



STANDARD EIGHT

**TERM - II
VOLUME - 3**

SOCIAL SCIENCE





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Assessment



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HISTORY





Unit - 1

Educational Development in India



Learning Objectives

- ▶ Know the ancient system of education in India.
- ▶ Understand the development of education in medieval and modern India.
- ▶ Analyse the educational development during the British Rule.
- ▶ Discuss the importance of National Education Policy.
- ▶ Understand the educational development in Tamil Nadu.



Z2Z5Y7

Knowledge is the third eye of man.

Introduction

Education is a continuous process of acquiring and sharing of knowledge, skills and values. Education is recognised as the foundation of a progressive society. It plays a vital role in shaping responsible people. The world we live in is constantly changing and developing. So, to meet the challenges and overcome the obstacles we need to be well educated and to know the role of the education in the human development process. Let us learn the development of education in India through the ages.

Education in Ancient India

The historical sources provide the information that from very early times, the tradition of teaching and learning had been in vogue in India. The concept of Education might have originated from the Vedas. The literal meaning

the Sanskrit word 'Veda' is knowledge and the word derived from the word Vid, which means 'to know'. Our ancient education system evolved over many centuries and focused on the holistic development of the individual by taking care of both the innate and latents capacities. It emphasised on values such as humility, truthfulness, discipline, self-reliance and respect for all creations.

Sources of Learning

You must have heard the names of Panini, Aryabhata, Katyayana and Patanjali. Their writings and the medical treatises of Charaka and Sushruta were also some of the sources of learning. Various disciplines such as history, logic, interpretation, architecture, polity, agriculture, trade, commerce, animal husbandry and archery were taught. Physical education too was an important curricular area and pupils participated in games and recreational activities. The Gurus and their students worked conscientiously together to become proficient in all aspects of learning.

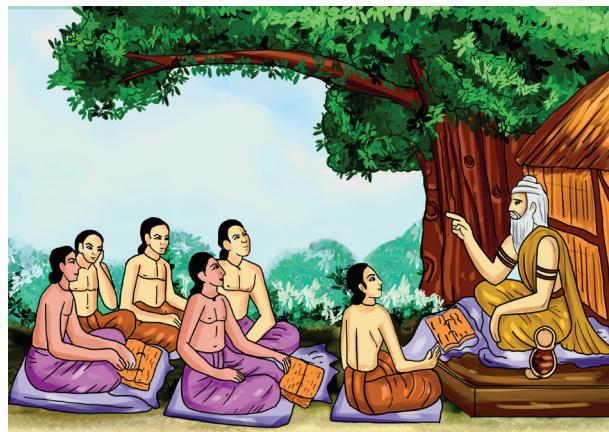


V6Y2D2



In order to assess students' skills, literary debates were organised. Students at an advanced stage of learning guided younger students. A system of peer learning was also practiced, like you have group/peer work.

Ancient Education System in India: A Way of Life



Gurukula System

In ancient India, both formal and informal education existed. Indigenous education was imparted at home, in temples, patashalas, and gurukulas. There were people in homes, villages and temples who guided young children in imbibing pious ways of life. Temples played a vital role in imparting education and served the centres of learning. Students went to viharas and universities for higher studies. Teaching was oral and students remembered and meditated upon what was taught in the Gurukulas. Many of these Gurukulas were named after the sages. Situated in forests, in serene and peaceful surroundings, hundreds of students used to learn together in Gurukulas. During the early period education was imparted by the teacher (Guru/Acharya) to the pupils who gathered around him and came to live in his house as members of his family. This was known as Gurukula system of education. The family of Guru functioned as a demotic school or an Ashram.

During that period, the gurus and their shishyas (pupils) lived together helping each other in day-to-day life. The main objectives was to have complete learning, leading a

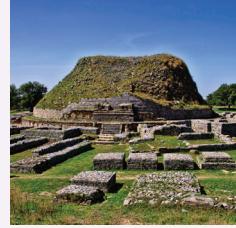
disciplined life and realising one's inner potential. Students lived away from their homes for years together till they achieved their goals. The gurukula was also the place where the relationship between the guru and student strengthened with time.

Many monasteries and viharas were set up for monks and nuns to meditate, debate and discuss with the learned for their quest for knowledge during this period. Around these viharas, other educational centres of higher learning developed, which attracted students from China, Korea, Tibet, Burma, Ceylon, Java, Nepal and other distant countries.

Viharas and Universities Buddhist Period



Taxila was an ancient Indian city, which is now in north-western Pakistan. It is an important archaeological site and the UNESCO declared it as a world heritage site in 1980. Its fame rested on the university where Chanakya is said to have composed his Arthashastra. Archaeologist Alexander Cunningham discovered its ruins in the mid-19th century.



The Jataka tales, accounts given by Hiuen Tsang and I-Tsing (Chinese scholars), and other sources tell us that kings and society took an active interest in promoting education. Through monasteries and Viharas Buddhist scholars carried out the educational work. As a result, many famous educational centres came into existence. Among the most notable universities that emerged during that period were situated at Taxila, Nalanda, Valabhi, Vikramshila, Odantapuri and Jagaddala. These universities developed in connection with the viharas. Those at Benaras and Kanchi developed in relation with temples and became centres of community life in the places where they were situated.



These institutions catered to the needs of advanced level students. Such students joined the centres of higher learning and developed their knowledge by mutual discussions and debates with renowned scholars. Not only that, there was also occasional summoning by a king to a gathering in which the scholars of the various viharas and universities would meet, debate and exchange their views.

Role of the Teacher

Teachers had complete autonomy in all aspects from selection of students to designing their syllabi. When the teacher was satisfied with the performance of the students, the course concluded. He would admit as many students as he liked and taught what his students were keen to learn. Debate and discussions were the primary methods of teaching. Teachers were assisted by their advanced level students.



The ancient Nalanda University was a centre of learning from the 5th century AD (CE) to 12th century AD (CE). Located in present-day Rajgir, Bihar. Nalanda was one of the oldest universities of the world and UNESCO declared the ruins of Nalanda Mahavihara a world heritage site. The new Nalanda University is envisaged as a centre of inter-civilisational dialogue.



Education in Medieval India

Medieval period witnessed a radical transformation with introduction of Muslim education in the Indian subcontinent. The country was invaded by various foreign rulers and several traders from different part of the world. The tradesmen and the invaders brought with them their own cultures and intermingled with the people of the country. Besides, religion, society and culture, education in medieval India

also experienced a new perspective. The aim of education during Muslim period (medieval) was the illumination and extension of knowledge. In the eleventh century, the Muslims rulers established elementary and secondary schools. Education developed with a fresh aspect during that period as there was an excellent interaction between Indian and Islamic traditions in all fields of knowledge like theology, religion, philosophy, fine arts, painting, architecture, mathematics, medicine and astronomy.

However before the arrival of the Muslims in India, a developed system of education was already in place. Muslim rulers promoted urban education by bestowing libraries and literary societies. They founded primary schools (*maktab*s) in which students learnt reading, writing, and basic Islamic prayers. And secondary schools (*madrasas*) were established to teach advanced language skills. Several *madrasas* were set up by the Sultans, and nobles. The main objective of these *madrasas* was to train and educate the scholars who would become eligible for the civil service. Iltutmish was the first ruler to establish a *madrasa* at Delhi during his rule. Gradually many *madrasas* came into existence.

The system of education in medieval India was under the control of Ulema. During those days, education was related to religious training. However, various subjects such as medicine, Arabic literature, grammar and philosophy were also taught. History states that Arab and Central Asian people brought Muslim educational models to India in both the medieval and early modern periods. Women education in India was prevalent during the medieval period.

Raja Jai Singh of Jaipur encouraged learning of scientific subjects. Besides, many institutions were started by private individuals as well. Madrasa of Ghaziuddin in Delhi, and the *madrasa* of Maulana Sadruddin at Shahjahanabad.

In the later medieval era, the British came to India and introduced English education. With the coming of the European missionaries, Western education made firm advances in the country. Various universities and thousands of colleges were formed and popularity of education increased.



DO YOU KNOW?

The medieval period saw the founding of many religious mutts or monasteries which also took up the cause of education. The Ahobila mutt in Srirangam was one among them where Sri Ramanuja has made distinctive contribution to the cause of education. Besides mutts, Jain pallis and Buddhist vihars played a vital role in educating people wherever they existed. They had large libraries of books in all branches of learning.

Modern System of Education

The beginning of the modern system of Indian education can be traced to the efforts of the Christian missionaries who arrived in India in the wake of European occupation. As a result of their efforts, many institutions were established across India. These institutions imparted Western as well as Indian education.

Role of Christian Missionaries

Europeans came to India for trade and established trading companies. They acquired lands and constructed fortresses. Later they wanted to spread their culture and religion among Indians. The Europeans thought that they could make Indians understand the administration and religious theories better if they could impart education to the local population in their own method. So they started educational institutions. The Portuguese were the first Europeans who started modern system of education in India. Francis Xavier, a Jesuit, started a university at Cochin. They started many primary schools. The first college offering degrees on a completion of a



Francis Xavier

course was started in Goa in 1575 where Christianity, logic, grammar and music were taught. John Kiernander was one of the most zealous pioneers and was perhaps the first missionary in India to introduce education for non-Christian children as an evangelistic agency. In 1812, Dr. C.S. John established 20 free reading schools in Tranquebar.

Followed by the Portuguese, the French opened their institutions for all the Indians where education was imparted by Indian teachers through local languages. They started higher secondary schools where French language was taught. Two German Bishops, named Ziegenbalg and Plutschow, started schools and a training college for teachers in Travancore. After the arrival of English East India Company in 1600 AD(CE), institutions were established for imparting instruction in English. Gradually Sanskrit colleges were opened in Madras and Benaras.

The first Bishop of Calcutta, the Revered Dr. Middleton, started a missionary college at Calcutta, which became famous as the Bishop's College. Mountstuart Elphinstone was actually a strong advocate of vernacular education, but on his retirement in 1827, his admirers collected funds and established a college offering English classes, named the Elphinstone College at Bombay. Missionaries made a good deal of attempt for the propagation of education in India. Due to their efforts many institutions were established. These institutions imparted Western education as well as Indian education.



Ziegenbalg

Education in the British Rule

History of education in British rule can be divided into four periods: (i) from the early days of the British rule up to 1813; (ii) period from 1813–1853; (iii) period from 1854–1920 and (iv) period from 1921–1947.



During its early days, the East India Company followed a policy of indifference and non-interference towards education as this sector did not form a part of its programme. The Company's charter was renewed in 1813, which compelled the Company to assume responsibility for the education of Indians, though on a very limited scale. Besides missionaries, non-missionaries like Raja Ram Mohan Roy of Bengal, Pachyappar of Madras, W. Frazer of Delhi contributed to the cause of education.



In 1813, the East India Company was compelled to assert the responsibility for the education of the Indians.

Charter of Act of 1813 made a provision for an annual grant of a sum of 1 lakh rupees for the promotion of education in India.

The second period was also marked by great educational controversies concerning the issues of educational policy, medium of instruction and method of spreading education. First, there were the orientalists who supported the preservation of Oriental learning and the use of Sanskrit and Persian as the media of instruction. They were opposed by the Anglicists who advocated dissemination of Western knowledge through English. A third section believed in the use of Indian languages as the media of instruction.

These controversies were partially set at rest by Macaulay's Minutes of 1835. Higher education was de-orientalised, encouraging English education for the upper classes. Each province was allowed to follow its own education policy. But even then, the controversies continued till 1854.



Macaulay

The third phase of British-influenced education may be called the period of an All-India Educational Policy. It commenced with Sir Charles Wood's Despatch in 1854.



The Wood's Despatch (1854) is called the 'Magna Carta' of English education in India because it was the first declaration of British education policy for educating the masses at all levels. But it resulted in the complete control on state education, divorcing it from Indian ideals and culture.

The fourth phase may be called the period of provincial autonomy. The Act of 1935 ushered a new era of educational advancement through the country. The new programmes were hit hard by the worldwide economic depression in 1929. The introduction of complete provincial autonomy by the Government of India Act of 1935 further strengthened the position of the provincial ministers of education. After the Second World War, a very important plan for educational development, known as the Sergeant Report (1944) was prepared. This blueprint had a powerful influence on contemporary education, both in thought as well as in practice.

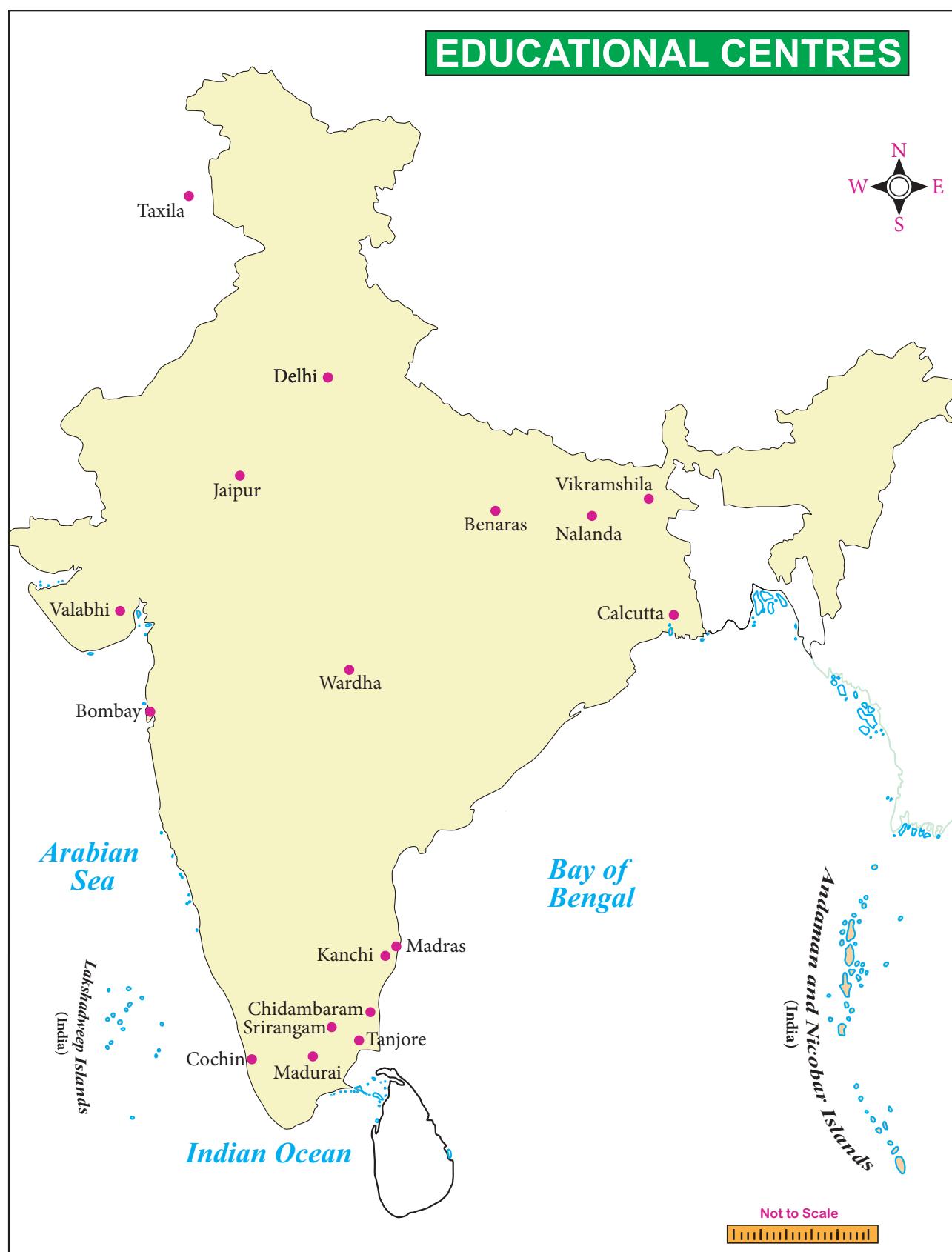


Wardha Scheme of Education (1937)

In 1937, Gandhiji evolved a scheme popularly known as the Wardha Scheme of Basic National Education. The principle of non-violence was the basis of Gandhiji's scheme of Basic Education. Through this scheme he wanted to develop those qualities in future citizens of India which he considered necessary for building a non-violent society. His system of Education wanted to root out exploitation and centralization in society and create a non-violent social order.



EDUCATIONAL CENTRES





Educational Development of Independent India

The new epoch-making era in the history of education was ushered with the attainment of independence in 1947. It brought a new hope, a new vision, a new future for the Indians. In 1948, Dr. Radhakrishnan Commission was appointed to present a report on University education. In pursuance of the Commission's recommendations, University Grants Commission was constituted to determine the standard of higher education. One of the most important events that have taken place in the field of secondary education was the appointment of Secondary Education Commission in 1952–53. It suggested new organisational patterns, improvement in quality of textbooks, curriculum and methods of teachings. An education commission under the chairmanship of Dr. D.S. Kothari was appointed by the Government of India in 1964. Free and compulsory primary education for all children up to the age of 14 years and uniform educational structure of 10+2+3 pattern were its main recommendations.



Dr. Radhakrishnan

transfer a static society into a vibrant one with a commitment to development and change. It emphasised on equal opportunities for marginalised sections of the country and the removal of disparity through scholarships, adult education and open universities, especially for rural India. The New Education Policy called for a child-centred approach in primary education and launched Operation Blackboard to improve primary schools nationwide.

The New Education Policy was revised again in 1992. It envisaged the formulation of a National Curriculum Framework, emphasis on in-service education, improvement of facilities and streamlining of the evaluation system at the secondary stage.

Sarva Shiksha Abhiyan (SSA) and Rastriya Madhyamik Shiksha Abhiyan (RMSA)

The Sarva Shiksha Abhiyan (SSA) is the Government of India's flagship programme that was launched in 2000-01 to achieve Universal Elementary Education (UEE). SSA is now the primary vehicle for implementing the provisions of the Right of Children to Free and Compulsory Education Act (2009) (RTE). Right To Education (RTE) provides for free and compulsory education to all the children from the age of 6 to 14 years. The SSA initiates a variety of innovation and activities related to schools. Some important activities include providing the Mid-Day Meals and stipends for students, the setting up of School Management Committees (SMCs) and provision of teaching-learning materials for classrooms.

Rastriya Madhyamik Shiksha Abhiyan (RMSA) is a centrally sponsored scheme for universalisation of access and improvement of quality education at the secondary stage, which was implemented during Eleventh Five-Year Plan period. The goal of RMSA is to make secondary education qualitative, available, accessible and affordable to all young students in the age group 15–16 years.

National Policy on Education

The first National Education Policy of 1968 marked a significant step in the history of education in post-independent India. It aimed to promote national progress, a sense of common citizenship and culture and to strengthen national integration. In 1986, the Government of India introduced a New Education Policy. The aim of New Education Policy was to



Education remained a state subject till December 1976. But now the education is in the concurrent list.



Science lab, libraries, in-service training for teachers, computer-aided education, co-curricular activities and teaching-learning aids are provided by the Government of India through RMSA scheme at the school level.

The Union Budget 2018–19 proposed to give school education holistically without segmentation from Pre-School to Class XII. Samagra Shiksha, and to be prepared with the broaden goal of improving school effectiveness, measured in terms of equal opportunities and equitable learning outcomes. It subsumes the schemes: SSA, and RMSA. In 2017, a committee was constituted by the Ministry of Human Resources Development to draft the National Education Policy. This committee submitted its report in 2019.

Educational Development in Tamil Nadu

The pattern of education in Tamil Nadu was not merely reading and understanding of books but listening to learned persons. The Thirukkural stresses the need for education and warns the dangers of illiteracy. In ancient times, the school was called ‘Palli’ and the teacher was a ‘Kanakkayar’.

A significant development took place in the field of education during the Pallava period. Ghatika was an educational institution. The Pallava kings supported those educational institutions through endowments. The Vaishnava and Saiva mutts provided boarding and lodging facilities to all students and teachers.

Hiuen Tsang gives a graphic picture about Kanchi Buddhist centre and Kanchi, was considered as the main centre of learning.

The Chola period was the most brilliant and creative period in the Tamil literature. Tamil education enjoyed a greater connection

with religion and temple. Free education was given to people. The curriculum and syllabi had a theoretical background. From the inscription of that period, we can now gain knowledge about the qualification of teacher, method of teaching, salary of teachers, food provided to the students and the land given to the schools etc. Rajaraja Chaturvedimangalam was the famous seat of a Vedic college (Ennayiram in Former South Arcot district). At Tirubuvanai (in Pondicherry) Vedic college flourished. The Tiruvidaikkalai inscription mentions a library. Tiruvaduthurai inscription of Viravajendra refers to a medical school.

The Pandya kings patronised Sanskrit in an exemplary way. It is revealed in the copper plates. The educational institutions of that period were called as Ghatigai, Salai and Vidhyasathana.

Lands were given to teachers. They were known as Salabhogam (e.g. Vallabha Perunchalai at Kanyakumari). The famous college during the Pandya regime was Kandhalur Salai. Mutts occupied a significant place in the promotion of education. Learning flourished under the Vijayanagar rule. Many educational institutions were established under their patronage. Thinnappalli Koodam was established during the Nayak rule.

Modern period

Fernandez, who came to Madurai during the time of Veerappa Nayak, established a primary school. The Maratha ruler Sarfoji II collected the old records and kept them in the Saraswathi Mahal library. He also had a printing press with Devanagari type, which was located at Tanjore. Pradran is an important center of higher education in the country.

Sir Thomas Munroe the Governor of Madras Presidency (1820-27) was highly responsible for the introduction of Western education in Madras Presidency. He appointed a committee to conduct a statistical survey of the condition of education. The Education Commission of Munroe recommended the creation of two principal schools (Collectorate



Sarfoji II



Sir Thomas Munroe

and Tahsildare schools) in each district. In 1835 Lord William passed a resolution favouring the introduction of western system of education in India. Wood's Despatch of 1854 introduced the Department of Public instruction in Madras Presidency. Grant-in-aid was given to all schools. The Madras University was founded in 1857. It was the first University in Tamil Nadu under the British rule. In 1882 the Local Boards Act was passed. The Board was empowered to open new schools and to get grants from the government. By 1938, all subjects except English were taught in Tamil in schools.

The Annamalai University was founded at Chidambaram in 1929. This was the next step in the development of higher education

Education since independence

Free education at the secondary school level was introduced in 1964 – 65. The Gandhigram Rural College was established in 1975. Distance education has also been

introduced to educate those who could not go to colleges.

In 1956, Midday Meal Programme was introduced in schools. Later, it was extended as Nutrition Meal Scheme in 1982 to avoid drop-outs in schools.



The National Policy on Education was framed in 1986 and was modified in 1992. Since then several changes have taken place to meet the changing dynamics of the society.

Recap

- Education is recognised as the foundation of a progressive society
- Indigenous education was imparted at home, in temples, patashalas and gurukulas
- Medieval period witnessed a radical transformation with the introduction of muslim education
- In the later medieval era the British came to India and introduced English education.
- The first National Education Policy of 1968 marked a significant step in the history of education in post – independent India.
- Free education at the secondary school level was introduced in 1964 -65

GLOSSARY

monasteries	a building in which monks live and worship	புத்த மடாலயங்கள்
illumination	lightning	ஒளியூட்டல்
madrasa	islamic religious institution	இஸ்லாமிய பாடசாலை
oriental	eastern	கீழ்த்திசைக்குரிய
Anglicists	specialist in English linguistics	ஆங்கிலசார்பு கோட்பாடுவாதிகள்
dissemination	dispersing	பரப்புதல்



Evaluation

I. Choose the correct answer

1. The word 'Veda' is derived from _____.
a) Sanskrit
b) Latin
c) Prakrit
d) Pali
2. Which of the following was an important centre for the learning in the ancient period?
a) Gurukula
b) Viharas
c) Palli
d) All of these
3. Nalanda, the oldest university in India was located in
a) Uttar Pradesh b) Maharashtra
c) Bihar d) Punjab
4. When did the UNESCO declare Takshashila as world heritage site?
a) 1970 b) 1975 c) 1980 d) 1985
5. Which European country were the first to start Modern System of Education in India?
a) British b) Danish
c) French d) Portuguese
6. Which of the following Charter Act made a provision for an annual grant one lakhs Rupees for the promotion of Education in India?
a) Charter Act of 1813
b) Charter Act of 1833
c) Charter Act of 1853
d) Charter Act of 1858



7. Which of the following Commission recommended to constitute the University Grants Commission?

- a) Sergeant Report, 1944
- b) Radhakrishnan Commission, 1948
- c) Kothari Commission, 1964
- d) National Education Policy, 1968

8. In which year the New Education Policy was introduced in India?

- a) 1992 b) 2009
- c) 1986 d) 1968

II. Fill in the blanks

1. The word 'Veda' means _____.
2. Taxila ruins were discovered by _____.
3. _____ was the first ruler to establish a *madrasa* at Delhi.
4. The New Education Policy was revised in _____.
5. _____ is the primary vehicle for implementing the provisions of the Right to Education Act of (RTE) 2009.
6. Mid-day meal program was introduced in schools in _____.

III. Match the following

- | | |
|----------------------|----------------------------------|
| 1. I - Tsing | - Saraswathi mahal |
| 2. Francis Xavier | - Magnacarta of Indian Education |
| 3. Wood's Despatch | - Western Education in Madras |
| 4. Sarofoji II | - University at Kochin |
| 5. Sir Thomas Munroe | - Chinese scholar |

IV. State True or False

1. The writings of Charaka and Sushrutha were the sources of learning of medicine.



2. Temples were the centers of learning and played an active role in the promotion of knowledge.
3. The Jataka tales tell us that the kings and society took an active interest in promoting education.
4. Women education in India was not prevalent during the medieval period.
5. The RMSA scheme was implemented during tenth Five Year Plan.

V. Consider the following statements and tick the appropriate answer

1. i) The Nalanda University was founded in fifth century C.E
ii) In ancient India teachers had complete autonomy in all aspects from selection of students to designing their syllabi
iii) In ancient times the teacher was called Kanakkayar.
iv) The famous college during the Chola period was Kandhalur salai.
 - a) i and ii are correct
 - b) ii and iv are correct
 - c) iii and iv are correct
 - d) i, ii and iii are correct
2. Find out the Correct Pair
 - a) Maktabs - Secondary School
 - b) Macaulay's Minutes of 1835 - English education
 - c) Operation Blackboard - Secondary Education Commission
 - d) Salabhogam - Lands were given to temples

VI. Answer the following in one or two sentences

1. Write about the importance of Gurukulas?

2. Name the most notable universities that evolved in ancient India?
3. Write a short note on Taxila?
4. Mention the education centres flourished in Cholas period?
5. Expand SSA and RMSA.
6. What do you know about RTE.?

VII. Answer the following

1. What were the sources of education in ancient India?
2. Write a paragraph about the education under the British rule?
3. Describe the National Policy on Education?
4. Give a detailed account on education under Cholas?

VIII. HOTS

1. How does the flagship programme of SSA achieve Universal Elementary Education?

IX. Mark the following places on the outline map of India

- | | |
|----------------|-----------------|
| 1. Nalanda | 7. Lucknow |
| 2. Taxila | 8. Allahabad |
| 3. Valabhi | 9. Cochin |
| 4. Kanchi | 10. Calcutta |
| 5. Vikramshila | 11. Madras |
| 6. Delhi | 12. Chidambaram |

X. Project and Activity

1. Collect the pictures of ancient educational centres and prepare an album.
2. Find out the historic importance of Nalanda, Taxila and prepare a power point presentation on it.



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INTERNET RESOURCES

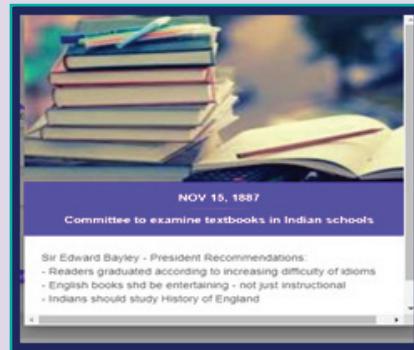
1. www.ugc.ac.in
2. samagra.mhrd.gov.in
3. www.sarasvatimahal.in



ICT CORNER

Educational Development in India

Through this activity you will know about world historic events through Interactive timeline.



Step – 1 Open the Browser and type the URL given below (or) Scan the QR Code.

Step – 2 Type ‘Education in India’ in the search box

Step – 3 Explore the Timeline Events with Pictorial Descriptions.

Web URL: <https://www.timetoast.com/categories>

*Pictures are indicatives only.

*If browser requires, allow Flash Player or Java Script to load the pag

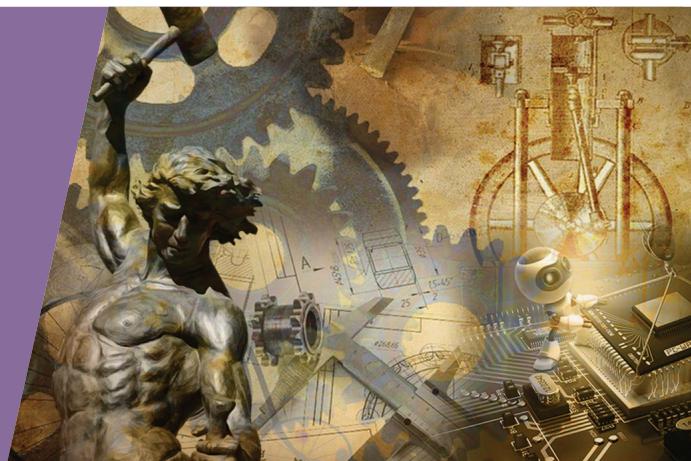


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Unit - 2

Development of Industries in India



Learning Objectives

- ▶ Acquit with the traditional crafts of India.
- ▶ Analyse the causes for the decline of Indian industries.
- ▶ Understand the beginning of modern industries.
- ▶ Know the aim of five-year plans.
- ▶ Understand the phases of industrial development in India.



Introduction

The history of Indian industry perhaps dates back to the history of humankind. India's traditional economy was characterised by a blend of agriculture and handicrafts. According to Edward Baines, 'The birthplace of cotton manufacture is India where it probably flourished long before the dawn of authentic history.' Bernier, who visited India during the reign of Mughal emperor Shah Jahan, marvelled at the incredible quantity of manufactured goods. Tavernier, a French traveller, admired the peacock throne, carpets of silk and gold as well as mini carvings.

Traditional Crafts of India

The crafts in India has a rich history. Crafts were an integral part in the life of the people. Before arrival of mechanised industry, the production of Indian handicrafts was the second largest source of employment in rural India next to agriculture. The traditional Indian industry was known in the fields of textiles, woodwork, ivory, stone cutting, leather,

fragrance wood, metal work and jewellery. The village artisans such as potters, weavers, smiths produced articles and utensils for domestic use. But some specialised goods were produced for domestic and international markets. Some such specialised goods produced were cotton textiles, muslin, wool, silk and metal articles. India was famous for its fine quality of cotton and silk clothes. There are references made in many scholarly works to the professions of the weaver, the tailor and the dyer. Certain centres of metal industry were quite well known. For example, Saurashtra was known for bell metal, Vanga for tin industry and Dacca was identified with muslin clothes.





The muslin of Dacca

Mummies in Egyptian tombs dating from 2000 BC(BCE) were found wrapped in Indian muslins of the finest quality.

A 50metres of this thin fabric could be squeezed into a match box.

Decline of Indian Industries

a. Loss of Royal Patronage

The British conquest transformed Indian economy (self-reliant) into colonial economy.

As the British conquered the Indian territories one after another, the native rulers, the nobles and the landlords lost their power and prosperity. The demand for the fine articles to be displayed in durbars and other ceremonial occasions disappeared. As a result, the craftsman who were patronised by these rulers lost their importance and became poor. For generations, these craftsmen had been practicing their craft, and they did not possess any other skills. So they had to work as labourers in fields to meet their daily needs. This change resulted in increased pressure on agriculture and there was large-scale under-employment in agriculture. The substitution of commercial food crops in agriculture ruined the Indian agro-based industry. The splendid period of indigenous handicraft industries came to an end as the political influence of the East India Company spread over various parts of the country.

b. Transition from producer to exporter of raw materials

Indian handicrafts that had made the country famous collapsed under the colonial rule. This was mainly due to the competition posed by the machine-made goods that were imported from Britain by the British rulers. The ruling British turned India as the producer of raw materials for their industries and markets for their finished products. Moreover, the railways and roadways introduced by the British facilitated the movement of finished products to reach the remotest parts of India and the procurement of raw materials from these parts.



Steam Engine

c. Competition of Machine-Made Goods

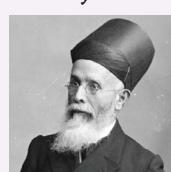
Textile was the oldest industry in India. The highly specialised skills of Indian weavers and the low production cost gave a tough competition to the European manufactures. It led to the invention of cottongin, flying shuttle, spinning jenny and steam engine in England, which made the production of textiles on large scale. India became the market for the finished products of Britain. As a result, peasants who had supplemented their income by part-time spinning and weaving had to now rely only on cultivation. So they lost their livelihood. Moreover, the Indian goods made with primitive techniques could not compete with industrial goods made in England.

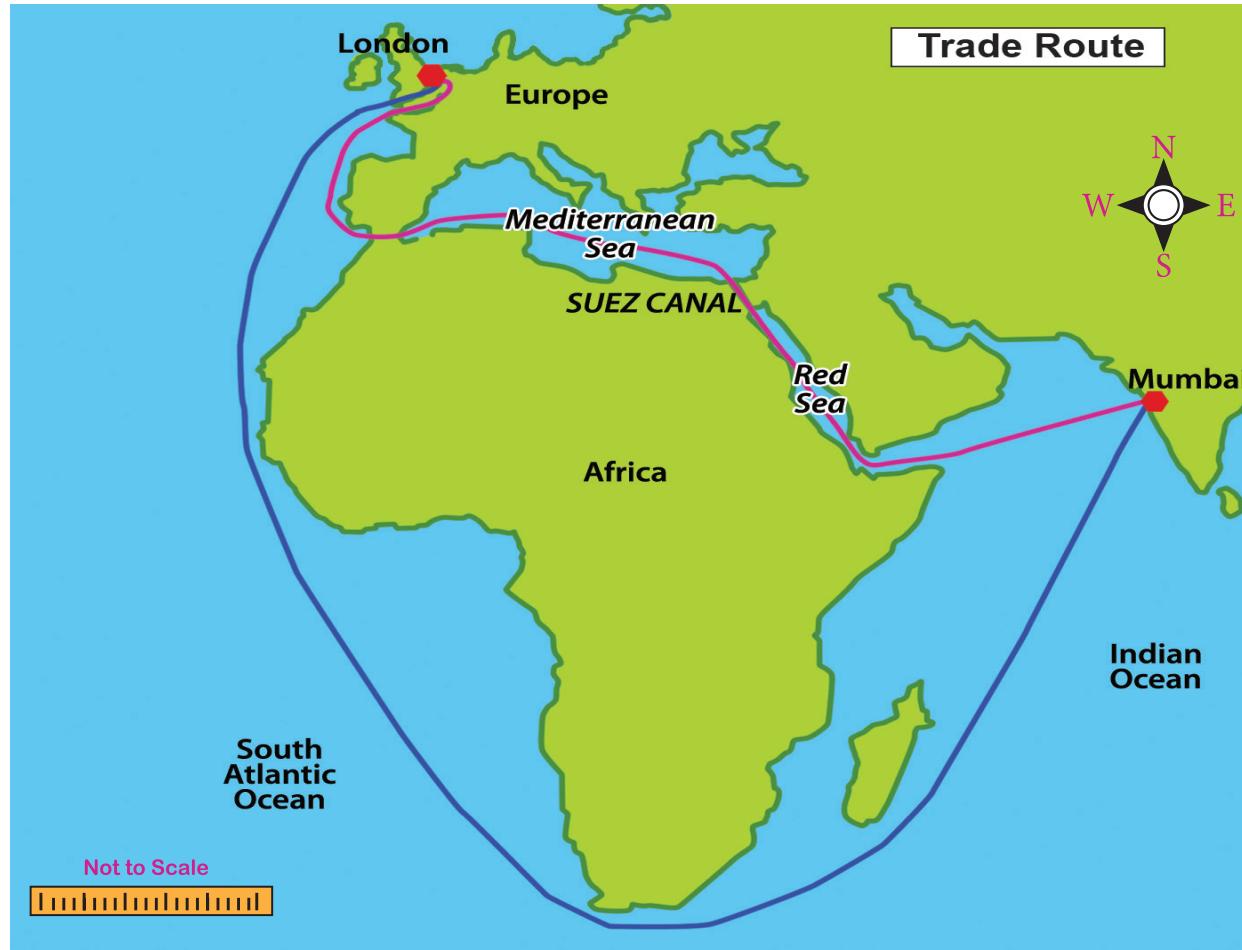


Textile industry

The Drain Theory of Dadabai Naoroji

Dadabai Naoroji was the first to acknowledge that the poverty of the Indian people was due to the British exploitation of India's resources and the drain of India's wealth to Britain.





d. Trading policy of the British

All the policies implemented by the British government in India had a deep impact on India's indigenous industries. Free trade policy followed by the East India Company compelled the Indian traders to sell their goods below the market prices. This forced many craftsmen to abandon their ancestral handicraft talents. East India Company's aim was to buy the maximum quantity of Indian manufactured goods at the cheapest price and sell them to other European countries for a huge profit. This affected the traditional Indian industry. The British followed the policy of protective tariffs that was much against the trading interests of India. Heavy duties were charged on Indian goods in Britain, but at the same time, the English goods entering India were charged only nominal duties.

e. De-Industrialisation

During the first half of 19th century western countries were experiencing industrialisation, India suffered a period of industrial decline.

The process of disruption of traditional Indian crafts and decline in national income has been referred to as de-industrialisation.

The Indian domestic industry could not have withstood foreign competition, which was backed by a powerful industrial organisation, big machinery, large-scale production. The difficulties in Indian industries was complicated further by the construction of Suez Canal, because of which transport cost was reduced, which made the British goods cheaper in India. The main cause for the decline of handicraft industry was the greater employment opportunities and income-generating effect of the modern factory.



Beginning of Modern Industries

The process of industrialisation started in India from the mid-19th century. The beginning of modern industry is associated with the development in mainly plantations like jute, cotton and also steel. There was a limited development of mining, especially coal. The accelerated industrialisation began with the development of railways and roadways. This growth greatly influenced the economic and social life of people in the country. The two World Wars gave an impetus to the development of number of industries such as chemical, iron and steel, sugar, cement, glass and other consumer goods. Most mills were setup by wealthy Indian businessmen. Initially this development was confined to the setting up of cotton and jute textile mills.



a. Plantation Industries

The plantation industry was the first to attract the Europeans. The plantation industry could provide jobs on a large scale, and in reality, it could meet the increasing demands for tea, coffee and indigo by the British society. Therefore, plantation industry was started early on. The Assam Tea Company was founded in 1839. Coffee plantation also started simultaneously. As the tea plantation was the most important industry of Eastern India, coffee plantation became the centre of activities in South India. The third important plantation, which gave birth to factory, was jute. All these industries were controlled by the many former employees of the British East India Company.

b. Machine-based Industries



Tea plantation

In India, modern industrial sector in an organized form started with the establishment of cotton textile industry in Bombay in 1854. In 1855, jute industry was started in the Hooghly valley at Rishra near Calcutta. The first paper mill was started in Ballygunj near Calcutta in 1870. The cotton mills were dominated by Indian enterprises and the jute mills were owned by the British capitalists. Cotton mills were opened in Bombay and Ahmedabad, and jute mills proliferated on the Hooghly river banks. The woollen and leather factories became prominent in Kanpur.

c. Heavy Industries

The heavy industries included the iron and steel industry. Steel was first manufactured by modern methods at Kulti in 1874. Iron and steel industries began rooted in the Indian soil in the beginning of 20th century. However, the credit for the development of large-scale manufacture of steel in India goes to Jamshedji Tata. The Tata Iron and Steel Company (TISCO) was setup in 1907 at Jamshedpur. It started producing pig iron in 1911 and steel ingots in 1912.



TISCO - Jamshedpur

Growth of Modern Industries

The length of railways increased from 2,573 km in 1861 to 55,773 km in 1914. Opening of the Suez Canal also shortened the distance between Europe and India by about 4,830 km. This reduced distance facilitated further industrialisation of India. As a result of Swadeshi Movement, the cotton mills increased from 194 to 273 and jute mills from 36 to 64. The British had consolidated the power in India and thereby attracted large number of foreign



entrepreneurs and capital particularly from England. Foreign capitalists were attracted to Indian industry as it held the prospect of high profit. Labour was extremely cheap. Raw materials were cheaply available. And India and its neighbours provided a ready market.

Confederation of Indian Industry (CII)



The Confederation of Indian Industry is a business association in India. CII is a non-government, not-for-profit, industry-led and industry-managed organisation. It was founded in 1985. It has over 9,000 members from the private as well as public sectors, including small and medium enterprises (SME) and multinational corporations (MNCs).

Industrial Growth in India

To realise the dream of development of industries, Indian Government adopted certain industrial policies and Five-Year Plans. One of the most important innovations in the industrial field after Independence has been the introduction of the Five-Year Plans and the direct participation in industry by the government as expressed in the Industrial Policy Resolution of 1948. This Resolution delineated the role of the state in the industrial development both as an entrepreneur and as an authority. As per the Industrial Policy Resolution 1956, industries were classified into three categories:

Schedule A: Only the Government can handle these industries. Some of these are atomic energy, electrical, iron and steel and others.

Schedule B: These comprise road and sea transportation, machine tools, aluminium, chemicals including plastics and fertilisers, ferro alloys and certain types of mining.

Schedule C: Under this category, the remaining industries are left to the private sector.

Classification of Industries

- On the basis of raw materials used, industries can be classified into agro-based and mineral-based. According to their role it can be classified into basic and key industries.
- On the basis of ownership it can be classified into public sector, private sector, joint sector and co-operative sector.

Phases of Industrial development in India

a. Industrial development during 1950s to 1965

During this phase, a majority of consumer goods were produced in India. The industrial sector was underdeveloped with weak infrastructure. Technical skills were in short supply. The first three Five-Year Plans were very important because their aim was to build a strong industrial base in independent India. These plans mostly focused on the development of capital goods sector. As a result, this phase witnessed a strong acceleration in the growth rate of production.

b. Industrial development during 1965–1980

As the first three Five-Year Plans mostly focused on the development of the capital goods sector, the consumer goods sector was neglected. The consumer goods sector is the backbone of rural economy. As a result, there was a fall in the growth rate of industrial production. So this period is marked as the period of structural retrogression.

c. Industrial Development during 1980s till 1991

The period of the 1980s can be considered as the period of the industrial recovery. This period witnessed quite a healthy industrial growth.

d. Industrial Development Post 1991 Reforms

The year 1991 ushered a new era of the economic liberalisation. India took major decision to improve the performance of the



PLACES OF INDUSTRIES





industrial sector. The Tenth and Eleventh Five-Year Plans witnessed a high growth rate of industrial production. The abolition of industrial licensing, dismantling of price controls, dilution of reservation of small-scale industries and virtual abolition of monopoly law enabled Indian industry to flourish. The new policy welcomes foreign investments.

Modernisation

India has now a large variety of industries producing goods of varied nature, which shows a high degree of modernisation. Some modern industries have really grown and they are competing effectively with the outside world. This has reduced our dependence greatly on foreign experts and technologists. On the contrary, India is exporting trained personnel to relatively less developed countries.

The term information technology includes computer and communication technology along with software. Along with three-sector model of primary, secondary and tertiary industries, a fourth sector, information-related industries, has emerged. The knowledge economy depicts the automation of labour-intensive manufacturing and service activities as well as growth in new service industries such as health care, distance education, software production and multimedia entertainment.

Self-Reliance

Another positive aspect of industrial growth is the attainment of the goal of self-reliance. We have achieved self-reliance in machinery, plant and other equipment. Today, the bulk of the equipment required for industrial and infrastructural development is produced within the country.

The Indian road network has become one of the largest in the world. Government efforts led to the expansion of the network of National Highways, State highways and major district roads, which in turn has directly contributed to industrial growth.

As India needs power to drive its growth engine, it has triggered a noteworthy improvement of availability of energy. After almost seven decades of independence, India has emerged as the third largest producer of electricity in Asia.

Conclusion

Industrialisation is an important component of economic growth. India's industrial expansion over the plan period presents a mixed picture. Compared to the pre-independence level, industrial growth during the Five-Year plan periods is phenomenal.

Recap

- The history of Indian Industry dates back to the history of human kind.
- The crafts in India has a rich history.
- Indian handicrafts that had made the country famous collapsed under the Colonial rule.
- The process of Industrialisation started in India from the mid of 19th Century.
- In India modern industrial sector in an organised form started with the establishment cotton textile Industry.
- Confederation of Indian Industry is a non-government, not-for-profit, industry-led and industry-managed Organisation.

GLOSSARY

incredible	unbelievable	நம்பமுடியாத
indigenous	native	உள்ளாட்டு
acceleration	increasing the speed	விரைவுப்படுத்துதல்
swadeshi	produced with in this country	உள்ளாட்டு உற்பத்திப்பொருள்
entrepreneur	businessman	தொழில் முனைவோர்
retrogression	to return to older	பின்னோக்கிச் செல்லுதல்



Evaluation

I. Choose the correct answers

1. Which of the following activities of the people will not come under handy craft?
 - a) Carving statues out of stone
 - b) Making bangles with glass
 - c) Weaving silk sarees
 - d) Smelting of iron
2. The oldest industry in India was _____ industry.
 - a) Textile
 - b) Steel
 - c) Electrical
 - d) Fertilizers
3. The woollen and leather factories became prominent in _____.
 - a) Bombay
 - b) Ahmadabad
 - c) Kanpur
 - d) Dacca
4. What was the aim of first Three Five year Plans of India?
 - a) To control population growth
 - b) To reduce illiteracy rate
 - c) To built a strong industrial base
 - d) To empower the women
5. What was not the reason for the decline of Indian Industries?
 - a) Loss of royal patronage
 - b) Competition of machine made goods
 - c) Industrial policy of India
 - d) Trading policy of British



II. Fill in the blanks

1. _____ was the integral part in the life of the people.
2. Industrial revolution took place in _____.
3. The Assam Tea Company was founded in _____.

4. Jute industry was started in the Hoogly Valley at _____ near Calcutta.
5. _____ shortened the distance between Europe and India.

III. Match the following

- | | | |
|--------------------|---|------------------|
| 1. Tavernier | - | Drain Theory |
| 2. Dacca | - | Paper mill |
| 3. Dadabai Naoroji | - | Artisan |
| 4. Ballygunj | - | Muslin |
| 5. Smiths | - | French traveller |

IV. State True or False

1. India was famous for cotton and silk cloths.
2. The railway was introduced in India by the British.
3. Steel was first manufactured by modern methods at Jamshedpur.
4. The industrial policy of 1948, brought mixed economy in industrial sector.
5. The tenth and eleventh five year plans witnessed a high growth rate of Agricultural production.

V. Consider the following the statements and tick the appropriate answer

1. Which of the following statements are correct?
 - i) According to Edward Baines, 'The birth place of cotton manufacture is in England'.
 - ii) Before mechanised industry handicrafts was the second largest source of employment in rural India.
 - iii) Saurashtra was known for tin industry.
 - iv) Construction of Suez Canal made the British goods cheaper in India.
 - a) i and ii are correct
 - b) ii and iv are correct
 - c) iii and iv are correct
 - d) i, ii and iii are correct



2. **Assertion (A):** Indian handicrafts collapsed under the colonial rule.

Reason (R): British made India as the producer of raw materials and markets for their finished products.

- a) A is correct R is correct explanation of A
b) A is correct and R is not the correct explanation of A
c) Both A and R is correct
d) Both A and R is wrong

3. Which one of the following is wrongly matched?

- | | | |
|----------------|---|------------------------|
| a) Bernier | - | Shajahan |
| b) Cotton mill | - | Ahmadabad |
| c) TISCO | - | Jamshedpur |
| d) Economic | - | 1980
Liberalisation |

VI. Answer the following in one or two sentences

1. What are the traditional handicrafts industries of India?
2. Write about the drain theory.
3. Name the inventions which made the production of textiles on large scale?
4. Write a short note on Confederation of Indian Industry?
5. What is de-industrialisation?

VII. Answer the following

1. How was the trading policy of British caused for the decline of the Indian Industries?
2. Write in detail about the plantation industries?
3. Explain Industrial development after 1991 reforms.

VIII. HOTS

1. How do handicraft products differ from machine made products?

IX. Mark the following places on the outline map of India

- | | |
|---------------|--------------|
| 1. Bombay | 6. Ahmadabad |
| 2. Calcutta | 7. Kanpur |
| 3. Dacca | 8. Kulti |
| 4. Jamshedpur | 9. New Delhi |
| 5. Rishra | 10. Assam |

X. Project and Activity

1. Name the industries in your state and divide them into Agro based metal based and forest based.
2. Prepare a project on air, water, and land pollution due to the industrial development in India.
3. Make a power point presentation on the industrial development of India and highlight the main features of those developments.



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1. Dharmakumar (ed). *The Cambridge Economic History of India, Vol II, c.1757-2003*
2. *The Gazetteer of India. Vol II* Publications Division
3. *India 1995 - A reference Annual*, Publications Division



INTERNET RESOURCES

1. <http://www.suezcanal.gov.eg>
2. <http://www.cii.in>



GEOGRAPHY





Unit - 1

Migration and Urbanisation



Learning Objectives

- ▶ To study the meaning, causes and consequences of migration
- ▶ To know the types of migration
- ▶ To describe the concept of Urbanisation
- ▶ To learn the origin and growth of Urbanisation
- ▶ To understand the problems of Urbanisation



Introduction

Rajesh and Suresh were new students joined in a school. They were allotted to Section – ‘A’ in VIII standard. The class teacher and other students of the class welcomed them. Teacher said, “You are going to have two new friends today. So, you all introduce yourselves to others; say your name and place from where you are coming, okay”. They started from the first bench. Rajesh and Suresh were sitting in the second bench. Rajesh had a turn to introduce himself. He said, “I am Rajesh, as my mother has been transferred to this school, we migrated from Chennai to Krishnagiri”. Now Suresh had a turn to introduce himself. He said, “I am Suresh, coming from the Village called Pudupatti, it is five kilometres away from the school; Madam, Please tell me the meaning of ‘migration’ the word used by Rajesh”. The teacher said, “yes, from this lesson you are going to learn in detail about it”.

MIGRATION

Migration has been defined differently by different experts. In general, migration is defined as the permanent or semi permanent

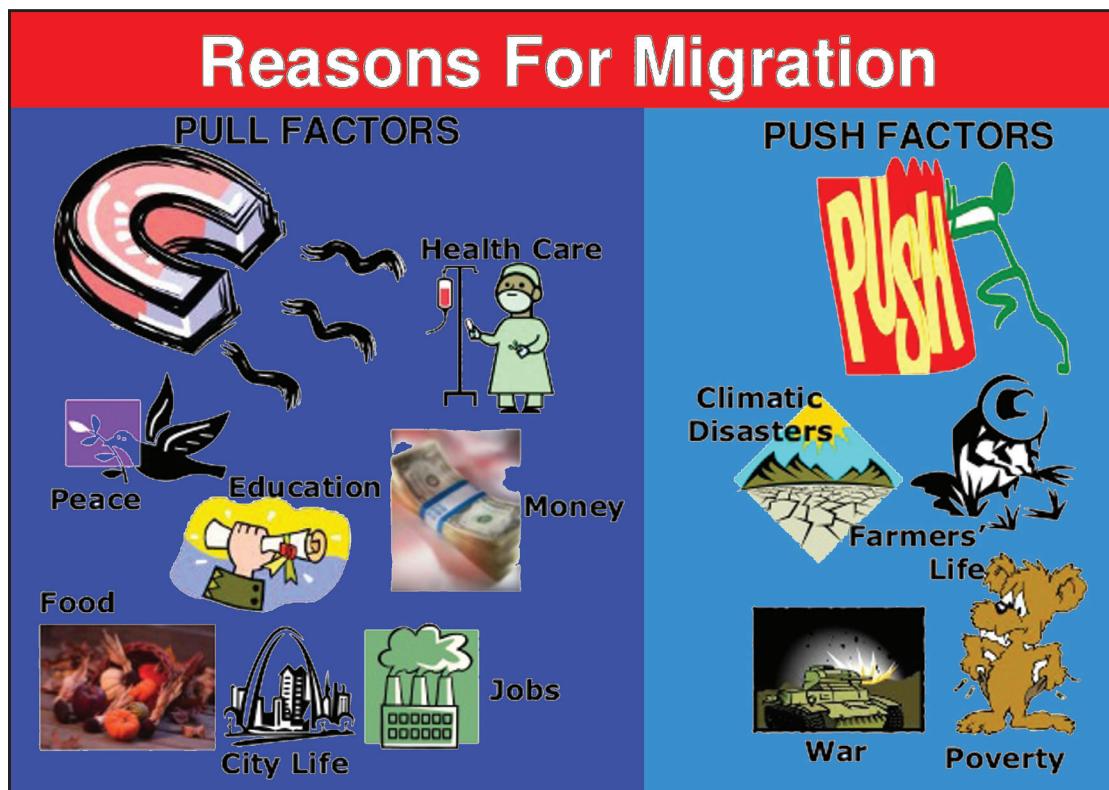
change of residence of an individual or group of people over a significant distance. So, the term migration refers to the movement of people from one place to another.



Migration

United Nations Organization Definition:
Migration is a form of geographical mobility of population between a geographical unit to another, generally involving a permanent change of residence.

One of the most important aspects of social science is “**Human Migration**”. It has maintained a close relation with mankind from its earliest stage. Migration is one of the most



important dynamic human activities from the very beginning of human life. During the early days, people moved from one place to another in search of food. When most of the people ceased to live in forest and adopted civilized life, they developed relationship with domesticated animals and fertile land. As a result, mobility of

Factors of Migration

There are a number of factors which are responsible for the migration of human population. These factors can be grouped under the heads of favourable and unfavourable factors. The favourable factors which attract people towards a location are called pull factors. The unfavourable factors which make the people to move out from a location are called push factors.

The various causes which are responsible for human migration is categorized under five groups as follows.

a) Ecological or Natural Causes of Migration

The causes operate under this category are natural ones. They include volcanic eruption,

mankind changed considerably. They almost left the nomadic life and started to live in permanent settlements. At this stage, people continued to move from one region to another in search of fertile land for cultivation. Afterwards, the nature of mobility frequently changed over a period of time.

earthquake, flood, drought etc. These events force the people to leave their native places and settle in the new areas. The conditions like the availability of water resources, areas free from hazards, pollution etc., attract the migrants.

b) Economic causes of Migration

Economy is one of the most important causes of human migration from one area to another. Various economic causes determine the level and direction of migration. The availability of fertile agricultural land, employment opportunities, development of technology etc., are some of the economic causes that attract the migration. The mass poverty and unemployment force the people to move out from their native places to the places where the better employment opportunities are available.



Pull Factors		Push Factors	
Natural Causes			
Least hazard prone zones		Hazard prone zones	
Favourable climate		Climate change (including extreme weather events)	
Abundance of natural resources and minerals (e.g. water, oil, uranium)		Crop failure and scarcity of food	
Economic Cause			
Potential for employment		Unemployment	
Socio-cultural Cause			
Unification		Family conflicts	
Demographic Cause			
Under population		Over population	
Political Causes			
Political security		War, civil, unrest	
Independence and freedom		Safety and security concerns (ethnic, religious, racial or cultural persecution)	
Affordable and accessible urban services (including healthcare, education, utilities and transport)		Inadequate or limited urban services and infrastructure (including healthcare, education, utilities, transport and water)	

Share of Regions in World Population and International Migrants by Origin - 2017

S.No	Name of the Region	Total Population	Percentage of Global Population	International Migrants by origin	Percentage of International Migrants
1	Africa	1,256,268	16.6	36,266	14.1
2	Asia	4,504,428	59.7	105,684	41.0
3	Europe	742,074	9.8	61,191	23.7
4	Latin America and the Caribbean	645,593	8.6	37,720	14.6
5	Northern America	361,208	4.8	4,413	1.7
6	Oceania	40,691	0.5	1,880	0.7
7	Unknown	n/a	n/a	10,560	4.1
8	World	7,550,262	100.0	257,715	100.0

Source: International Migration Report, 2017, United Nations.



c) Socio-cultural causes of Migration

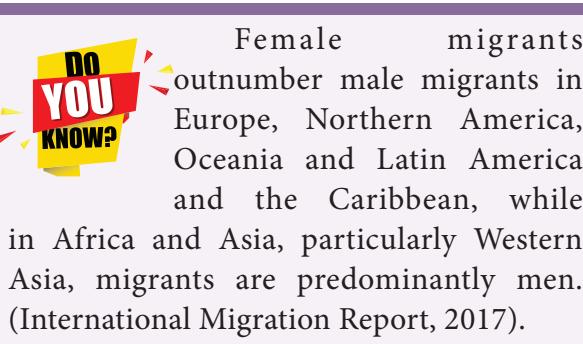
Socio-cultural causes also play some roles in the process of migration. Migration of women after marriage and migration associated with pilgrimage are based on the socio-cultural customs.



Socio-cultural causes of Migration

d) Demographic causes of Migration

In demographic sense, the population composition like age and sex, over population and under population are the major causes of migration. It is well known fact that adults are more migratory than any other age-groups. Women mostly migrate after their marriage. Generally over population is considered as a push factor and under population to be pull factor in the context of migration.



e) Political causes of Migration

Various political causes like colonization, wars, government policies etc. have always been playing important role in human migration from time to time. Wars have been one of the significant causes of migration since ancient time.

Types of Migration

Migration can be classified in several ways. It is usually categorized as follows



In 2017, India was the largest country of origin of international migrants (17 million), followed by Mexico (13 million) (International Migration Report, 2017).

a) Based on the movement associated with administrative limits

(i) **Internal migration:** The movement of people within a country is known as internal migration.

Further, the internal migration is classified into four categories on the basis of the place of origin and destination of migrants. **Rural to Urban Migration** is the movement of population from rural areas to growing towns and cities mainly in search of employment, education and recreation facilities. **Urban to Urban Migration** is the migration between one urban centre to the other like in search of higher salaries. **Rural to Rural Migration** is driven by fertile land for cultivation and other sociological factors like Marriage etc. **Urban to Rural Migration** is the movement from urban centres to rural areas to get rid-off the urban problems and returning to native places after retirement from jobs. Rural to urban migration is the most common one.

(ii) **International migration** – Migration that occurs across the national boundaries are known as international migration.

b) Based on the willingness of the migrants for migration

(i) **Voluntary migration:** If the migration takes place on person's free will, initiative and desire to live in a better place and to improve their financial status, the migration is said to be voluntary.

(ii) **Involuntary or forced migration:** If the migration takes place against the will of migrants, the migration is termed as involuntary migration. The push factors like war may force the people to emigrate from a place is of this type.



c) Based on the duration of stay of migrants in the place of destination

(i) **Short term migration:** In this kind of migration, the migrants stay outside only for a short duration before returning to the place of origin. The duration may be from a few days to few months.

(ii) **Long term migration:** It is a kind of migration in which the migrants stay outside at least for a few years.

(iii) **Seasonal migration:** In this type of migration usually a group of people migrates from their native places during a particular season and returns after end of that season. People migrating to hill stations during summer and the migration of agricultural workers during sowing seasons belong to this category. **Transhumance** is an another example of seasonal migration.



The number of international migrants worldwide has continued to grow rapidly in recent years, reaching 258 million in 2017, up from 220 million in 2010 and 173 million in 2000 (International Migration Report, 2017).

Consequences of Migration

Migration affects both the areas of origin of migration and the areas of destination. The following are the major consequences of migration.

a) **Demographic consequences:** It changes age and sex composition of population. Migration of females after their marriage leads to decline in sex ratio in the source regions and increase the sex ratio in the regions of destinations. The migration of male workers in search of jobs decreases the independent population of the source regions which increases the dependency ratio.

b) **Social consequences:** The migration of people from different regions towards an urban area leads to the formation of plural society.

It helps the people to come out of narrow mindedness and people become generous.

c) **Economic consequences:** The migration of more people from over populated to under populated regions results the imbalance of the resource-population ratio. In some cases, the regions of over and under population may become the regions of optimum population. Migration may influence the occupational structure of the population of an area. Through this it will certainly affect the economy of the regions also. **Brain drain** is a consequence of migration. Brain drain refers to the migration in which skilled people from economically backward countries move to developed countries in search of better opportunities. Eventually, this leads to backwardness in source regions. This is called as “**backwash effect**”.

d) **Environmental consequences:** Large scale movement of people from rural to urban areas causes overcrowding in cities and puts heavy pressure on resources. It leads to rapid growth of cities. The over population in urban areas leads to the pollution of air, water and soil. Scarcity of drinking water, lack of space for housing, traffic congestions and poor drainage are the common environmental problems prevail in urban areas. The lack of space for housing and the rising of land cost lead to the formation of slums.

URBANISATION

Urbanisation refers to the process in which there is an increase in the proportion of population living in towns and cities.



Urbanisation



Causes of Urbanisation

Urbanisation is driven by three factors: natural population growth, rural to urban migration and the reclassification of rural areas into urban areas. Present day urbanisation includes changes in demographics, land cover, economic processes and characteristics of geographic area.



X4M3X4



In 2007, for the first time in history, the global urban population exceeded the global rural population and the world population has remained predominantly urban thereafter. (World Urbanisation Prospects, 2014 Revision, Highlights).

Origin and Growth of World Urbanisation

The process of urbanisation in the world has a long history.

Ancient Period: The urban centres started developing during the pre-historic period (before 10000 years). During this period primitive man started domestication of plants and animals. It was the period of development of permanent settlements. The river valley regions of the Egypt, Greece and India gave rise to agrarian communities which eventually formed the urban communities and urban centres. The excess production of food grains was the major reason for urbanisation. **Ur and Babylon in Mesopotamia, Thebes and Alexandria in Egypt, Athens in Greece, Harappa and Mohenjodaro in India were noted prehistoric cities of the world.**

In ancient period the increase in the number and size of urban centres occurred during the two great colonizing periods of the Greeks and Romans. During the beginning of the 7th century itself many cities were found near the Aegean Sea. During the Greek colonizing period, the expansion of trade promoted the growth of towns and cities.



India, China and Nigeria – together are expected to account for 35 % of the growth in the world's urban population between 2018 and 2050. India is projected to add 416 million urban dwellers, China 255 million and Nigeria 189 million (World Urbanisation Prospects, 2018, Key facts).



A City in Harappa

Medieval Period: It refers to the period after the 11th century. During this period, the European countries, increased their overseas trade which played an important role in the revival of European towns and cities after a period of low development. **At the end of the thirteenth century, Paris, London, Geneva, Milan and Venice were the important cities found in Europe.**

Medieval cities



View of Carcassonne (France)

Modern Period: This period starts from 17th century. It marks the third phase of development in urbanisation. The industrial revolution in the 19th century accelerated the growth of towns and cities. The Europeans with urban civilization gave birth to a large number of new towns in North America and Soviet Union. The modern



means of transport and communication, the development of new trade routes during 19th century had strengthened the trade centres and urban areas. The latest development in urbanisation was noticed in the continent of Africa. Before 1930, Africa had towns only on its coasts but now it has 50 towns with population exceeding 1,00,000. Major cities in Africa are Cairo, Nairobi, Mombasa, Bulawayo, Duala, Abidjan, Logos, Accra, Addis Abba, Leopoldville, Luanda, Cape Town, Natal, Pretoria etc. Thus, in modern age, the accelerating urbanisation is resulting in a redistribution of population throughout the world.



Modern Urbanisation



In 1950, 30% of the world's population was urban, and by 2050, 68 % of the world's population is projected to be urban (World Urbanisation Prospects, 2018, Key facts).

World Urbanisation

S.No	Name of the Region	Urban Population in %
1	North America	82
2	Latin America and Caribbean	81
3	Europe	74
4	Oceania	68
5	Asia	50
6	Africa	43
World Average		55

Source: World Urbanisation Prospects, 2018, Revision, Key facts.

World Top Five Cities

S.No	Name of the City	Population in million
1	Tokyo (Japan)	37
2	Delhi (India)	29
3	Shanghai (China)	26
4	Mexico city (Mexico)	22
5	Sao Paulo (Brazil)	22

Source: World Urbanisation Prospects, 2018, Revision, Key facts

Consequences of Urbanisation

a) Housing and Slums: There is a lack of space for housing and a marked reduction in the quality of housing in the urban areas due to increase in population. This problem may increase in the years to come. Rapid rate of urbanisation results in the development of slums.



Slums

b) Over Crowding: Over-crowding leads to unhealthy environment in the urban areas. It is also the cause of many diseases and riots.

c) Water supply, Drainage and Sanitation: No city has round the clock water supply in the world. Drainage situation is equally bad. The removal of garbage is a Himalayan task for urban local bodies.



d) Transportation and Traffic: Absence of planned and adequate arrangements for traffic and transport is another problem in urban centres. The increasing number of two wheelers and cars make the traffic problem worse. They cause air pollution as well.

e) Pollution: Towns and cities are the major polluters of environment. Several cities discharge their entire sewage and industrial effluents untreated into the nearby rivers. Industries in and around the urban centres pollute the atmosphere with smoke and toxic gases.

Recap

- Common pattern of migration is from rural to urban.
- Migration takes place due to natural, economic, socio-cultural, demographic and political causes.
- Urbanisation is the result of rural to urban migration, natural growth of population and reclassification of rural areas into urban areas.
- Problems of urbanisation are mainly owing to over population, inadequate infrastructure, industrial development and increase in number of vehicles.

GLOSSARY

Migrant	The person who migrates from one place to another.	இடம் பெயர்பவர்
Emigration	A migration in which an individual or a group move out from home country.	குடி பெயர்ச்சி
Emigrant	An international migrant departing to another country by crossing the international boundary	குடி பெயர்பவர்
Immigration	A migration in which a person or group of people move into a new country	குடி யேற்றம்
Immigrant	An international migrant who enters into an area from a place outside the country	குடி யேறுபவர்
Push factors	The factors which force the people to move out from their native places.	உந்து காரணிகள்
Pull factors	The factors which attract people from outside into a place.	இழு காரணிகள்
Transhumance	It is also called Seasonal Migration, where pastoral farmers move with their herds seasonally or periodically between plains and mountains.	கால்நடையுடன் இடம்பெயர்வு



Evaluation

I. Choose the correct answer

1. People move from _____ to _____ mainly in search of better jobs
 - a) Rural to Urban
 - b) Urban to Rural
 - c) Hills to plains
 - d) Plains to hills
2. A person moves from his own country to another country is known as _____
 - a) Immigrant
 - b) Refugee
 - c) Emigrant
 - d) Asylum seeker
3. The migration in search of fertile agricultural land is _____ migration
 - a) Rural to Rural
 - b) Rural to Urban
 - c) Urban to Rural
 - d) Urban to Urban
4. War is one of the _____ causes of human migration
 - a) Demographic
 - b) Socio-Cultural
 - c) Political
 - d) Economic
5. The main reason for the development of urbanisation in pre-historic period was _____
 - a) Production of food grains
 - b) Domestication of cattle
 - c) Fishing
 - d) hunting



II. Fill in the blanks

1. Urbanisation is determined by _____ number of factors
2. _____ is the major push factor operating in rural areas
3. _____ Metropolitan city in India has the second highest urban population in the world
4. The movement of a person based on his free will and desire to live in a better place is called _____ migration

5. In modern time urban growth was accelerated by the development of _____

III. Match the following

- | | |
|----------------|-----------------------------|
| 1. Emigration | - In migration |
| 2. Immigration | - Out migration |
| 3. Pull factor | - employment |
| 4. Push factor | - Socio- Cultural migration |
| 5. Marriage | - Employment opportunity |

IV. State whether the following statements are true or false

1. Slums are generally found in cities
2. Mass migration is absent in the modern period
3. The process of Urbanisation has a short history
4. Cities and towns are the major polluters of environment
5. Transhumance is also referred as seasonal migration

V. Consider the given statements and choose the correct option from the given ones

Statement (A): Urbanisation is mainly due to the movement of people from rural to cities.

Reason (R) : Rural to Urban migration is not a predominant one.

- a) A is correct but R is incorrect
- b) Both A and R are incorrect
- c) Both A and R are correct
- d) A is incorrect and R is correct

VI. Answer the following questions in brief

1. Define "Migration".
2. What are the causes of rural to urban migration?
3. State the causes of the ecological or natural migration.



4. Name any two pull factors of migration.
5. What is Urbanisation?
6. List out any four most populous cities in the world.

VII. Answer the following questions in detail

1. What are the different types of migration? Explain.
2. Explain in detail about the various causes of migration?
3. Discuss the problems of urbanisation.

VIII. Map Study

On the outline map of the world mark the following places

- | | |
|----------------|------------------|
| 1. Tokyo | 6. Oceania |
| 2. New Delhi | 7. Latin America |
| 3. Mexico city | 8. Paris |
| 4. Shanghai | 9. London |
| 5. Sao Paulo | 10. Cairo |

IX. Activities

1. List out and analyze the reason for migration of people in your locality.

2. Collect the pictures and information regarding the effects of urbanisation and make an album.



REFERENCE BOOKS

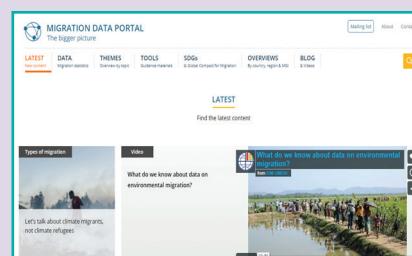
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ICT CORNER

Migration and Urbanisation

Through this activity you will know about total number of international migrations



Step – 1 Open the Browser and type the URL given below (or) Scan the QR Code.

Step – 2 Go to left side menu and Select any Country (Ex. India)

Step – 3 Drag the Time line in left side menu to know about migration status of India

Web URL: <https://migrationdataportal.org/latest>

*Pictures are indicatives only.

*If browser requires, allow Flash Player or Java Script to load the page





Unit - 2

Hazards



Learning Objectives

- ▶ To learn the meanings of hazard, disaster and catastrophe.
- ▶ To describe the major types of hazards, their causes and effects.
- ▶ To develop awareness regarding hazards and related prevention measures.



Introduction

Teacher : Good morning students.
Students : Good morning teacher.
Teacher : Are all present today?
Krithika : No teacher, Shruthi is absent today.
Teacher : Why is she absent today?
Pavithra : Teacher, don't you know what happened to her?
Teacher : No my dear child, what happened to her?
Theshmitha : Teacher, Yesterday, while returning home, she was struck by a big branch of a tree due to heavy rain and got injured.
Teacher : Oh my God....what a pity? Students, you all must be very careful while moving around to avoid the problems from hazards.
Kamalesh : Teacher, what do you mean by hazards? You mean the Belgian football player '**Hazard**'?
Teacher : No...no, it is an event which can affect the living and non-living things of earth. I think today is the right day to get into the interesting chapter 'hazards'.

Hazards

In the beginning of twenty-first century, the earth supported a human population that was more numerous and found healthier and wealthier than ever before. At the same time, there were a lack of awareness on the risks that faced by the people. By keeping this in mind, the present lesson of hazards is intended to familiarise the different types of hazards to promote awareness among students regarding hazards.

Hazards are defined as a thing, person, event or factor that poses a threat to people, structures or economic assets and which may cause a disaster. They could be either human-made or naturally occurring in the environment. The word 'hazard' owes its origin to the word 'hasart' in old French meaning a game of dice (in Arabic – az-zahr; in Spanish – azar).

Though the society experiences several types of hazards, it is important for a region to be aware of those threats that are most likely to affect the community most severely.



DO YOU KNOW?

A natural hazard is a natural process and event that is a potential threat to human life and property. The process and events themselves are not a hazard but become so because of human use of the land.

A disaster is a hazardous event that occurs over a limited time span in a defined area and causes great damage to property/loss of life, also needs assistance from others.

A catastrophe is a massive disaster that requires significant expenditure of money and a long time (often years) for recovery.

Types of Hazards

Some hazards occur frequently and threaten the people. Hazards are classified in different ways.

- I. Based on their causes of occurrence.
- II. Based on their origin.

I. Based on their causes of occurrence

Hazards can be broadly classified into three types: natural, human-made and socio-natural hazards.

1. Natural hazards: These are the results of natural processes and man has no role to play in such hazards. The main examples of natural hazards are earthquakes, floods, cyclonic storms, droughts, landslides, tsunamis and volcanic eruptions.



Natural hazard

2. Human-made hazards: these are caused by undesirable activities of human. It can be the result of an accident, such as an industrial chemical leak or oil spill, or an intentional act. Such hazards can disturb the safety,

health, welfare of people and cause damage or destruction to property. The following are the examples of human-made hazards. They are explosions, hazardous wastes, pollution of air, water and land, dam failures, wars or civil conflicts and terrorism.



Human-made hazards

3. Socio-natural hazards (Quasi-natural hazards): these are caused by the combined effect of natural forces and misdeeds of human. Some of the examples are:

- The frequency and intensity of floods and droughts may increase due to indiscriminate felling of trees, particularly in the catchment areas of the rivers.
- Landslides are caused by natural forces and their frequency, and impact may be aggravated as a result of construction of roads, houses etc., in mountainous areas, excavating tunnels and by mining and quarrying.
- Storm surge hazards may be worsened by the destruction of mangroves.
- Smog is a serious problem in most big urban areas. The emissions from vehicles and industries, combustion of wood and coal together combined with fog leads to smog.

II. Based on their origin

Hazards can be grouped into eight categories

- 1. Atmospheric hazard** – Tropical storms, Thunderstorms, Lightning, Tornadoes, Avalanches, Heat waves, Fog and Forest fire.
- 2. Geologic/Seismic hazard** – Earthquakes, Tsunamis, Landslides and Land subsidence.
- 3. Hydrologic hazard** – Floods, Droughts, Coastal erosion and Storm surges.



4. **Volcanic hazard** – Eruptions and Lava flows.
5. **Environmental hazard** – Pollution of soil/air/water, Desertification, Global warming and Deforestation.
6. **Biological hazard** – Chickenpox, Smallpox, AIDS [HIV] and Killer bees.
7. **Technological hazard** – Hazardous material incidents, Fires, Infrastructure failures [Bridges, Tunnels, Dams] and Nuclear/Radiological accidents.
8. **Human-induced hazard** – Terrorism, Mass shootings, War, Transportation accidents and Civil disorder.

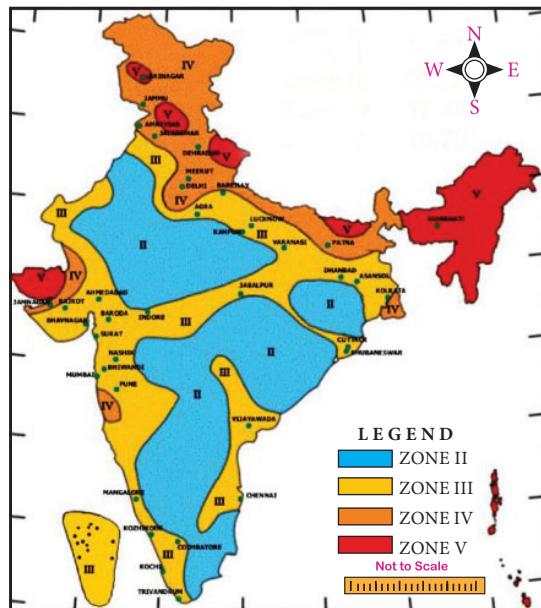
Major Hazards in India:

1) Earthquakes

Earthquake is a violent tremor in the earth's crust, sending out a series of shock waves in all directions from its place of origin.

Earthquake prone regions of the country have been identified on the basis of scientific inputs relating to seismicity, earthquakes occurred in the past and tectonic setup of the region. Based on these inputs, Bureau of Indian Standards has grouped the country into four seismic zones: Zone II, Zone III, Zone IV and Zone V (No area of India is classified as Zone I).

Seismic Zones of India



(Source: National Institute of Disaster Management, New Delhi)



Earthquakes

Earthquake-prone Zones of India

Seismic Zones	Level of Risk	Regions
Zone V	Very High	Comprises entire northeastern India, parts of Jammu and Kashmir, Himachal Pradesh, Uttarakhand, Rann of Kutch in Gujarat, part of North Bihar and Andaman & Nicobar Islands.
Zone IV	High	Covers remaining parts of Jammu and Kashmir and Himachal Pradesh, National Capital Territory (NCT) of Delhi, Sikkim, northern parts of Uttar Pradesh, Bihar and West Bengal, parts of Gujarat and small portions of Maharashtra near the west coast and Rajasthan.
Zone III	Moderate	Comprises Kerala, Goa, Lakshadweep Islands, remaining parts of Uttar Pradesh, Gujarat and West Bengal, parts of Punjab, Rajasthan, Madhya Pradesh, Bihar, Jharkhand, Chhattisgarh, Maharashtra, Odisha, Andhra Pradesh, Tamil Nadu and Karnataka.
Zone II	Low	Covers remaining parts of country.



2) Floods

Flood is an event in which a part of the earth's surface gets inundated. Heavy rainfall and large waves in seas are the common causes of flood.



Flood

The major causes of floods are:

A. Meteorological factors

- i) Heavy rainfall
- ii) Tropical cyclones
- iii) Cloud burst

B. Physical factors

- i) Large catchment area
- ii) Inadequate drainage arrangement

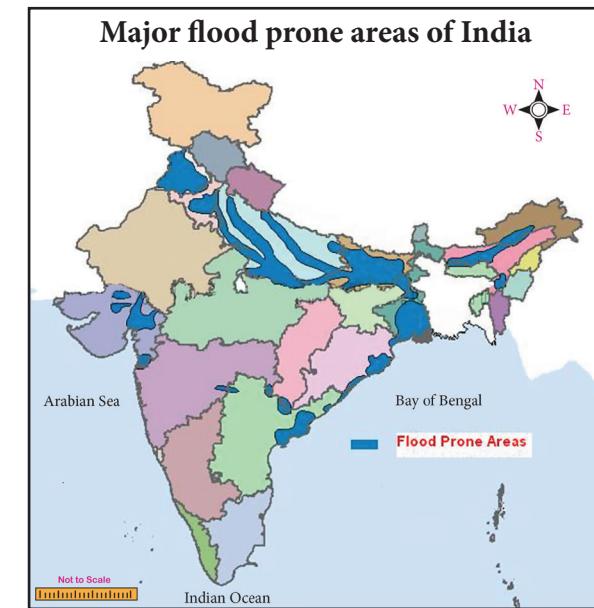
C. Human factors

- i) Deforestation
- ii) Siltation
- iii) Faulty agricultural practices
- iv) Faulty irrigation practices
- v) Collapse of dams
- vi) Accelerated urbanisation

ACTIVITY

Discuss in the classroom about the actions to be taken before, during and after flood.

The following map shows the major flood prone areas in India. Gangetic plains covering the states of Punjab, Haryana, Uttar Pradesh, North Bihar, West Bengal and Brahmaputra valley are the major flood prone areas in north and northeast India. Coastal Andhra Pradesh, Odisha and southern Gujarat are the other regions which are also prone to flood often.



(Source: National Institute of Hydrology, New Delhi)

3) Cyclonic Storms

A cyclonic storm is a strong wind circulating around a low pressure area in the atmosphere. It rotates in anti-clockwise direction in Northern Hemisphere and clockwise in the Southern Hemisphere.

Tropical cyclones are characterised by destructive winds, storm surges and exceptional levels of rainfall, which may cause flooding. Wind speed may reach upto 200 km/h and rainfall may record upto 50 cm/day for several consecutive days.

A sudden rise of seawater due to tropical cyclone is called storm surge. It is more common in the regions of shallow coastal water.

East coastal areas vulnerable to storm surges

- i) North Odisha and West Bengal coasts.
- ii) Andhra Pradesh coast between Ongole and Machilipatnam.
- iii) Tamil Nadu coast (among 13 coastal districts, Nagapattinam and Cuddalore districts are frequently affected).

West coastal areas vulnerable to storm surges

The west coast of India is less vulnerable to storm surges than the east coast.

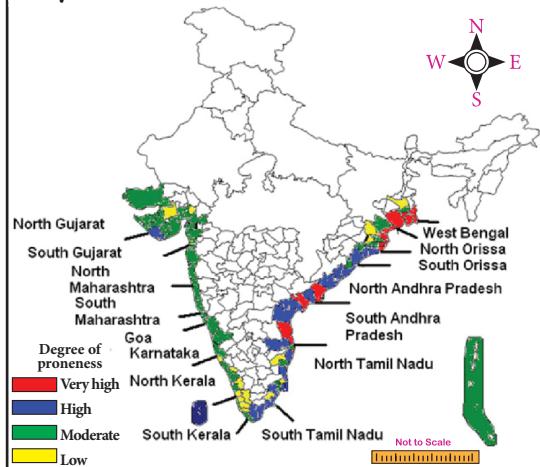
- i) Maharashtra coast, north of Harnai and adjoining south Gujarat coast and the coastal



belt around the Gulf of Cambay.

- The coastal belt around the Gulf of Kutch.

Cyclone Hazard Prone areas of India



(Source: Mohapatra et al., 2015)

4) Droughts

Any lack of water to satisfy the normal needs of agriculture, livestock, industry or human population may be termed as a drought. Further, the drought could be classified into three major types as,

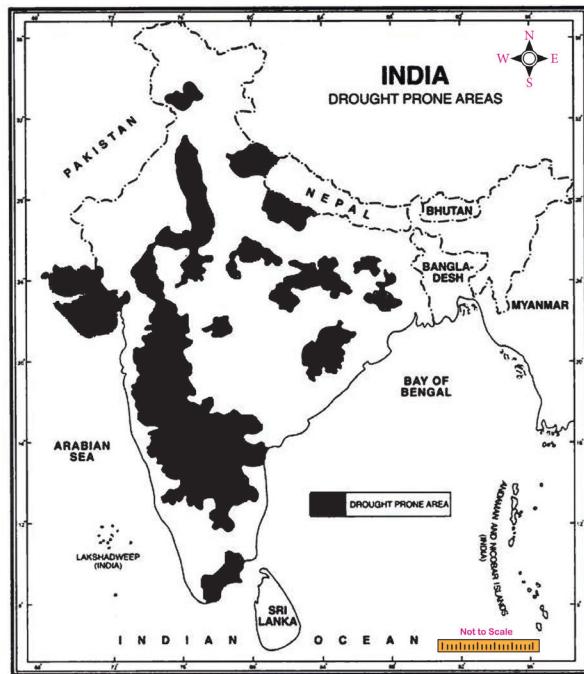
- Meteorological drought:** it is a situation where there is a reduction in rainfall for a specific period below a specific level.
- Hydrological drought:** it is associated with reduction of water in streams, rivers and reservoirs. It is of two types, a) Surface water drought, and b) Groundwater drought.
- Agricultural drought:** it refers to the condition in which the agricultural crops get affected due to lack of rainfall.



Drought

Droughts in India occur in the event of a failure of monsoon. Generally monsoon rainfall is uneven in India. Some areas receive heavy

rainfall while other regions get moderate to low rainfall. The areas which experience low to very low rainfall are affected by drought.



(Source: Khullar, 2014)

Fact

About one third area of the country is affected by drought. It severely affects 16% of the land area and 12% of the total population of India. The areas that receive an annual rainfall of less than 60 cm are the drought prone regions of India.

The major areas highly prone to drought are:

- The arid and semi-arid region from Ahmedabad to Kanpur on one side and from Kanpur to Jalandhar on the other.
- The dry region lying in the leeward side of the Western Ghats.

5) Landslides

Landslide is a rapid downward movement of rock, soil and vegetation down the slope under the influence of gravity. Landslides are generally sudden and infrequent. Presence of steep slope and heavy rainfall are the major causes of landslides. Weak ground structure, deforestation, earthquakes, volcanic eruptions, mining, construction of roads and railways over the mountains are the other causes of landslides.



About 15% of India's landmass is prone to landslide hazard. Landslides are very common along the steep slopes of the Himalayas, the Western Ghats and along the river valleys. In Tamil Nadu, Kodaikanal (Dindigul district) and Ooty (The Nilgiris district) are frequently affected by landslides.

6) Tsunamis

Tsunami refers to huge ocean waves caused by an earthquake, landslide or volcanic eruption. It is generally noticed in the coastal regions and travel between 640 and 960 km/h. Tsunamis pose serious danger to the inhabitants of the coastal areas.



The word 'Tsunami' is derived from Japanese word 'tsu' meaning harbour and 'nami' meaning wave (Harbour wave).

Indian Ocean Tsunami of 2004

- On December 26, 2004, at 7:59 a.m. local time, an undersea earthquake with a magnitude of 9.1 struck off the coast of the Indonesian island of Sumatra.
- The tsunami killed at least 2,25,000 people across a dozen countries, with Indonesia, Sri Lanka, India, Thailand, Somalia and Maldives, sustaining massive damage.

7) Hazardous Wastes

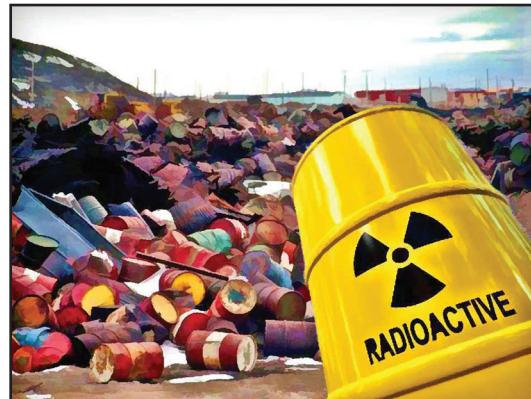
The wastes that may or tend to cause adverse health effects on the ecosystem and human beings are called hazardous wastes.

The following are the major hazardous wastes

- Radioactive substance:** tools and unused fuel rods of nuclear power plants.
- Chemicals:** synthetic organics, inorganic metals, salts, acids and bases, and flammables and explosives.
- Biomedical wastes:** hypodermic needles, bandages and outdated drugs.
- Flammable wastes:** organic solvents, oils, plasticisers and organic sludges.

v) **Explosives:** the wastes resulting from ordnance manufacturing and some industrial gases.

vi) **Household hazardous wastes:** pesticides, waste oil, automobile battery and household battery.



hazardous wastes



Chernobyl nuclear disaster site (near Pripyat) to become an official tourist spot

Before:

- Chernobyl (then Soviet Union) nuclear accident was happened on 26th April, 1986.
- The radiation emitted was more than 400 times than that released by the atomic bomb dropped on Hiroshima (Japan) in 1945. This accident remains the largest nuclear accident in history.
- More than 3,50,000 people were evacuated from the area and severe restrictions on permanent human settlement are still in that place.

Now:

- 33 years after the accident, the Exclusion Zone, which covers an area now in Ukraine and Belarus is inhabited by numerous animals and more than 200 bird species.
- In 2016, the Ukraine part of this zone was declared as a radiological and environmental biosphere reserve by the government.

8) Pollution of Air

Air is a mixture of several gases. The main gases are nitrogen (78.09%) for forming products



such as, fertilisers for plants and for making the air inert, oxygen (20.95%) for breathing and carbon dioxide (0.03%) for photosynthesis. Some other gases like argon, neon, helium, krypton, hydrogen, ozone, zenon and methane are also present. Besides, water vapour and dust particles make their presence felt in one way or the other.

Air pollution is the contamination of the indoor or outdoor air by a range of gases and solids that modify its natural characteristics and percentage. Air pollutants can be categorised into primary and secondary pollutants.

A **primary pollutant** is an air pollutant emitted directly from a source. A **secondary pollutant** is not directly emitted as such, but forms when other pollutants (primary pollutants) react in the atmosphere.

Primary Pollutants

- i) Oxides of Sulphur
- ii) Oxides of Nitrogen
- iii) Oxides of Carbon
- iv) Particulate Matter
- v) Other Primary Pollutants

Secondary Pollutants

- i) Ground Level Ozone
- ii) Smog

9) Pollution of Water

Water pollution may be defined as alteration in the physical, chemical and biological characteristics of water, which may cause harmful effects in human and aquatic life.



Water pollution

In India, water pollution has been taking place on a large scale and since a long period. Both surface and groundwater bodies are polluted to a great extent. The major causes of water pollution in India are:

- i) Urbanisation
- ii) Industrial effluents
- iii) Sewages
- iv) Agricultural runoff and improper agricultural practices
- v) Seawater intrusion
- vi) Solid wastes

Need for Prevention Measures

Prevention is defined as the activities taken to prevent a natural calamity or potential hazard from having harmful effects on either people or economic assets.

- Prevention planning consists of i) hazard identification, and ii) vulnerability assessment.
- Delayed actions may increase the economic losses.
- For developing countries like India, prevention is perhaps the most critical components in managing disasters.

Nature is emerging as a new weapon of mass destruction, do you agree?

Around 22,000 people have died in India in 10 years until 2017 due to major environmental disasters – Indian Meteorology Department.

In the past two decades (1998-2017) over 5,00,000 people have died due to extreme weather events around the world – stated by Global Climate Risk Index Report Published by Germanwatch (German-based non-profit organisation).



Recap

- Hazards are defined as the phenomena that pose a threat to people, structures or economic assets and which may cause disaster.
- There are three types of hazards namely natural hazards, human-made hazards and Socio-natural hazards
- Natural hazards are earthquakes, floods, cyclonic storms, droughts, landslides, tsunamis, volcanic eruptions etc.
- Human-made hazards are explosions, hazardous wastes, pollution of air, land and water, dam collapses, wars or civil conflicts, terrorism etc.
- Socio- natural hazards are caused by the combined effect of natural forces and misdeeds of human.

GLOSSARY		
Earthquake	It is a violent tremor in the earth's crust.	நிலாத்திரவு
Flood	It is a state of high water level along a river channel or on coast that leads to inundation of land.	வெள்ளம்
Drought	Any lack of water to satisfy the normal needs of agriculture, livestock, industry or human population may be termed as a drought.	வறட்சி
Tsunami	It is a series of waves caused by the earth movements under the sea.	ஆழிப் பேரலை



Evaluation

I. Choose the correct answer

- _____ percentage of nitrogen is present in the air.
a) 78.09%
b) 74.08%
c) 80.07%
d) 76.63%
- Tsunami in Indian Ocean took place in the year _____.
a) 1990 b) 2004
c) 2005 d) 2008
- The word tsunami is derived from _____ language.
a) Hindi
b) French
c) Japanese
d) German



- The example of surface water is
a) Artesian well b) Groundwater
c) Subsurface water d) Lake
- Event that occurs due to the failure of monsoons.
a) Condensation b) Drought
c) Evaporation d) Precipitation

II. Fill in the blanks

- Hazards may lead to _____.
2. Landslide is an example of _____ hazard.
3. On the basis of origin, hazard can be grouped into _____ categories.
4. Terrorism is an example of _____ hazard.
5. Oxides of Nitrogen are _____ pollutants which affects the human beings.
6. Chernobyl nuclear accident took place in _____.



III. Match the following

- | List I | List II |
|---------------------------|-------------------------|
| 1) Primary pollutant | - Terrorism |
| 2) Hazardous waste | - Tsunami |
| 3) Earthquake | - Outdated drugs |
| 4) Meteorological drought | - Oxides of Sulphur |
| 5) Human induced hazard | - Reduction in rainfall |

IV. Answer in brief

1. Define 'hazard'.
2. What are the major types of hazards?
3. Write a brief note on hazardous wastes.
4. List out the major flood prone areas of our country.
5. Mention the types of drought.
6. Why should not we construct houses at foothill areas?

V. Distinguish the following

1. Hazards and disasters.
2. Natural hazard and human-made hazard.
3. Flood and drought.
4. Earthquake and tsunami.

VI. Answer in a paragraph

1. Write an essay on air pollution.
2. Define earthquake and list out its effects.
3. Give a detailed explanation on the causes of landslides.
4. Elaborately discuss the effects water pollution.

VII. Activities

1. Name the hazards which you have identified.

2. List out the hazards that occur frequently and occasionally in your place.

Frequent Hazards	Occasional Hazards
1	1
2	2
3	3
4	4
5	5

3. On the map of Tamil Nadu shade the 13 coastal districts in different colours.



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Item	In and around your school	In your residential environs	On the way to school from home
1. Hazardous factory / Industry			
2. Roads of heavy traffic			
3. Tall buildings			
4. Things which burn easily			
5. Open drainage / Septic tank			
6. Others			



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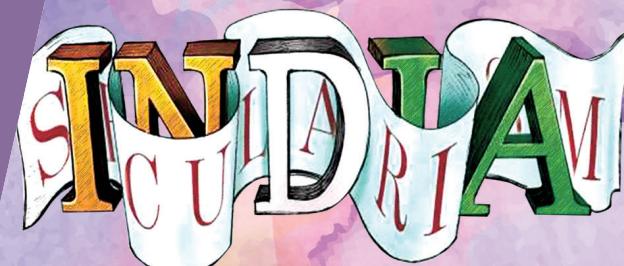
CIVICS





Unit - 1

Understanding Secularism



Learning Objectives

- ▶ To understand the meaning of secularism
- ▶ To know the importance of secularism
- ▶ To develop the appreciation of the rights guaranteed in the Constitution
- ▶ To analyse the importance of secular education
- ▶ To discuss the constitutional provisions related to secularism



U7Q7I2

India will be a land of many faiths, equally honoured and respected, but of one national outlook.

- Jawaharlal Nehru

Introduction

India is a land of multi-religious faith and multi-cultural beliefs. It is the birth place of four major religions; Hinduism, Jainism, Buddhism and Sikhism. In our country people of diverse religions and beliefs have been living peacefully for a long time. Modern nation-states are multi-religious states, hence there is a need for tolerance of all religions. The concept of secularism is aimed at creating a society in which people of religious beliefs or people who do not belong to any religion can live together in harmony and peace.

Rajaram Mohan Roy, Sir Syed Ahmad Khan, Rabindranath Tagore, Mahatma Gandhi and B.R. Ambedkar were some of the noted individuals held high in public regards who contributed towards the spread of secularism in the various spheres of Indian society. Secularism is invaluable for a society like India which is characterised by religious diversity.



- The term secularism is derived from the Latin word 'saeculum' meaning 'an age' or 'the spirit of an age'.
- George Jacob Holyoake a British newspaper editor coined the term secularism.



What does Secularism mean?

Secularism means an attitude of tolerance towards other religions and peaceful co-existence of citizens belonging to different faiths. It is a policy of neutrality and equality by the state towards all religious communities.

Secularism is the principle of separation of state and religion or more broadly no interference of the state in the matters of religion and vice-versa. This means that every citizen is free to propagate, practice, and profess their faith, change it or not have one, according to their conscience.

Atheism - is a lack of belief in god and gods.

Secularism - is non-interference of the state in religious affairs and vice-versa.

Objectives of Secularism

- One religious group does not dominate another.
- Some members don't dominate other members of the same religious community.
- The state does not enforce any specific religion nor take away the religious freedom of individuals.

A simple statement by poet Iqbal illustrates the secular view "Religion does not teach us animosity; We are Indians and India is our home!"

12th Rock Edict, Ashoka



Emperor Ashoka was the first great emperor to announce as early as 3rd century BC (BCE) that the state would not prosecute any religious sect. In his 12th Rock Edict, Ashoka made an appeal not only for the tolerance of all religious sects but also to develop a spirit of great respect towards them.

The Characteristic Features of a Secular State

Principle of Liberty – the state permits the practice of any religion.

Principle of Equality – the state does not give preference to any religion over another.

Principle of Neutrality – the state remains neutral in religious matter.

A secular state is the one in which the state does not officially promote any one religion as the country's official religion and every religion is treated equally. It gives to every citizen not only the equal right to freedom of conscience but also the right to profess, practice and propagate any faith of their own choice. The state observes an attitude of neutrality and impartiality towards all religions. In a secular state no one is given preferential treatment and the State does not discriminate any person on the basis of their religious practices and beliefs. All citizens are eligible to enter government service irrespective of their faith. There should be absolutely no religious instructions in educational institutions and no taxes to support any particular religion.

Importance of Secularism

The concept of secularism evolved in India as equal treatment of all religions. We need secular state to maintain peace and harmony between people of various religious ideologies. It is a part of democracy, which grants equal rights



The Mughal emperor Akbar followed the policy of religious toleration. His propagation of Din-i-Illahi (Divine Faith) and Sulh-e-Kul (Peace and harmony among religions) were advocated for religious toleration.

Constitution and Secularism

Secularism is the part of Indian Constitution. The makers of the Indian Constitution were



aware that a strong and united nation could be built only when all sections of people had the freedom to practice their religion. So secularism was accepted as one of the fundamental tenets for the development of democracy in India.

The word secularism was not mentioned in our Constitution when it was adopted in 1950. Later on in 1976, the word secular was incorporated in the Preamble through the 42nd Amendment of the Indian Constitution. (India is a Sovereign, Socialist, Secular, Democratic, Republic) The basic aim of our Constitution is to promote unity and integrity of the nation along with individual dignity.

There is no state religion in India. The state will neither establish a religion of its own nor confer any special patronage upon any particular religion. The freedom of religion guaranteed under the Indian Constitution is not confined to its citizen alone but extends to aliens also. This was pointed out by the Hon'ble Supreme Court in the case Ratilal Panchand V State of Bombay in 1954.



A 19th century Hindu temple in Khajuraho, India incorporates a Hindu spire, a Jain cupola, a Buddhist stupa and Muslim style dome in place of usual shikara.

The Constitution of India has the following distinguishing features

- The state will not identify itself with or be controlled by any religion
- The state guarantees to everyone the right to profess any religion of their own.

c. The state will not accord any preferential treatment any of them.

d. No discrimination will be shown by the state against any person on account of his religious faith.

a. It creates fraternity of the Indian people and gives assurance the dignity of the individual and the unity of the nation.



The secular Indian state declares public holidays to mark the festivals of all religions.

Mosaic of Constitutional Provisions

Article 15 – prohibition of discrimination on grounds of religion, caste, sex or place of birth etc.,

Article 16 – equality of opportunity in public employment.

Article 25(1) – guarantees the freedom of conscience and the right to profess, practice and propagate religion individually.

Article 26 – Freedom to manage religious affairs

Article 27 – The state shall not compel any citizen to pay any taxes for the promotion of any particular religion.

Article 28 – on religious instruction or religious worship in certain educational institution.

Article 29(2) – A ban on discrimination in state-aided educational institution .

Why do we need secular education?

Secularism in education means making public education free from any religious dominance. Children as future citizens must get education which should aim at their development of character and moral behavior irrespective of religious affiliation.

Secular education is needed

- to remove narrow mindedness and makes dynamic and enlightened view;
- to develop moral and humanistic outlook;



- to train the youth to be good citizen;
- to strengthen democratic values like liberty, equality, and fraternity and co-operative living;
- to give wider vision towards life;
- to develop an attitude of appreciation and understanding of others point of view;
- to develop the spirit of love, tolerance, co-operation, equality and sympathy;
- to synthesise materialism and spiritualism.

Conclusion

The Indian State is secular and works in various ways to prevent religious domination. Secularism undoubtedly helps and aspires to enable every citizen to enjoy fully blessings of life, liberty and happiness. The Indian Constitution guarantees fundamental rights that are based on secular principles. It is one of the glowing achievement on Indian democracy. Secularism

Akbar's tomb at Sikandara near Agra, India



Akbar's instruction for his mausoleum was that it would incorporate elements from different religions including Islam and Hinduism

allows us to live in civility. It compels people to respect other religion. It grants equal rights to the people in respect of their religious faith. It is desirable for a country like India.





Recap

- India is the land of multi – religious country. Hence there is a need for tolerance of all religions.
- Secularism is the belief that no one should be discriminated on the basis of religion.
- Secularism is very essential for the smooth functioning of a democratic country.
- A secular state is one in which the state does not officially promote any one religion as state religion.
- The Indian Constitution allows individuals the freedom to live by their religious beliefs and practices.
- The Indian state works in various ways to prevent religious domination.

Glossary

diversity	the state of being diverse	பன்முகத்தன்மை
propagate	spread and promote widely	பரவச்செய்
liberty	freedom	சுதந்திரம்
equality	fairness	சமத்துவம்
neutrality	impartially	நடுநிலைமை
ideology	doctrine	சித்தாந்தம்



Evaluation

I. Choose the correct answer

1. Secularism means
 - a) State is against to all religions
 - b) State accepts only one religion
 - c) An attitude of tolerance and peaceful co-existence on the part of citizen belonging any religion
 - d) None of these
2. India is a land of _____.
 - a) multi - religious faith
 - b) multi - cultural beliefs
 - c) Both (1) & (2)
 - d) None of these
3. The Preamble of the Constitution was amended in _____.
 - a) 1951
 - b) 1976
 - c) 1974
 - d) 1967



4. Which one of the following describes India as a secular state?
 - a) Fundamental Rights
 - b) Fundamental Duty
 - c) Directive Principles of State Policy
 - d) Preamble of the Constitution
5. Right to freedom of religion is related to
 - a) Judiciary
 - b) Parliament
 - c) Directive principles of State Policy
 - d) Fundamental rights
6. According to Article 28, which type of education is restricted in state aided educational institutions?
 - a) religious instruction
 - b) Moral education
 - c) Physical education
 - d) None above these



7. The country will be considered as a secular country, if it _____
- gives importance to a particular religion
 - bans religious instructions in the state – aided educational institutions.
 - does not give importance to a particular religion
 - bans the propagation of any religious belief.

II. Fill in the blanks.

- Religion does not teach us _____.
- Secularism is a part of democracy which grants _____.
- _____ is a lack of belief in god and gods.
- The basic aim of our constitution is to promote _____ and _____.
- Article 15 prohibits _____ on the grounds of religion, caste, sex or place of birth.

III. Match the following

- | | |
|-----------------------------|------------------------------|
| 1. Atheism | - coined the word secularism |
| 2. Children | - social reformer |
| 3. Din-i-Illahi | - lack of belief in god |
| 4. Constitution | - future citizen |
| 5. Holyoake | - Divine faith |
| 6. Rajaram Mohan Roy - 1950 | |

IV. State true or false

- There is state religion in India
- The term secularism has been derived from the Greek word.
- The Mughal emperor Akbar followed the policy of religious toleration.
- Jainism originated in China.
- Government of India declares holidays for all religious festivals.

V. Consider the following statements and tick the appropriate answer

- i) Secularism is invaluable for a society like India which is characterized by religious diversity.

- The word secularism was not mentioned in the Constitution when it was adopted in 1950.
- Article 26 deals with payment of taxes for the promotion of any particular religion.
- Akbar's tomb situated at Sikandara near Agra.

 - i, ii only
 - ii, iii only
 - iv only
 - i, ii and iv only

2. **Assertion (A):** A foreigner can practice his own religious faith in India.

Reason (R): The freedom of religion is guaranteed by the constitution not only for Indians but also for the aliens also.

- A is true but R is false.
- Both A and R are true and R is the correct explanation of A.
- A is false but R is true.
- Both A and R are true. R is not the correct explanation of A.

3. **Assertion (A):** Secularism is invaluable in India.

Reason (R): India is a multi-religious and multi-cultural country.

- A is correct and R is the correct explanation of A.
- A is correct and R is not the correct explanation of A.
- A is wrong and R is correct.
- Both are wrong.

4. Find out the wrong pair.

- Din-i-Illahi - A book
- Khajuraho - Hindu temple
- Ashoka - Rock Edict
- Iqbal - Poet



VI. Answer the following in one or two sentences

1. Name some of the Indians who contributed to spread of secularism.
2. What does secularism mean?
3. State the objectives of secularism.
4. Why is it important to separate religion from the state?
5. What are the characteristic features of a secular state?
6. Mention any three Constitutional provisions related to secularism?

VII. Answer the following in detail

1. Why we need secular education?
2. Secularism is necessary for a country like India. Justify.

VIII. Hots

1. Will the Government intervene if some religious group says that their religion allows them to practice human sacrifice?

IX. Project and Activity

1. Look at the holidays of your school calendar. How many of them pertain to different religions? List them based on religions. What does it indicate?

2. How can you develop religious tolerance?

At home	At school
In your locality	At National level



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Unit - 2

Human Rights and UNO



Learning Objectives

- ▶ Understand what human rights are.
- ▶ Understand the relationship between rights and responsibilities.
- ▶ Know the importance of Human rights.
- ▶ Understand that human rights belong to everybody.
- ▶ Appreciate the meaning and significance of the Universal Declaration of Human Rights, 1948.



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Introduction

Everybody is born equal. Each individual in the world has the right to lead a dignified life of his or her own choice. Human rights are related to individuals and society. Human rights denotes all those rights that are inherent and ensure that we live as free people and exercise our choices. The state's role is to ensure that people have equal rights.

What are Human Rights?

Human Rights are rights inherent to all human beings regardless of race, sex, nationality, ethnicity, language and religion. Human rights include freedom from slavery and torture, freedom of opinion and expression and fair trial, the right to life work and education.



Where do Human Rights come from?

A set of basic rights and freedoms has deep roots in European and American countries.

a. Written Precursors of Human Rights Documents

The Magna Carta of 1215(England) – gave people new rights and made the king subject to the law.

The Petition of Right 1628(England) – set out the rights of the people.

The Habeas Corpus Act of 1679(England) – an act for the better securing liberty of the subject.

The English Bill of Rights of 1689 – set out certain basic civil rights.

The French Declaration on the Rights of Man and Citizen 1789 – a document of France, stating that all citizens are equal under the law.

The US Constitution and Bill of Rights 1791 - safeguards the rights of the citizens.

b. The Birth of United Nations

The idea of human rights emerged stronger after the Second World War. This War led to



unimaginable violation of human rights. During the times of war, human lives lost its value and those affected by war had to struggle till the end of their life. Atrocities during the Second World War made clear that previous efforts to protect individual rights from government violations were inadequate. The rights of man were prevented or eliminated in several parts of the world due to several factors. It is proved that the government of some countries alone could not protect human rights. People wanted to ensure that never again would anyone be unjustly denied life, freedom, food, shelter, and nationality. These voices played a critical role in the San Francisco meeting in which the United Nations Charter was drafted in 1945. At this juncture, an International body, the United Nations Organisation (UNO) which was established on 24th October 1945 took up the issue. Human Rights is an important theme in all UN policies and programmes in the areas of peace and security, development, humanitarian assistance and economic and social affairs.

c. The Universal Declaration of Human Rights (UDHR)

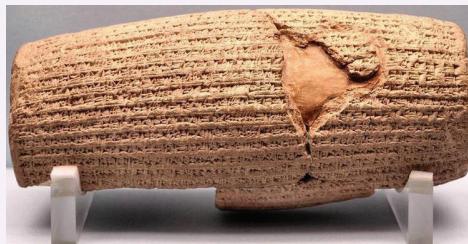
One of the greatest achievements of United Nations is the creation of human rights law. To advance this goal, the UN established a Commission on Human Rights. The Commission guided by Eleanor Roosevelt's (wife of former US president Franklin D Roosevelt) forceful leadership captured the world's attention. Finally, the Universal Declaration of Human Rights (UDHR) was adopted by the UN General Assembly in 1948. It is a milestone document in the history of Human rights. The Declaration was proclaimed by the UN General Assembly in Paris, France on 10th December 1948 (General Assembly resolution 217A). In remembrance of every year 10th December is observed as the Human Rights Day and its

Preamble of UDHR

All men are born free and all are equal in status and rights. They are endowed with intelligence and conscience and obliged to promote the spirit of common brotherhood amongst all men.

regular observance commenced from 1950. It is also known as modern International Magna Carta of Human Rights. Its principles have been incorporated into the Constitutions of most of the (more than 185) nations. UDHR has been translated into more than 500 languages. It is the most translated document in the world.

The Cyrus Cylinder 539 BC (BCE)



Cyrus the Great, the first king of ancient Persia, freed the slaves and declared that all people had the right to choose their own religion and established racial equality. These and other decrees were recorded on a baked-clay cylinder in the Akkadian language in cuneiform script. It is translated into all six official languages of the United Nations and its provisions parallel the first four Articles of the Universal Declaration of Human Rights.

Human Rights are based on the values of

- Dignity – The right to life, the right to integrity, the prohibition of enforced labour, slavery and degrading punishment.
- Justice – The right to fair trial, proportional punishment to crime, the right not to be trialed more than once for the same crime
- Equality – Equality before law. No discrimination on race, religion, gender, age, ability/disability etc.

Basic Characteristics of Human Rights

Inherent – they are not granted by any person or authority.

Fundamental – they are fundamental rights because without them, the life and dignity of man will be meaningless



Inalienable	- they cannot be taken away from the individual.
Indivisible	- they can't be denied even when other rights have already been enjoyed.
Universal	- they are universal. They apply irrespective of one's origin or status. They are enforceable without national border.
Interdependent	- they are interdependent because the fulfillment or exercise of one human right cannot be had without the realization of the other.

Human Rights Day is celebrated annually on 10th December every year. It is to honour the United Nations General Assembly for declaring the human rights universally.

Kinds of Human Rights

There are 30 Articles incorporated in the Universal Declaration of Human Rights.

These rights are broadly classified into Five primary categories. They are as follows

a. Civil Rights

The term civil rights refers to the basic rights afforded by laws of the government to every person. This is the right to be treated as an equal to anyone else. It includes the rights to life, liberty, freedom from slavery and arbitrary arrest.

b. Political Rights

Political rights are exercised in the formation and administration of a government. The Civil and Political rights are directly related to modern democracy. They protect the individual from the misuse of political power and recognise every individual's right to participate in their country's political process. It includes the freedom of expression, and peaceful assembly, the right to take part in the government of one's country, the right to vote, the freedom of speech and obtain information.

c. Social Rights

It is necessary for an individual to fully participate in the society. Social rights are those rights necessary for an adequate standard of living including the right to education, health care, food, clothing, shelter and social security.

d. Economic Rights

The right to participate in an economy that benefits all and to desirable work. Economic rights guarantee every person to have condition under which they are able to meet their needs. This includes the rights to employment and fair wage, the reasonable limitation of working hours, shelter, education and adequate standard of living, and the right to property.

e. Cultural Rights

The right to freedom of religion and to speak the language and to practice the cultural life of the community, the right to share in scientific advancement, and right to the protection of moral and material interest.

The Difference between Human Rights and Civil Rights

Human Rights	Civil Rights
Human rights belong to everyone, everywhere, regardless of <i>nationality, sexuality, gender, race, religion or age</i> .	Civil rights are those rights that one enjoys by virtue of citizenship in a particular nation or state.
Human rights are considered universal to all human beings and universal in all countries.	Civil rights vary greatly from country to the country's or government to government. It is related to the Constitution.
No nation may rightfully deprive human rights to an individual.	Different nations can grant or deny different civil rights and liberties.
Human rights are basic rights inherent with birth.	Civil rights are creation of the society.



Human Rights Commission

The Economic and Social Council (ECOSOC), a principal organ of the United Nations was empowered to setup a commission for the promotion of human rights. National level and State level human rights commissions were established to ensure the protection of human rights.

a. National Human Rights Commission

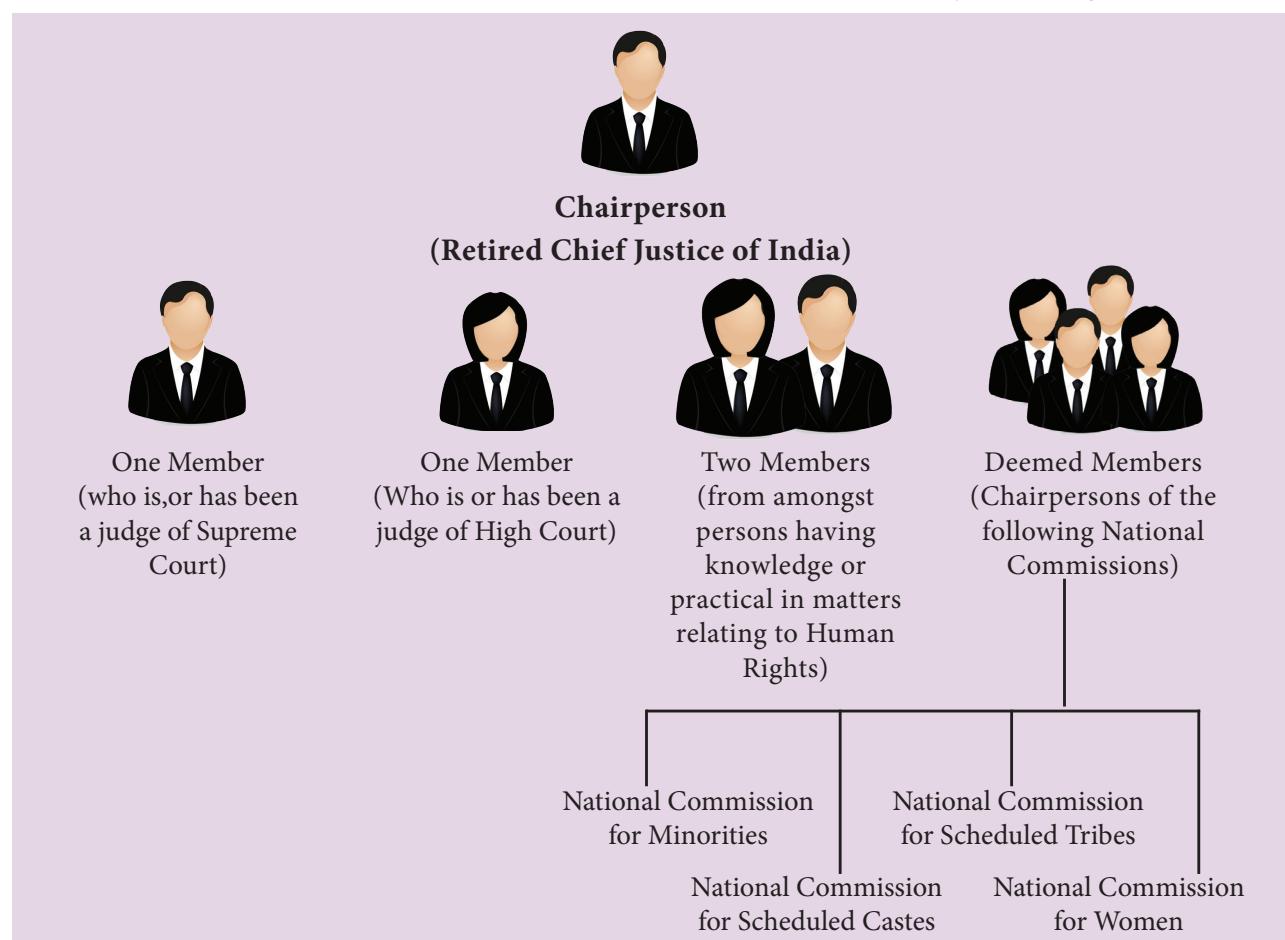
The National Human Rights Commission (NHRC) of India was established on 12th October, 1993. It is an independent statutory, and non-constitutional body. Its headquarter is located in New Delhi. NHRC is a multi-member body which consists of a Chairperson



and other members. The President appoints the Chairperson and other members. They are appointed for 5 years or till the age of 70 years whichever is earlier. NHRC has five divisions. Law Division, Investigation Division, Policy Research & Programmes Division, Training Division and Administrative Division. The National Human Rights Commission is responsible for the protection and promotion of human rights in India.

b. State Human Rights Commission

The state Human Rights Commission of Tamil Nadu was formed on 17th April, 1997. It functions at the state level. It consists of three members including a Chairperson. A state Human Rights Commission can inquire into violation of human rights related to subjects covered under State list and Concurrent list in the seventh schedule of the Indian Constitution. (not if NHRC already enquiring)





Human Rights Organisations

Many organisations around the world have taken their efforts to protect human rights and for ending human rights abuses. These Non-governmental organisations monitor the actions of governments and pressure them to act according to human right principles. Some of these organisations are Amnesty International, Children's Defense Fund, Human Rights Watch.



Indian Constitution Article

- 24 - prohibits child labour.
- 39(f) - provides for children to develop in healthy manner.
- 45 - provides that the state shall endeavor to provide early childhood care and education for all children until they complete the age of six years.

Child Rights

According to Article 1 of the United Nations Convention on the Rights of the Child 1989, 'a child means every human being below the age of eighteen years'. The Convention on the Rights of the Child was proclaimed by UN on 20th November 1989.



The child is considered as an important national asset. The future of a nation depends on how its children mature and develop. So protection of children from all kinds of exploitation and abuses has become the main objective of our society. There are laws in India protecting the rights of the children.

UNO has declared

1978 as International year of women.
1979 as the International year of children.

a. Right to Education Act

Article 21A provides that the state shall provide free and compulsory education to all children aged six to fourteen years.



b. The Child Labour Act (Prohibition and Regulation Act 1986)

It provides no child who has not completed 15 years of age can be employed

c. The Juvenile Justice Act 2000 (Care and Protection of Children)

This Act tries to protect children deprived of adequate care and to reform the children by adopting child friendly approach.

d. POCSO Act 2012

Protection of Children from Sexual Offences Act regards the best interest of the child as being paramount importance in every state.



1098 Child Line

This is India's first 24 hours' free emergency phone service for children in need of assistance. Special care is given for vulnerable children those affected by child labour, child marriage and children affected by any abuse.





Women Rights

Women and girl's rights are human rights. Women are entitled to the full and equal enjoyment of all of their human rights and to be free from all forms of discrimination. This is fundamental to achieve human rights, peace and security and sustainable development. The Charter of the United Nations guarantees equal rights to both women and men.

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the UN General Assembly, is described as an International bill of rights for women.

In 1995 the Fourth World Conference of Women, held in Beijing, developed a Platform for Action to recognise women's rights and improve women's livelihood worldwide, and follow-up meetings monitored progress towards meeting these goals. The United Nations Development Fund for Women (UNIFEM), has worked since

1995 to implement the Beijing Platform for Action. Only when women and girls have full access to their rights will true equality exist.

Maintenance and Welfare of Parents and Senior Citizen Act 2007

This Act makes it legal obligation for children and heirs to provide maintenance to senior citizens and parents. Protection and support during old age are envisaged as human rights.



Conclusion

Human rights are about equality and fairness for everyone and it ensures that everyone is treated with dignity and respect. The protection of human right is everyone's responsibility. An understanding and respect for human rights provides the foundation for peace, harmony, security and freedom in our community.

Legislations	Provisions
The Hindu Widow Remarriage Act 1856	Legalised widow remarriage.
The Hindu Marriage Act 1955	States that the marriageable age for women is 21.
The Hindu Succession Act 1956	Ensures the right to women to inherit their parental property.
The Dowry Prohibition Act 1961	Provides drastic punishments for those ill-treating the bride in the name of dowry.
The Eve Teasing Act 1997	Gives relief to women.
Indecent Representation Act 1999	Prohibits the indecent representation of women in magazine, newspapers etc.
The Factory Act 1948, The Plantation Labour Act 1951, The Mines Act 1952 The Maternity benefit Act 1961	Protects the women workers.
Protection of Women from Domestic Violence Act 2005	Protects women from harassment by husband and family members.

Recap

- Human rights are freedoms that all human beings are entitled to enjoy. They include civil, political, economic, social and cultural rights.
- Human rights are inherent, inalienable, interdependent and indivisible.
- One of the greatest achievements of the United Nations is the creation of comprehensive body of human rights law.
- The Universal Declaration of Human Rights was adopted by the UN General Assembly in 1948.



- Human rights are based on dignity, justice and equality.
- National level and State Level Human Rights Commissions were established to ensure the protection of human rights.
- The protection of human rights is everyone's responsibility.

GLOSSARY

Nationality	People having common origin	தேசிய இனம்
humanitarian	seeking to promote human welfare	மனிதாபிமானம்
brotherhood	state of being brothers	சகோதரத்துவம்
fair trial	justify with legal	நியாயமான விசாரணை
harmony	agreement of opinions	இசைவு
heir	a person legally entitled to the property	வாரிசு/வழித்தோன்றல்



Evaluation

I. Choose the correct answer

1. After the Second World War _____ has taken several measures to protect the human rights.
 - a) UNO
 - b) Supreme Court
 - c) International Court of Justice
 - d) none
2. In 1995 women from all over the world gathered at _____.
 - a) Beijing
 - b) New York
 - c) Delhi
 - d) none
3. The National Human Rights Commission was constituted in _____.
 - a) 1990
 - b) 1993
 - c) 1978
 - d) 1979
4. The UNO declared 1979 as the International year of _____.
 - a) Girl Child
 - b) Children
 - c) women
 - d) none
5. When is Human Rights Day observed?
 - a) 9th December
 - b) 10th December
 - c) 11th December
 - d) 12th December



6. Which one is known as modern International Magna Carta of Human rights?
 - a) UDHRC
 - b) NHRC
 - c) SHRC
 - d) International year for women
7. Who can be appointed as the chairperson of the National Human Rights Commission?
 - a) Retired judge of high court
 - b) Any retired Chief Justice of the Supreme Court.
 - c) Any person appointed by the president.
 - d) Retired Chief Judge of any court.
8. How many articles does the Universal Declaration of Human Rights contain?
 - a) 20
 - b) 30
 - c) 40
 - d) 50
9. What is the tenure of the Chairperson of the National Human Rights Commission?
 - a) 5 years or upto 62 years of age
 - b) 5 years or upto 65 years of age
 - c) 6 years or upto 65 years of age
 - d) 5 years or upto 70 years of age
10. Where is the headquarters of the National Human Rights Commission?
 - a) Delhi
 - b) Mumbai
 - c) Ahmedabad
 - d) Kolkata



II. Fill in the blanks

1. Each individual has _____ to lead a dignified life.
2. Human Rights are _____ rights.
3. The State Human Rights commission was formed on_____.
4. Article 24 of Indian Constitution prohibits _____.
5. United Nations Organisation was established in the year_____.

III. Match the following

- | | |
|-----------------------|---|
| 1. Eleanor Roosevelt | - world's first charter of human rights |
| 2. The Cyrus Cylinder | - 1997 |
| 3. Eve Teasing Act | - freedom from slavery |
| 4. Child help line | - Human Rights Commission |
| 5. Civil right | - right to vote |
| 6. Political right | - 1098 |

IV. State true or false

1. Human rights and civil rights are the same.
2. Declaration of the Rights of Man and of the Citizen was proclaimed in India.
3. The Human Right Act of 1993 provides the creation of National Human Rights Commission.
4. National Human Rights Commission has empowered to give punishment to the victims.
5. _____ was empowered to setup commission for the promotion of Human rights at National and State level.

V. Consider the following statements and tick the appropriate answer

1. Find the wrong statement
 - a) National Human Rights Commission is a statutory body.
 - b) National Human Rights Commission is a constitutional body.
 - c) National Human Rights Commission is an independent body.

d) National Human Rights Commission is a multilateral institution.

2. Which of the following statement is not correct about the National Human Rights Commission?
 - a) It was established in 1993.
 - b) In the cases of human rights violation, the Commission has no rights to punish the culprit.
 - c) The Chairperson and members are of this Commission are appointed by the Supreme Court of India.
 - d) The Commission sends its annual report to the Central Government and State Governments.

3. **Assertion :** Human Rights day is observed on 10th December

Reason : It commemorates Eleanor Roosevelt's birthday.

- a) A is correct but R does not explain A
- b) A is correct but R explains A
- c) A and R are correct
- d) A and R are Wrong

4. Consider the following statements

1. The State Human Rights commission is a multi-member body.

2. The State Human Rights Commission consists of a chairperson and three members.

Which of the statements given above is /are correct?

- a) 1 only
- b) 2 only
- c) Both a and b
- d) None

VI. Answer the following in one or two sentences

1. What are Human Rights?
2. Bring out the importance of UDHR.
3. What does Article 45 of Indian Constitution provide?
4. Write about Right to Education Act.



5. State any three legislations passed to safeguard the welfare of women.
6. Mention some of the political rights.
7. Name the five primary categories of Human Rights.

VII. Answer the following in detail

1. Distinguish between Human rights and Civil rights.
2. Describe any five basic characteristics of Human rights.
3. What are the measures taken by the government to protect the children?

VIII. HOTs

1. To whom does the Universal Declaration of Human Rights apply? Why is it important to you?

IX. Project and Activity

1. Make a list of 10 rights that you enjoy, and the responsibilities that you have.



REFERENCE BOOKS

1. NCERT - *India and the World*, 2004
2. Arun Ray., *National Human Rights Commission of India*, Khama Publisher, New Delhi, 2004
3. Parikshith K. Naik., and Mehrabudin Wakman., *Human Rights & International Organisations*, Trinity Publication, 2013



INTERNET RESOURCES

1. www.shrc.tn.gov.in
2. www.nhrc.nic.in
3. www.un.org



ICT CORNER

Human Rights and UNO

Through this activity you will learn about pictorial Time Line events of United Nations organisation and India.



Step - 1 Open the Browser and type the URL given below (or) Scan the QR Code.

Step - 2 Scroll down and Click on 'IN FOCUS'

Step - 3 Select any year from the bottom time line (Ex.1948) and select the 'box' to learn more about the UNO and India.

Web URL: <https://in.one.un.org/>

*Pictures are indicative only

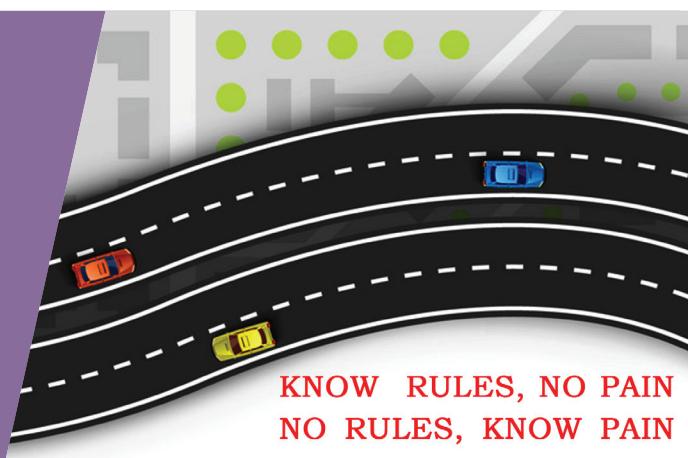
*If browser requires, allow Flash Player or Java Script to load the page





Unit - 3

Road Safety Rules and Regulations



Learning Objectives

- ▶ Understand the importance of road safety.
- ▶ Analyze the causes for the road accidents.
- ▶ Recognize the safety measures to be followed while driving.
- ▶ Develop skills to identify and respond to traffic hazards.
- ▶ Can move confidently and safely on road.



Introduction

Our entire civilization has been based upon some of our extraordinary infrastructures which give us speed and connectivity. The roads are one of the most crucial inventions of man. In today's world transport has become an integral part of every human being. Roads minimises the distance but on the other hand road accidents injures lakhs of people and results in loss of lives. Road safety is primarily meant about to protect and provide security of all those who travel on roads.

Importance of Road Safety

Every day the newspapers report of accidents of road and mishaps occurring frequently. Road accidents are undesired events that lead to injury or death. These deaths and injuries result in significant social and economic costs. The problem does not lie with roads; it is our carelessness that results in such misfortune. The loss of life results in the loss of livelihood. Our traffic is a heterogeneous mix of slow moving as well as high-speed vehicles which is the cause for the problem.



Direct Consequences of Accidents:
Fatality(death), Injury, Property damage.

Reasons for the Road Accidents

Over Speeding – The higher the speed greater the risk. Most of the fatal accidents occur due to over speeding. Increase in speed multiplies the risk of accident and severity of injury during an accident. Tailgating is illegal and dangerous habit. (driving too close behind a vehicle)





Drunken Driving – Consumption of alcohol reduces concentration. It hampers vision due to dizziness. And driving under the influence of alcohol causes accidents. (Random breath test is done to detect consumption of alcohol)



Distraction to Drivers – Distraction could be outside or inside the vehicle. The Major distraction now a days is talking on mobile phones while driving. The act of talking on phone occupies a major portion of the brain's function and the smaller part handles the driving skills. Some other distractions are inattentive or lost in thought (daydreaming), adjusting mirrors while driving, stereo in vehicle, animals on road, banners and billboards etc.



Red Light Jumping – The main motive behind red light jumping is saving time. Studies have shown that traffic signals followed properly by all the drivers saves time and commuters reach destination safely and on time.



Avoiding Safety Gears

Use of seat belt in four wheelers and helmets for two wheelers have

been brought under law. These two things reduce the severity of injury during accidents.

Other different factors

- a. **Drivers** - over speeding, rash driving, violation of rules, failure to understand signs, fatigue and consumption of alcohol.
- b. **Pedestrian** - carelessness, illiteracy, crossing at wrong places, moving on roads and jaywalkers
- c. **Passengers** - projecting their body outside the vehicle, by talking to drivers, travelling on footboards, catching a running bus etc.
- d. **Vehicles** – failure of brakes or steering, tyre burst, insufficient headlights, overloading and projecting loads.
- e. **Road Condition** – damaged road, potholes, eroded road merging of rural road with highways, diversion and illegal speed breakers
- f. **Weather Conditions** – fog, snow, heavy rainfall, wind, storms and hail storms

Safety Measures

- Always keep to the left - While driving, keep to the left and allow vehicles to pass from the opposite direction.
- Slow down on bends and turn - A very important thing to keep in mind is to become cautious and slow down on the bends.
- Use helmets - Make it a habit of strapping the helmet before mounting the bikes.





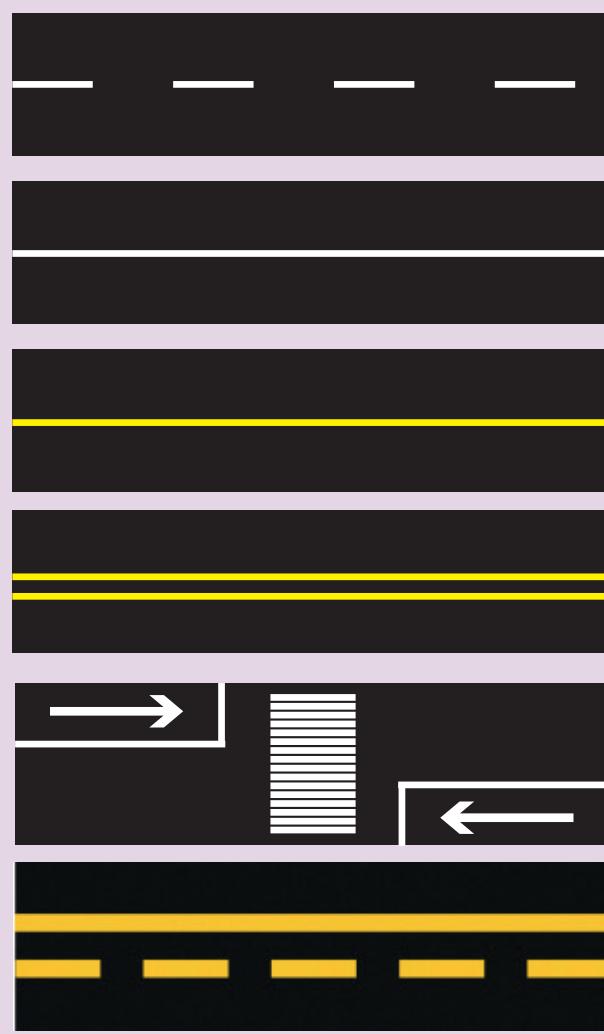
- Never exceed the speed limit - The speed limit is related to the traffic condition of the area. So maintain speed limit.
- Maintain the right distance - Collisions occur because we do not maintain adequate distance from the vehicle in the front. So maintain a safe distance from the bigger vehicles. Keep out of their blind spot (an area not seen through the rear view and wing mirror)
- Park the vehicles only along the designated parking bays/zones not on the sides of the high ways. Use parking lights and caution triangle while attending breakdown.
- Follow the road signs - Road signs are mostly pictorial so it is not hard to comprehend.
- Some other safety tips are - Never ever drive

when drunk, never use cell phone while driving, avoid listening to too loud music, check your mirrors before changing lanes, always wear seat belts, always remain calm while driving and never yell or shout at pedestrian or other drivers.

- For pedestrians - Cross only at zebra crossing. The two minutes' time that you waste for the signals are worth your life. Never cross on red and yellow light. Take a sidewalk and avoid walking on the roads.

The 108 Emergency Response Service

It is a free emergency service providing integrated medical (ambulance), police and fire services. If you find any victims on road don't panic. Call 108 for help and 103 for traffic accidents.



Broken white line – basic marking on roads. you may change lanes, and are allowed to overtake a vehicle or take U turn if it is safe to do so.

Solid white line – seen on areas of strategic importance. These implies that you are not allowed to overtake and to stay within the lane.

Single solid Yellow lines – used in areas where visibility is low. It implies that you can overtake And should drive on your side.

Double solid yellow lines - used on dangerous roads or for two-way traffic. It strictly prohibits anybody from crossing over into the lane. You can overtake inside your own lane.

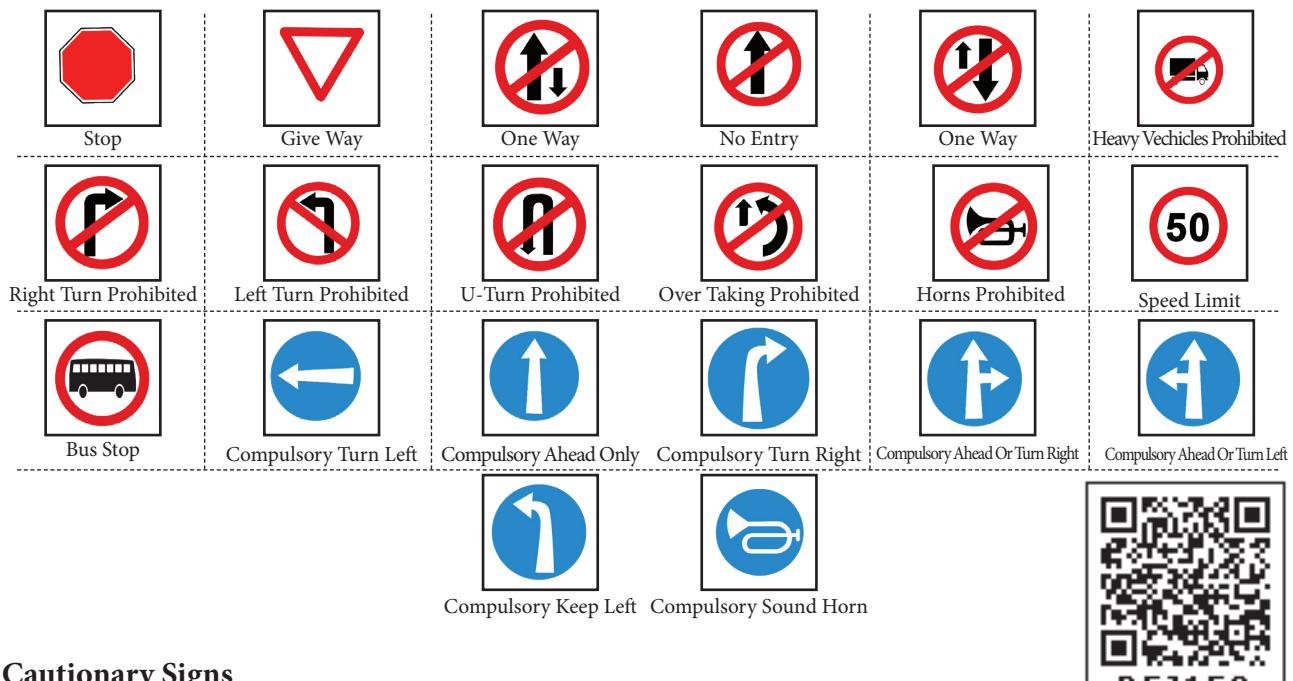
Stop line - This is marked before the pedestrian crossing and sets the deadline where car should stop before traffic signal.

Solid and Broken lines - if you are driving on the side with the broken line you are allowed to overtake and if you are driving on the side of the solid line you are not.



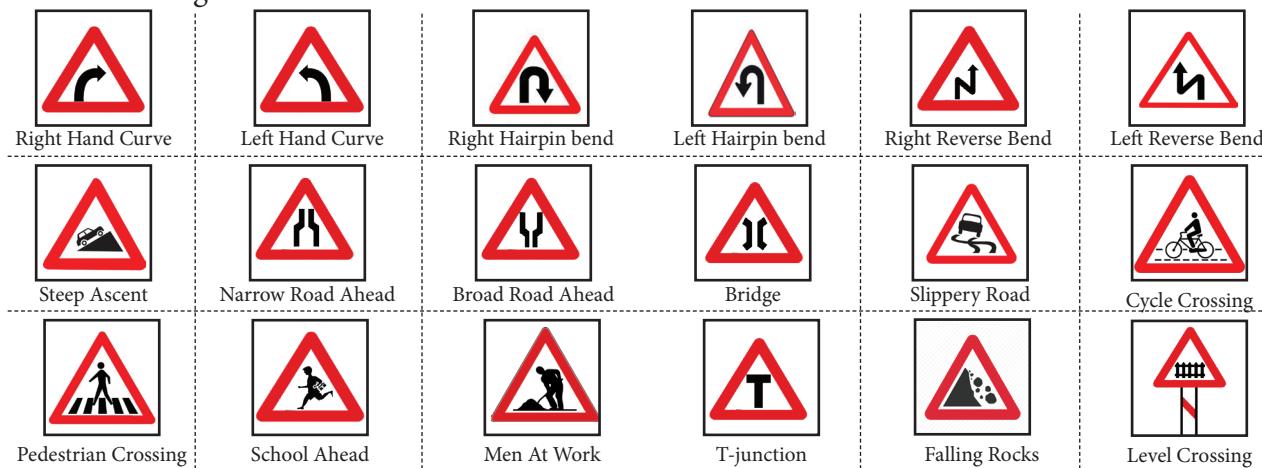
Mandatory Signs

The first category of traffic signs is mandatory signs. Violation of any mandatory traffic sign is an offence punishable by law by the Roadways and Transport Department.



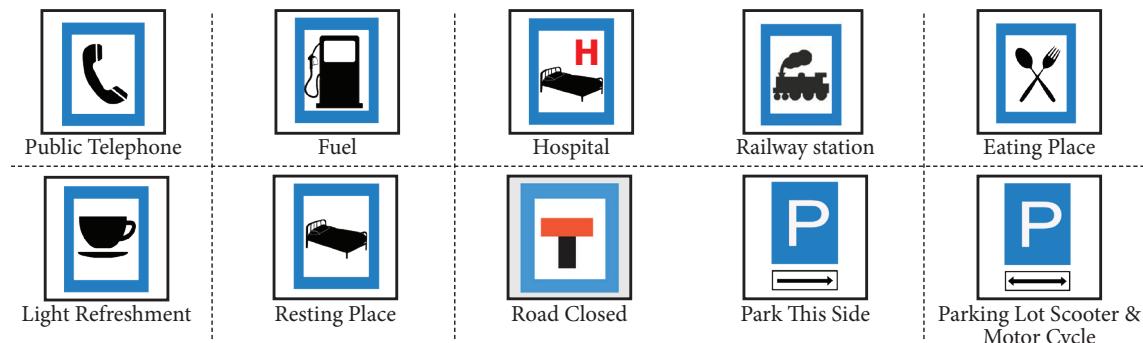
Cautionary Signs

A total of 40 cautionary traffic signs have been added by the Roadways and Transport Department. The main function of cautionary signs is to warn the driver to take necessary action to manage the situation.



Informatory Signs

These signs provide information to the drivers via boards.





Traffic Signs

Traffic signs are there to regulate traffic, warn about hazards and to guide the road users. Understanding traffic signs is essential. We should have a proper knowledge of traffic signs. The government has made it mandatory for a person who wants to obtain driving license to be well versed with the traffic signs. Traffic signs prevent the undesirable risks posed on the road to drivers and passengers in the vehicle.

There are three types of traffic signs.

Mandatory Signs – give order and need to be followed strictly. They are generally in circular in shape.

Cautionary Signs – warn the user regarding road situation ahead. They are generally, in triangular shape.

Informatory signs – give information regarding directions, destinations, etc., They are generally in rectangular shape.

Traffic Signals

Traffic lights is a signalling device that is positioned at a road intersection, pedestrian crossing to indicate when it is safe to drive, ride or walk using a universal colour code.

Red – this signal indicates to stop behind the stop line.

Amber (Yellow) – this signal indicates stop. Do not pass through or start until green shows. If, by mistake, you are caught in yellow signal in the middle of a large road crossing, continue with care and do not accelerate in panic.

Green – this signal indicates you may go if the way is clear.

Steady Green Arrow Signal – this signal may be provided in addition to the full green signal. This indicates to proceed with caution in the direction the arrow points.

Flashing Red Signal - it means to come to complete stop. Proceed only when the way is clear.

Flashing Yellow Signal – it indicates to slow down and proceed with caution.

Lights at Night:



STOP, LOOK, PROCEED SLOW, LOOK, PROCEED

At night, when traffic has dwindled, the traffic police might switch off the signals in many intersections which means proceed with caution but no need to stop.

Traffic Rules in India

The Motor Vehicle Act 1988 passed by the Parliament which came into force in 1989 is applicable to the whole of India.

- On one-way road the driver should allow the overtaking vehicle through the right. Never park the vehicle in reverse on a one-way street.
- On a two-way road, the driver must drive on the left side of the road.
- It is mandatory for the driver to slow down at all inter junctions and pedestrian crossing.
- Drivers should not use the horns in prohibited areas like hospital zones, school zones etc.,
- It is our responsibility to give way to emergency vehicles such as Army convoy fire engine and ambulance.
- Driver should use high – beam only when necessary. It is important to dim the lights when there are oncoming vehicles or when driving closely behind another.
- When the driver is slowing down his vehicle, he has to raise the right arm and swing it up and down gently.
- When the driver stopping his vehicle he has to raise the arm vertically for the indication to the other vehicles behind it.



- If the driver is turning right, he has to extend the arm straight out with the palm facing front.
- If the driver is turning left, he has to rotate the hand in the anti-clockwise direction.
- In case of emergency, the hazard indicator should be used, which will switch on both the indicators.
- On a two-wheeler only one pillion rider is allowed.
- The horn should not sound really shrill irritating or loud. Electronic horn is permitted.
- Parking vehicles in front of rescue vehicles such as an ambulance, fire engine or a police vehicle is punishable by law and the individual doing so has to pay fine.

304 A of the Indian Penal Code

The police will file a criminal case under this section, which deals with offences relating to death due to rashness and negligence of the driver.

Different colour Number Plates

RED
NUMBER PLATE

- is used in the vehicle for the President of India and Governor of States.

BLUE
NUMBER PLATE

- is given to a vehicle that is used by foreign delegates/ambassadors.

WHITE
NUMBER PLATE

- it means that the car belongs to a common citizen.

YELLOW
NUMBER PLATE

- is for commercial vehicle.

Essential Documents – A driver should possess the following documents while driving the vehicle: -

Driving License, Registration Certificate of the Vehicle, Taxation Certificate, Insurance Certificate, Fitness Certificate, and Permit.

Steps taken by the Government to prevent Road Accidents

The Ministry of Road Transport and Highways has taken a number of steps to prevent road accidents and road accident fatalities.

These include:-

A multi – pronged strategy has been adopted based on four Es – Engineering, Enforcement, Education and Emergency care for ensuring road safety. They are meant to provide better and safer road engineering, improved vehicular safety standards, training of drivers, improved trauma care and creating public awareness.

Improving Vehicular Safety Standards - Trucks are prohibited from carrying protruding rods. Anti – locking Brake System (ABS) has been made mandatory on heavy vehicles. Induction of ABS/CBS for two wheelers are made mandatory. AHO (Automatic Headlight On) made mandatory for two-wheelers to make them more conspicuous.

Pilot Projects for Cashless Treatment of Road Accident Victims - This project has already done in the stretch of NH 8 and NH 33. Now it is proposed to implement this scheme along the Golden Quadrilateral, North South and East West Corridors.

Quick response ambulances are parked in every 50 kms on the National Highways by the National Highway Authority of India (NHAI). A 24x7 call centre to receive calls for ambulances has been created and training has been given for providing first aid to road safety volunteers.

Setu Bharatam - a program was launched in 2016 for building bridges for safe and seamless travel on National Highways. It aims to make all National Highways free of railway level crossing by 2019.

Speed Governors – This device has a series of sensors that can detect how fast a vehicle is going and if this crosses the limit set by it,



it restricts the flow of air and fuel to the engine. This automatically slows down and stops the vehicle from crossing the pre-determined speed.

Variable Message Signs – These are LED boards which can display important information that needs to be communicated to commuters. These can be used to update road users the traffic conditions in case of major breakdowns, congestions and so on.



Brasilia Declaration on Road Safety

It is the Second Global High level Conference on Road Safety co-sponsored by the WHO. Taking road safety as a serious issue, India signed Brasilia Declaration in 2015 through which the participants across the world are committed to improve road safety and ways to reduce the traffic deaths by the end of this decade.

The Ministry of Road Transport and Highways has released a set of comic books on road safety called *Swachha Safer* and *Suvarshit Yatra* with the aim of creating awareness among children.

Save LIFE Foundation is an independent, non-profit, non-governmental and public charitable trust that is working to improve road safety and emergency medical care across India.

Road Safety Week

Road safety week is a national event aimed at raising public awareness about traffic rules and ultimately to reduce casualties due to road accidents. It is also intended to reinforce road safety behaviour among road users. Celebrating

the road safety campaign was initiated by the Ministry of Road Transport and Highways. National Road Safety Week in India is organised by the National Safety Council of India (NSC). It is an autonomous body set up by the Indian government to engage the public on safety, health and environment issues. National Road Safety Week is observed in the month of January every year.

Decade of Action for Road Safety 2011 - 2020

Decade of Action for Road Safety 2011 - 2020, officially proclaimed by the UN General Assembly. The decade seeks to save millions of lives by improving the safety of roads and vehicles, enhancing the behavior of road users and improving emergency services.



The international Federation of Red Cross and Red Crescent Societies (IFRC)

Suggested 10 points as follows





Conclusion

Road traffic accident are predictable and therefore preventable. So everyone should strictly follow the road safety rules and signs.

Start early! Drive slowly!! Reach safely!!!

Recap

- Road safety is primarily meant about the protection and security of all road users.
- Road accidents are undesired events. The loss of life or serious injury results in the loss of livelihood.
- Traffic signs are to regulate traffic, warn about hazards and to guide the road user.
- There are three types of traffic signs such as mandatory signs, cautionary signs, and informative signs.
- The rule of the road regulation was brought into effect from July 1, 1989.
- The Ministry of Road Transport and Highways has taken a number of steps to prevent road accidents.
- To strengthen the awareness on road safety systems, rules and regulations, Ministry of Transport and Highways Road Safety Week every year.

GLOSSARY

Commuters	passengers	பயணிகள்
Billboard	a hoarding	விளம்பரபலைக
Panic	anxiety	பதட்டம்
Hazard	danger/risk	ஆபத்து
Mandatory	compulsory	கட்டாயம்
Pillion	a seat for a passenger behind a motorcyclist	இரு சக்கர வாகனத்தின் பின்னிருக்கை
congestion	overcrowding	நெரிசல்



Evaluation

I. Choose the correct answer

1. At a red light

- a) You can keep going if the path looks clear.
- b) You must stop and wait for it turn green.
- c) Quickly you can reply your friend's text message.
- d) You can attend call.



2. Pedestrians can cross the road only _____.
a) at anywhere b) near the signals
c) at Zebra crossing d) none
3. Road Safety Week is celebrated in the month of _____ every year.
a) December b) January
c) March d) May
4. For emergency, call _____ for ambulance service.
a) 108 b) 100 c) 106 d) 101



5. What are the causes for the road accidents?
 - a) Over Speeding
 - b) Drunken Driving
 - c) Distraction to Drivers
 - d) All of these
6. The first category of traffic signs is _____
 - a) Mandatory Signs
 - b) Cautionary Signs
 - c) Informatory Signs
 - d) None of these
7. 'Setu Bharatam', a program was launched in _____
 - a) 2014
 - b) 2015
 - c) 2016
 - d) 2017
8. Expand ABS:
 - a) Anti Brake start
 - b) Annual Base System
 - c) Anti – locking Brake System
 - d) None of these
9. Overtaking when approaching a bend is
 - a) permissible
 - b) not permissible
 - c) permissible with care
 - d) our wish
10. When the ambulance is approaching
 - a) allow passage if there are no vehicles from front side
 - b) no preference need be given
 - c) allow free passage by drawing to the side of the road
 - d) drive behind the ambulance with great speed

II. Fill in the blanks

1. Always keep _____ while driving.
2. Mandatory signs are exhibited in _____ shape.
3. _____ controls the speed of the vehicle.
4. Higher the speed; _____ the risk.
5. Use of _____ in four wheelers and _____ for two wheelers has been brought under law.

III. Match the following

- | | |
|--|-----------------------------|
| 1. Pollution under control certificate | - Zebra crossing |
| 2. One-time tax for new car | - Comic book on road safety |
| 3. Pedestrian | - 6 months |
| 4. Brasilia Declaration | - 15 years |
| 5. Swachha safer | - Global conference |

IV. State true or false

1. The problem of accidents lies with roads only.
2. Check mirrors before changing lanes.
3. Flashing yellow signal indicates to slow down and proceed with caution.
4. On a two wheeler only one pillion rider is allowed.
5. The roads are one of the worst invention of man.

V. Consider the following statements and tick the appropriate answer

1. Which of the following statement/s is/are not correct?
 - i) Maintain the right distance to the vehicle in the front.
 - ii) Maintain speed limit, never exceed the speed limit
 - iii) Wearing seat belt is not necessary while driving.
 - iv) Don't slow down on bend and turn in the road.

a) i, iii only	b) ii, iv only
c) i, ii only	d) iii, iv only
2. **Assertion:** Drunken driving causes accidents.
Reason: It hampers vision due to dizziness.
 - a) A is correct and R is the correct explanation of A
 - b) A is correct and R is not the correct explanation of A
 - c) A is wrong and R is Correct
 - d) Both are wrong



3. **Assertion:** Road signs are easy to comprehend.

Reason: They are mostly pictorial

- a) A is true but R is false.
- b) Both A and R are true and R is the correct explanation of A
- c) A is false but R is true.
- d) Both A and R are true. R is not the correct explanation of A

4. Find the odd one out (road safety rules)

- a) Slow down on the bends
- b) Maintain speed limit
- c) Use cell phone while driving
- d) Avoid walking on roads

5. The following signs represent.

VI. Answer the following in one or two sentences

1. How do you ensure road safety?
2. Why road safety is very important to us?
3. What are the direct consequences of road accidents?
4. Draw traffic lights signals and indicates the meaning.

5. Write a note on Brasilia Declaration on road safety.
6. what is the aim of observing Road Safety Week?
7. Write any four traffic rules.
8. How does alcohol affect driving?

VII. Answer the following in detail

1. Explain the factors contributed for road accidents.
2. Describe the steps taken by the Government of India to prevent Road accidents.
3. What are the preventive measures of road accidents?

VIII. HOTS

1. What is the requirement for a two wheeler rider during night?
2. Tabulate tips for avoiding driver fatigue.

IX. Project and Activity

1. Tabulate a few basic road safety rules for children.
2. Demonstrate road safety techniques.
3. Prepare Road Safety Awareness pocket guide and circulate in school.



REFERENCE BOOKS

1. The Motor Vehicles Act, 1988
2. The Tamil Nadu Motor Vehicles Rules, 1989
3. Ministry of Road Transport & Highways, Government of India
4. இருசக்கர வாகன ஓட்டிகளுக்கான சாலைப் பாதுகாப்பு விழிப்புணர்வு கையேறு, போக்குவரத்து துறை, தமிழ்நாடு அரசு



INTERNET RESOURCES

1. <http://tnsta.gov.in>
2. <http://parivahan.gov.in>
3. www.tn.gov.in/tnmvr1989



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