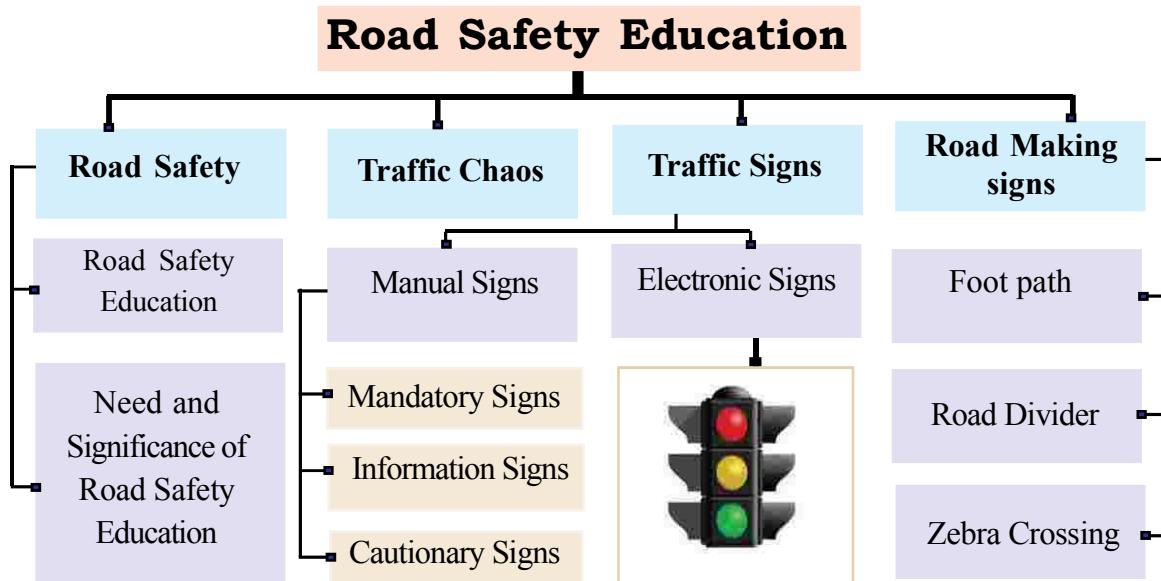
Reason:



Reason:



Fig-5.1: Various Traffic Positions



5.1. Road Safety:

In early human life, there was no problem of traffic or road safety. The invention of the wheel created rapid changes in the usage of roads. Nowadays road users increased due to the growth of population, industrialisation and urbanisation. It led to the increase of traffic. Road safety refers to the safety of road users including pedestrians, cyclists, motorists, other passengers in the usage of road.

Think & Respond

How can you say that traffic problem has increased due to urbanization?

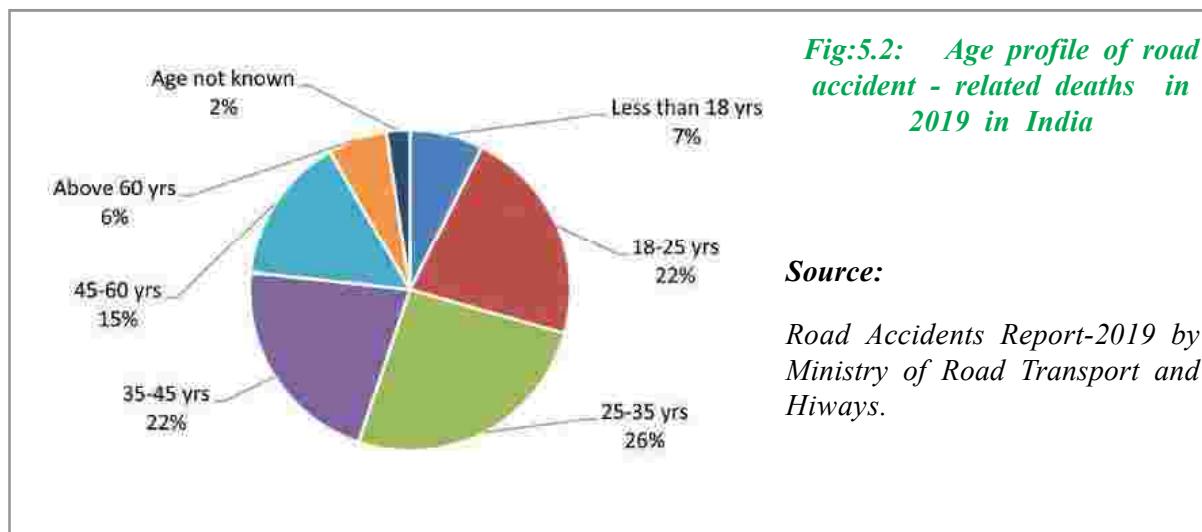
5.1.1. Road Safety Education :

The approach that is aimed to educate children and young people to behave responsibly on the road is known as road safety education thereby ensuring that they become responsible drivers, passengers, pedestrians and cyclists.

Effective road safety education will give students opportunities to develop the knowledge, skills and attitudes to help themselves make informed and make safer decisions in traffic and traffic environment. It involves rules such as speed limits and those about drunk and driving, and control systems, such as traffic signs and road marking signs.

5.1.2. Need and significance of Road Safety Education:

Due to the lack of awareness and other reasons people are exposed to increased risks. Especially teenagers are an important group of road users. The following pie chart (Fig 11.3) also shows the same thing. It is necessary to teach the road safety measures clearly not only to avoid accidents but also for safe and comfortable road use.



- According to the above pie chart, in which age group do you find more accident cases? Why were more cases recorded at that age?
- How many cases are there in the age group of both 18–25 and 35–45?



Do You Know?

The Global status report on road safety 2013 estimates that more than 2,31,000 people are killed in road accidents in India every year. Approximately half of all deaths on the country's roads are among vulnerable road users - motorcyclists, pedestrians and cyclists.



Do You Know?

Road Safety Week:

Road safety week is organized every year in the month of January by the Ministry of Road Transport and Highways in India. A variety of programmes related to road safety are organized to aware people on road safety, driving rules and cautions and to reduce road accidents related to deaths.

Table:5.1 Country wise number of injury accidents, persons killed and injured with rankings per country

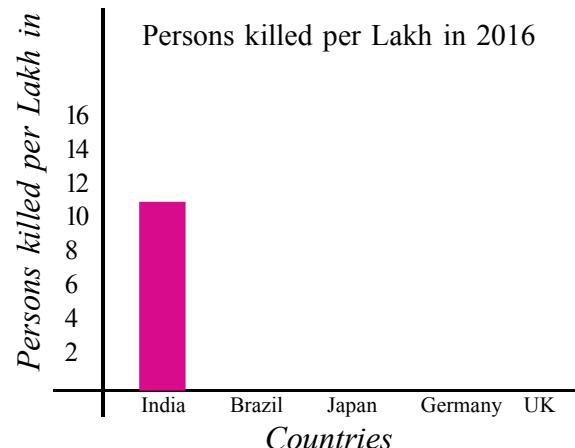
Country	Accidents			Persons Killed			Persons injured	
	Number	Rank	per Lakh people	Number	Rank	per Lakh people	Number	World Rank
United States	22,11,439	1	684	37,461	3	12	31,44,000	1
Japan	4,99,232	2	393	4,698	21	4	6,14,155	2
India	4,80,652	3	36	1,50,785	1	11	4,94,624	3
Germany	3,08,145	4	374	3,206	34	4	3,96,666	6
United Kingdom	1,36,621	12	208	1,792	55	3	1,79,592	13
Brazil	60,228	17	29	6,398	14	3	86,672	18

Source: World Road Statistics, 2018 published by International Road Federation Geneva (data is for the year 2016)



Let's Do

- Read the above table and fill up the bar graph given.
- Discuss with your classmates about the data given in the table and particularly focus on India.
- Locate the countries in the table on the world map.



Road Accidents: A road accident is defined as an accident involving at least one vehicle on a road open to public traffic in which at least one person is injured or killed and damage may occur to physical properties.

Causes for Road Accidents:

- Over speed and reckless driving.
- Drunk and drive
- Distractions of the driver.
- Signal Jumping.
- Avoiding Safety measures like wearing seat belts and helmets.
- Non-adherence to lane driving and overtaking in a wrong manner.



Fig.5.3: What are the policemen doing?

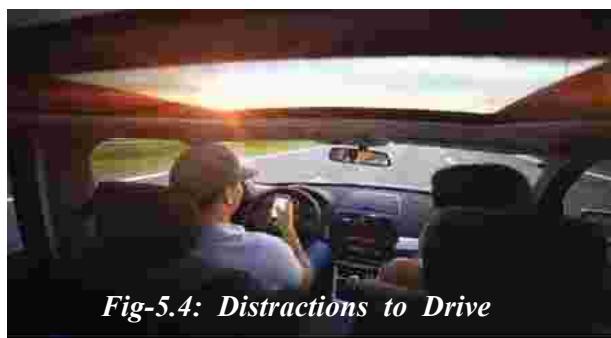


Fig.5.4: Distractions to Drive



Fig.5.5: Red Signal Jumping



Fig.5.6: Over loading and Over-taking



Fig.5.7: Using cellphone while crossing the road



Think & Respond

- Identify other reasons for road accidents?
- If a person met with a road accident, how will it effect his/ her family?
- How do you react when somebody met with an accident on the road?

5.2.Traffic Chaos:

While you were going to school in the morning you got stuck in the traffic jam. Then what will you do? Students, employees, labourers, teachers, doctors etc. are affected with traffic jams.



Think & Respond

- List out the reasons for traffic jams.
- Suggest some measures to prevent traffic jams.
- Nowadays traffic is increasing rapidly. Find out the possible solutions for this.



Fig:5.8 Shops on footpaths



Fig:5.9 Motorists drive on footpaths



Fig:5.10 Vehicles parking at no parking zone

As there is an increase in population and the use of automobiles there has been a rapid increase in the volume of traffic on roads. To avoid accidents, one must know and follow the traffic signs, road marking signs, prescribed rules and regulations.



Fig:5.11: Traffic Jam

5.3. Traffic Signs:

Traffic signs can be divided into two types. They are:

1. **Manual traffic signs:**
2. **Electronic signs.**

5.3.1. Manual Traffic signs :

Traffic police regulate the flow of traffic with his /her signals, hand movements at road junctions. And he/she takes care of the movement of vehicles in an organized manner by responding in the right time in the right place.

Manual traffic signs include, 1. Mandatory Signs 2. Information signs 3. Cautionary signs



CAUTIONARY SIGNS – Signs in the Triangle is for cautions



SCHOOL ZONE



RAILWAY CROSSING



RIGHT HAIR PIN BEND



LEFT HAIR PIN BEND



RIGHT REVERSE PIN BEND

Fig:5.12: Traffic Signs



A few signs in each type are given in *Fig5.11* With the help of your teacher collect the remaining signs from RTA office/ Traffic Police. Discuss about them in the class room. Or Visit: <https://www.aptransport.org/html/roadsigns.html>



Fig: 5.13: What are the traffic policemen doing?

5.3.2. Electronic Traffic Signs:

A traffic light, traffic signal or a signal post is a signatory device positioned at a road intersection to indicate when it is safe to drive through. Follow traffic signals at the junction. Some colours and their indications are given below.

- Red- stop before the line;
- Orange- get ready to go;
- Green- move the vehicle.



Fig:5.14: Electronic Traffic Signals



Think & Respond

- What will happen if someone doesn't follow traffic signals?
- Duration of signals may be different in different places. Why?



Explore

Browse internet to know more about other electronic signals used at various place like railway crossing etc. (If necessary, take the help of your teacher or elders.)

5.4. Road marking Signs:



Fig:5.15: Footpath

2. Road divider:

The road is divided into two halves for separating the two directions of the traffic on the same road. This is known as road divider.



Fig:5.17: Zebra Crossing



Let's Do

Visit a nearby junction with your elders at roads with electronic traffic signals and observe how traffic signals are working. Note down your observations.

Rules for pedestrians:

- Walk on the foot path. If the foot path is not available and the road is narrow, walk on the right side of the road watching the oncoming traffic.
- Must use reflective clothing at night while walking on the road.

- Always carry a torch while on road at night time.
- Cross the road at “Zebra Crossing”.
- While crossing the road first look on to your right when it is a clear move to the centre. Then look to your left finding it safe cross the road.
- Don’t use the mobile while walking on the road or crossing the road.

Rules for Motor cyclists:

- Must hold a valid driving license and required documents.
- Wearing a helmet is compulsory both for the rider and the pillion rider.
- Pillion rider should not disturb the rider.

 **Explore**

- Discuss with your parent or teacher about the procedure and the required documents to get a driving license.
- Try to find the documents that a driver should carry while driving.

 **Do You Know?**

- It is an offence to drive a vehicle without a proper driving license.
- Age limit for driving of motor vehicle above 50 CC engine is 18 years.
- Age limit to drive transport vehicles is 25 years.
- Drunk and drive is an offence.

 **Let's Do**

Let's pick up the placards and make a rally in your village/ town to aware people on road safety.





Let's Do

Fill up the following with Do's and Don'ts while using the road.

Do's	Don'ts

Dear future generation citizens, follow the traffic rules and save our lives. At the same time, take an active part in inculcating awareness among people in your surroundings on road safety measures. It is the primary responsibility to follow road safety measures.



Glossary

Traffic	: Movement of persons, objects from one place to another is called traffic. It includes vehicles, pedestrians etc.
Pedestrian	: A pedestrian is a person who travels on foot.
Driving License	: It is an official document, permitting a person to drive a motor vehicle.
Traffic Chaos	: Traffic problems like traffic jams etc.
Pillion passenger	: A passenger who sits on the back seat of the motor vehicle.
50 CC	: 50 Cubic Centimeters. It is used to measure motor vehicle engine size.



Improve Your Learning

I. Answer the following questions.

1. Define road safety education. What are its objectives?
2. Prepare slogans to create awareness on the prevention of road accidents.
3. If you are a traffic officer, which steps would you like to take for the implementation of traffic rules?
4. What are the traffic rules you need to follow while using road?
5. Write the importance of road safety education?
6. Explain the need and significance of road safety education?
7. Point out the following countries in the world out line map.
 - a) India
 - b) America
 - c) Japan
 - d) Brazil
 - e) Germany
 - f) France
8. Give suggestions to prevent road accidents.

II. Choose the correct answers.

1. Which of the following colour lights indicate stop before line? []
a) Orange b) Green c) Red d) Yellow
2. Find out the odd one. []
a) Footpath b) Junction c) Divider d) Zebra crossing
3. Which is a road safety hurdle? []
a) Using footpaths by pedestrians
b) Following traffic signals
c) Pedestrians crossing the road at zebra crossing
d) None

III. Match the following.

Group - A

1. Footpath []
2. Red colour light []
3. Green colour light []
4. Orange colour light []
5. Road divider []

Group- B

- a) Road marking sign
- b) Get ready to go
- c) Pedestrians
- d) Move the vehicle
- e) Stop before the line

Project Work

- Prepare a model electronic traffic signals with all road marking signs.
- Visit your nearby town, observe traffic and record your observation.



LESSON
6

Markets Around Us



Learning Outcomes

The learner is able to

- know about various sources of income.
- understand and identify what a market is.
- compare and contrast various types of markets.
- understand the relation between producers, traders and consumers. Collect and compare the prices from various e-commerce sites.
- explain consumer rights



Key Concepts

- 6.1. Sources of Income
- 6.2. Different Types of Markets
 - 6.2.1. Physical Markets
 - 6.2.2. E-Commerce
- 6.3. Chain of Markets
- 6.4. Consumer Rights

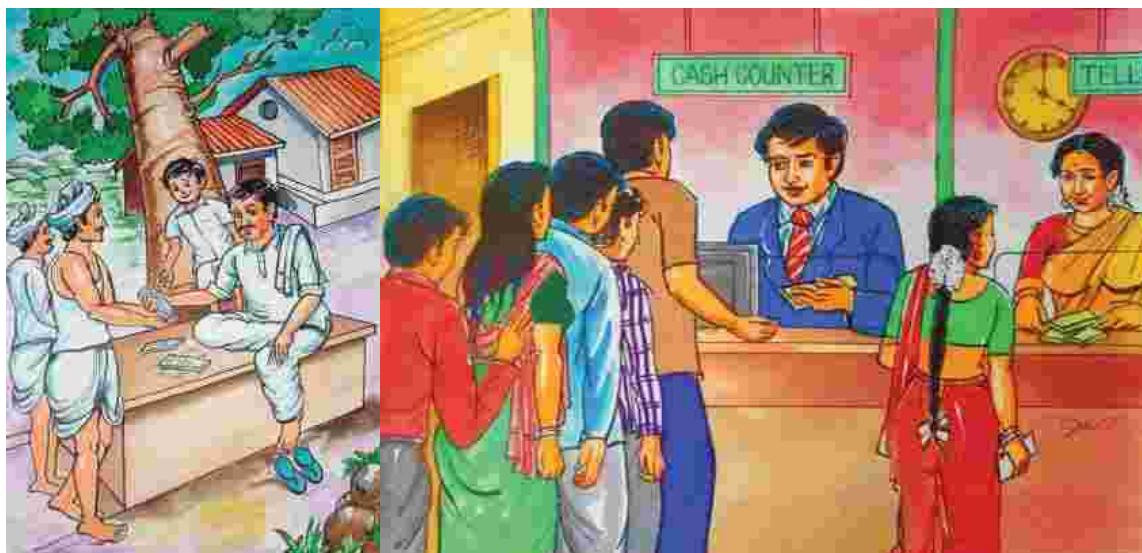


Fig-6.1: Introductory Pictures

- What do you observe in the above picture?
- Why do we need money?

- What is the source of income of your family?
- What do you mean by monthly salary?



6.1. Sources of Income:

Income comes from different sources. The important income sources are salaries, wages, profits, rents, interest, investment returns, shares and dividends. Agricultural labour and workers who work in unorganized sectors get wages and the employees working in the organized sector get salaries. Business people get profit. Moneylenders get interest. Land and property owners get rent.



Let's Do

- Prepare a list of goods and services and categorise them into paid goods and services and free goods and services.
- Prepare a list of occupations in different sectors.



Think & Respond

- What is the source of income of your family?
- How does a farmer earn money for his/her family needs?



Explore

- What is an organised sector and what is an unorganised sector? Know from your teacher or go through the library books.

6.2. Different Types of Markets:



Fig-6.2: A Cloth Shop



Fig-6.3: General Stores



Think & Respond

Observe the above pictures and answer the following questions:

- What is the shop in the first picture?
- What are the persons doing in the first picture?
- What do you observe in the second picture?
- Name some items kept in the shelves of the general store.



Think & Respond

- Have you ever visited a market?
- Name the goods or items which are available in a market.
- Do all kind of goods available in a local market?

Market: A market is a place where buyers and sellers interact with each other.

Types of Markets:

Depending upon the nature and geographical location, markets can be broadly classified into two types. They are: 1. Physical Markets and 2. e-Commerce Markets.

12.2.1. Physical Markets:

A Physical market is a place where buyers can physically meet the sellers and purchase the desired items from them. Shopping malls, departmental stores, retail stores are some examples of physical markets.

Markets based on the Geographical Location:

On the basis of geographical location physical markets are classified as:

Local Markets: When the competition between a purchaser and a seller is localised and limited to specific area is called a local market.

- What are the goods available in your local market?

Regional Markets: These markets cover a wider area than local markets depending upon the availability of the goods in a particular region or even a group of states or districts.

- List the goods which are available in your region.

National Markets: This is a market in which the trade for the goods and services takes place in a nation as a whole.

- Name some goods which has a National market.

International Market: Trading of goods and services among different countries is known as the International market. In other words, we can say the demand for a product is global.

Ex: Jewellery, Petroleum... etc.

Think & Respond

- Differentiate National and International Markets.
- What is the importance of local markets?
- Name some spices which are available in your local markets.

Physical Markets based on Nature: On the basis of nature physical markets are classified as:

Neighborhood Markets: There are many shops that sell goods in our neighbourhood. We may buy sugar, rice, wheat or dal etc from a groceries shop, stationary from a bookstall, eatables or medicines from other shops. Some of these shops are permanent while some are temporary stalls or movable carts with vegetables, fruits etc.



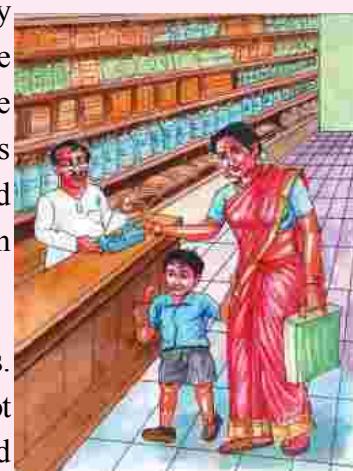
Fig-6.4: Movable Shops

Shops in the neighbourhood are useful in several ways. They are very near to our home and we can go there at any time of the day or week.

As the buyer and the seller know each other these shops provide goods on credit also. It means that you can pay for the purchases later.

Akhil and his mother Vijaya went to a nearby shop to buy groceries. It is the shop they usually go. It is the only shop where all the required groceries are available in their area. Vijaya gave a list of groceries to the shop owner and he began asking his helpers to weigh and pack the items. Meanwhile, Akhil looked at the shelves in the shop consisting of different items arranged in an attractive manner.

It took almost 15 minutes to pack and bill the groceries. Then Vijaya paid the amount through her credit card but Akhil got a doubt and asked his mother why she had paid with a card and where had she got that card from. Then Vijaya explained him what a credit card is and how payments are done through the card.



Do You Know?

CREDIT CARD: A plastic card issued by financial institution (Eg: Banks) that allows you to buy things on credit. Example : Banks.

Think & Respond

Answer the questions given below based on the above paragraph.

- What kind of shops do you observe in your neighbourhood? What kind of goods do you purchase from them?

Explore

Ask your teacher about how to get a credit card and how it is useful to us.

Weekly Market (Santha):

Think & Respond

- “The prices of goods are cheaper at weekly markets than the neighbourhood markets or shopping malls”. Why?

In some areas markets are held on a particular day of the week. These markets are called weekly markets. All the traders set up shops for the day and then close them in the evening. Such markets are there in India in several numbers. The people of the surrounding area come to the market for their daily needs. Various products like vegetables, grain, animals, forest products etc. are available here.

The things in weekly markets are available at cheaper rates because these shops are temporary in nature. Moreover, the same goods are available in all the shops of a weekly market, so that the consumers can bargain for a cheaper rate (price). In the weekly markets, all the shops may be run by the sellers with the help of their family members, hence they do not need to hire workers.

One important advantage of a weekly market is that most of the things we need are available at one place whether you want vegetables, groceries or cloth items, utensils. All of them can be found here. You do not have to go to different areas to buy different things. People also prefer going to a market where they have a choice and a variety of goods.



Fig-6.5: Weekly Market

Rythu Bazar: This is a farmer's market in our state and it was started in January 1999. This market is being run by Government of Andhra Pradesh, for the benefit of farmers and to avoid middle men between the farmers and consumers. Marginal and small scale farmers can directly sell the vegetables directly to the consumers and can get a good price for their products. These markets became economical for both farmers and consumers and ensured good quality of products.



Think & Respond

- What are the advantages of Rythu Bazar?
- Do you have any weekend market in your area? If so, write a few lines about the market?

Shopping Malls:

In the urban and semiurban areas, large multistoried air-conditioned buildings with shops on different floors are known as shopping malls. In these malls, one can get both branded and non-branded goods. Branded goods are expensive, often promoted by advertising and claims of better quality. The companies producing these products sell them through these malls. Mostly during festival days, these malls announce discounts on products to attract the customers.

Fewer people can afford to buy branded ones.



Fig-6.6: Inside of a Shopping Mall



Let's Do

- Collect and display different images of various shopping malls.
- Prepare an advertisement on a particular good of your choice.



Think & Respond

- "Discounts and offers increase sales". Do you agree with this statement? Discuss.

Shopping Complex:

Many shops are found in one compound in urban areas, known as shopping complex. In these shopping complexes we can buy variety of goods in one compound.



Fig-6.7: Shopping Complex



Let's Do

- Differentiate between shopping malls and shopping complexes?



Do You Know?

We find floating Market in Srinagar, Jammu and Kashmir. Vegetable trade takes place through boats from 5am to 7am in the most picturesque Dal Lake of Srinagar. These boats are called Shikara in the local language. Besides vegetables, wood carvings, saffron and other local goods also available on these Shikaras. Tourists of various nations enjoy the shopping in Dal Lake.



Fig-6.8: Floating Market



Think & Respond

- Do you observe any floating market in your area?

12.2.2. e-Commerce: So far, we have discussed physical markets where people directly buy and sell goods. These markets are confined to a particular place or region and work during day time or at a particular time of the day.

However, now a days we are very busy, sometimes we are unable to go to the market. In such situations we can place orders through our mobile phone or a computer device with internet and can buy a verity of things which we like without stepping out from our home. This kind of market is known as e-commerce.

Electronic commerce or e-commerce is a business platform that allows buyers and sellers to buy or sell things over the internet.



Think & Respond

- How can you buy goods through online markets?
- What are the advantages and disadvantages of online shopping?
- How do you pay for online shopping?
- "Buying goods through online market affects the local traders". Do you agree / disagree with this statement? Give your reasons.



Fig-6.9: e-Commerce



Explore

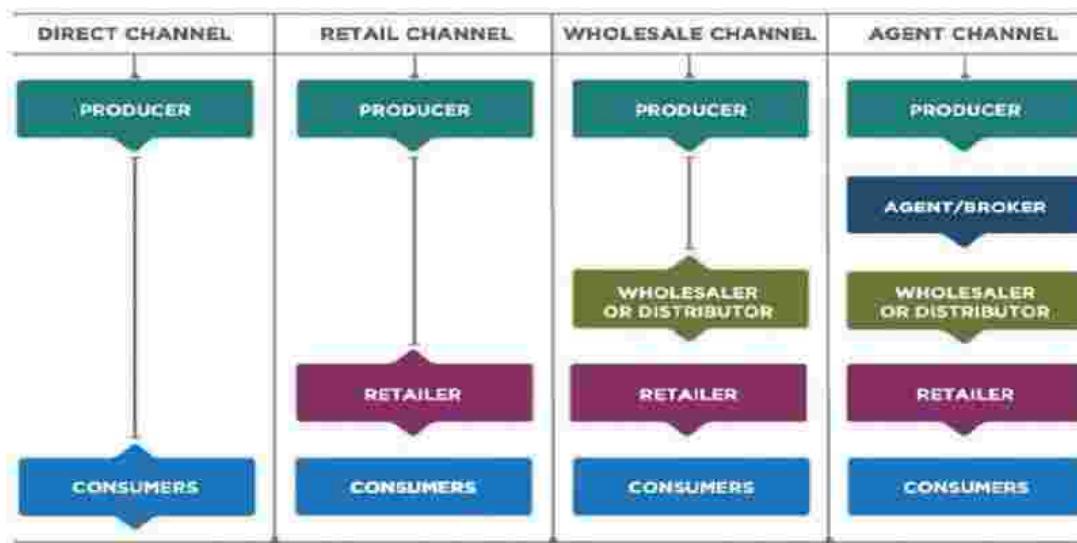
- Ask your parents or elders and collect information about an online platform that allows you to sell and buy goods.

12.3. Chain of Markets:

So far so we have discussed markets from where we buy goods but the question is from where are these goods obtained?

Goods are produced by industries and agricultural farms, of course in homes (cottage industries) too. But the producers of the goods whether they are industrialists or farmers do not show any interest to sell their products in small quantities. So, they sell their products to traders. The people in between the producers and the final consumers are the traders.

MARKETING CHANNELS FOR CONSUMER PRODUCTS



- Observe the above flow chart and with the help of your teacher, find out which way the customer is getting cheaper and the reason for it?
- The price of the products hike if there is an agent between the producers and consumers. Discuss.

A person is a wholesale trader of fruits. He purchases different kinds of fruits in bulk from different areas i.e., Mangoes from Nujiveedu and Vulavapadu, grapes from Ananthapur and Bangalore, pomegranate from Sholapur, bananas from Mahanandi and Nanded and stores them in his warehouse. All the retail fruit merchants and hawkers of the town purchase these fruits from that person and then they sell the same to the consumers in the town and in the surrounding villages.



Let's Do

- Visit a wholesale shop and collect the prices of different goods and compare the same with the prices of a retail shop.
- Collect the products that come from farms and prepare a list. Categorise them into perishable and non-perishable goods.



Think & Respond

Answer the following questions based on the information given in the above box.

- How does a retailer get goods for his shop?
- How do you think a wholesaler is important in the distribution of goods?



Do You Know?

Cottage industry is a production system that relies on producing goods or parts of goods, by craftsmen at home or small workshops, by individuals, small teams or family units instead of large factories.



Think & Respond

- “Cottage industries are a boon to the rural unemployed”. Discuss.
- Do you have any cottage industries in your area?



Let's Do

- List the goods which are exported from your region to other areas.

12.4. Consumer Rights:

Consumer: A consumer is a person who buys goods or services for his personal use.

Consumer Protection: Protecting consumer rights is a very important aspect of the market. Consumer protection is a group of laws enacted to protect the rights of the consumer.

Consumer protection Act 2019:

On 9th August 2019, consumer protection act was approved. It aims to provide timely and effective administration and settlement of consumer dispute in the digital age.

This Act has widened the definition of a consumer. It defines any person who buys any goods, whether through offline or online transactions, electronic means, teleshopping, direct selling or multi level marketing.

Consumer Rights:

1. The right to be protected against the marketing of goods, products or services which are hazardous to life and property.
2. The right to be informed about the quality, quantity, potency, purity, standard and price of goods, products or services, as the case may be, so as to protect the consumer against unfair trade practices.
3. The right to be assured, wherever possible, access to a variety of goods, products or services at competitive prices.
4. The right to seek redressal against unfair trade practices or restrictive trade practices or unscrupulous exploitation of consumers: and
5. The right to consumer awareness.



Think & Respond

- What is the use of consumer protection Acts?



Do You Know?

- National Consumer Disputes Redressal Commission (NCDRC) was setup in 1988 under the consumer protection act 1986. Its head office is in New Delhi.
- Consumer help line number: National Toll-Free Number 1800-114000 or 14404.
- Every year 24th December is observed as National Consumer Day in India.



Glossary

Producer : A person, a company or a country that grows or makes food, goods or materials for sale.

Buyer : A person who purchases goods or services for a payment.

Wholesaler : A person or company that buys goods in bulk from the producer, and sells smaller amounts to other sellers such as the retailers. He usually does not sell directly to the consumers.

Retailer : A person or business man that buys smaller amounts of goods from the producer or wholesaler, and sells directly to the consumer.

Consumer : A person who buys goods or services and utilises them.

Credit : An arrangement that you make, with a shop , to pay later for.

Groceries : Food and other goods sold by a grocer or a supermarket

Occupation : A job or profession.

Firm : A business or company.

Fora : Courts or tribunals that listen to the complaints of the public, and suggest actions to be taken.

Unscrupulous: Unethical or immoral.

Improve Your Learning

I. Answer the following questions.

1. What is a market? Briefly explain different types of markets.
2. “Weekly markets are gradually disappearing”. Do you agree with this statement? If so, mention the reasons.
3. “Festival days increase sales”, Do you agree? Support your answer.
4. Prepare a list of goods available in a weekly market and compare them with the goods available in neighbour markets.
5. What is the aim of Consumer Protection Act 2019?
6. Write any three consumer rights.

II. Choose the correct answer.

1. A person fixed a sum of amount in a National bank and is getting monthly income on it. This income return is known as. []
A) Salary B) Rent C) Interest D) Commission
2. In which of the following markets are the goods available at cheaper rates.
A) Shopping Mall B) Weekly Markets
C) E-Market D) Neighbour Markets
3. Which of the following goods has a demand in the International market? []
A) Gold B) Jewellery C) Petroleum D) All the above
4. People who buy goods on large scale are known as. []
A) Wholesaler B) Retailer
C) Trader D) None of the above
5. We can pay through the following method for online shopping. []
A) Net banking B) Credit Card C) Debit card D) All the above

III. Match the following:

Group-A		Group-B
1. Business people	()	A) Rent
2. Money Lenders	()	B) Profit
3. Property Owners	()	C) Labour
4. Wages	()	D) Interest
		E) Salaries



IV. Fill in the blanks with suitable words:

1. Income obtained from _____ and _____ is known as Earned income.
2. A person who buys goods and services is known as _____.
3. The persons who finally sell goods to consumers are known as _____.
4. On _____ date we observe National consumers day.

Project Work

- Visit different e-commerce sites and collect the prices of the following goods and then compare them with one another.
A. Laptop B. Mobile Phone C. Pens
- Visit a weekly market and collect information and then prepare a list of goods available in that market.
- Visit a shopping mall and write your experience in brief.

Important Places in the Medieval India

Panipat : It is located near Delhi. Three major wars took place here in the history of India. The first battle of Panipat took place between Babur and Ibrahimlodhi. In this battle Babur defeated Ibrahim Lodhi and established the Mughal Empire in India.

Vijayanagar : This town was founded by Harihara and Bukkarai, the founders of the Vijayanagara Empire. The town is located on the south bank of the Tungabhadra River in modern Karnataka.

Amritsar : This town was founded by Guru Ram Das, a famous Sikh Guru. It is the main pilgrimage site of the Sikhs. The city is located in the state of Punjab.

Agra: This town was founded by Sikander Lodhi. Agra was the second capital of the Lodhi dynasty. Taj Mahal, Moti Masjid, Fort built by the Mughal Emperor Shah Jahan and Akbar Fort are some of the famous structures here.

Fatehpur Sikri : It is located near Agra. Here Akbar built the Buland Darwaza as a symbol of victory over Gujarat.

Ahmedabad : This city was founded by Ahmed Shah in 1411 C.E, the founder of Gujarat's independence during the reign of the Delhi Sultans. It is currently in Gujarat. The textile industry is well established here. Akbar established a center here for the printing of coins.

Calicut : It is one of the most famous port cities in the Malabar Coast (Kerala). The port town played a vital role in medieval trade. When the Portuguese came to India in C.E. 1498, the port of Calicut was ruled by a Hindu king named Zamorin.

Madurai : It is currently in Tamil Nadu. It was the capital of the Pandya in the early days. Malik Kapoor conquered the region in 1310 C.E as part of his conquest of Deccan.

Raigad : It was the capital of the Maratha kingdom during the Shivaji period. After conquering the Torana, the fort was built in C.E. 1646 by Sivaji. Shivaji's coronation ceremony was held here.

Somnath : This town is located in the Kathiawar region on the coast of Gujarat. It was first ruled by the Solankis. The Somnath Temple flourished in the early Middle Ages. The temple was looted by Mohammad Ghazni.

Thallikota (Bani Hatti) : It is presently located in the state of Karnataka. It was ruled by the Bahmani Sultans and the Vijayanagara kings. The Battle of Thallikota took place in C.E. 1565. It is also known as the Battle of the Demons. The Vijayanagara Empire came to an end after this war.

