

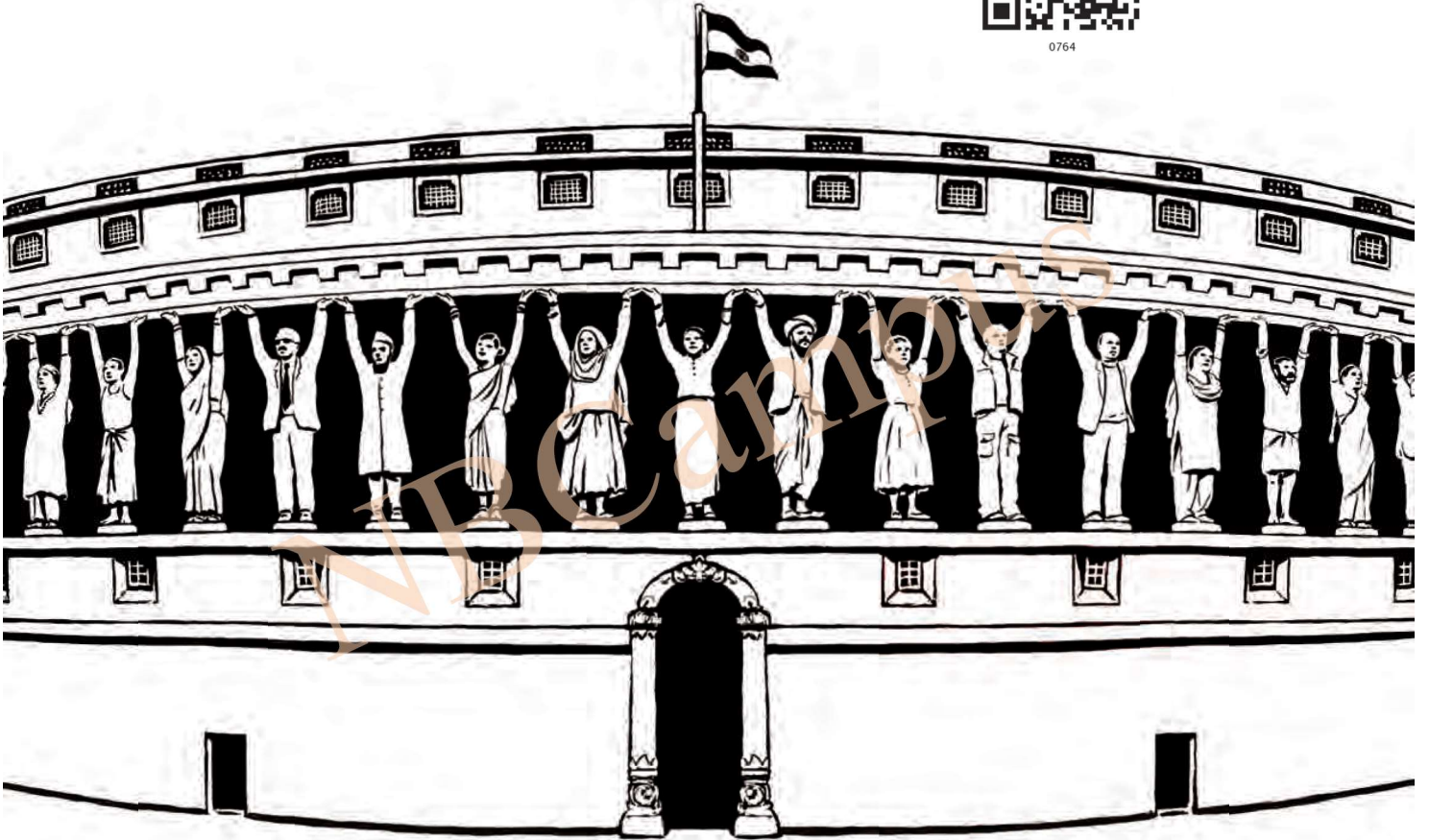
Social Science

Social and Political Life– II

Textbook for Class VII



0764



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

ISBN 81-7450-672-1

First Edition

February 2007 Phalguna 1928

Reprinted

February 2008 Magha 1929

March 2009 Phalguna 1930

January 2010 Magha 1931

December 2010 Agrahayana 1932

January 2012 Magha 1933

November 2012 Kartika 1934

November 2013 Kartika 1935

December 2014 Pausa 1936

January 2016 Pausa 1937

January 2017 Magha 1938

December 2017 Pausa 1939

January 2019 Magha 1940

PD 485T RPS

© **National Council of Educational
Research and Training, 2007**

₹ 60.00

Printed on 80 GSM paper with NCERT
watermark

Published at the Publication Division by
the Secretary, National Council of
Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110 016
and printed at Shree Vrindavan Graphics
(P.) Ltd., E-34, Sector-7, Noida-201 301
(U.P.)

ALL RIGHTS RESERVED

- No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

**OFFICES OF THE PUBLICATION
DIVISION, NCERT**

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bangaluru 560 085

Phone : 080-26725740

Navjivan Trust Building
P.O.Navjivan
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihalli
Kolkata 700 114

Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021

Phone : 0361-2674869

Publication Team

Head, Publication Division : *M. Siraj Anwar*
Chief Editor : *Shveta Uppal*
Chief Business Manager : *Gautam Ganguly*
Chief Production Officer : *Arun Chitkara*
Assistant Editor : *Shashi Chadha*
Production Assistant : *Prakash Veer Singh*

Cover, Layout

Orjit Sen with Splash! Communications

Illustrations

Orjit Sen

Foreword

The National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily timetable is as necessary as rigour in implementing the annual calendar so that the required number of teaching days is actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory group in Social Sciences, Professor Hari Vasudevan, the Chief Advisor, Sarada Balagopalan and the Advisor, Arvind Sardana for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources,

material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resources Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
20 November 2006

Director
National Council of Educational
Research and Training

NBCampus

Textbook Development Committee

CHAIRPERSON, ADVISORY COMMITTEE FOR SOCIAL SCIENCE TEXTBOOKS AT THE UPPER PRIMARY LEVEL

Hari Vasudevan, *Professor*, Department of History, University of Calcutta, Kolkata

CHIEF ADVISOR

Sarada Balagopalan, Centre for the Study of Developing Societies (CSDS), Rajpur Road, Delhi

ADVISOR

Arvind Sardana, Eklavya–Institute for Educational Research and Innovative Action, Madhya Pradesh

MEMBERS

Anjali Monteiro, *Professor*, Tata Institute of Social Sciences (TISS), Mumbai

Anjali Noronha, Eklavya – Institute for Educational Research and Innovative Action, Madhya Pradesh

Anuradha Sen, H-701, Som Vihar, R.K. Puram, New Delhi

Dipta Bhog, Nirantar – Centre for Gender and Education, New Delhi

Krishna Menon, *Reader*, Lady Shri Ram College, New Delhi

Latika Gupta, *Consultant*, Department of Elementary Education (DEE), NCERT

M.V. Srinivasan, *Lecturer*, Department of Education in Social Sciences and Humanities (DESSH), NCERT

Malini Ghose, Nirantar – Centre for Gender and Education, New Delhi

Mary E. John, *Director*, Centre for Women's Development Studies (CWDS), New Delhi

N.B. Sarojini, Sama – Resource Group for Women and Health, New Delhi

Rangan Chakravarty, A 4/7, Golf Green Urban Complex, Phase 1, Kolkata

Sanjay Dubey, *Reader*, DESSH, NCERT

Shobha Bajpai, Government Middle School, Uda, District Harda, Madhya Pradesh

Sukanya Bose, Eklavya *Research Fellow*, 66 F Sector 8, Jasola Vihar, New Delhi

MEMBER-COORDINATOR

Malla V.S.V. Prasad, *Lecturer*, DESSH, NCERT

Acknowledgements

This book has benefited from its association with several individuals and institutions. These include Poonam Batra, Piu Dutt, S. Mohinder and Aditya Nigam who read most of the chapters in the book and gave us helpful feedback. In addition, Rajeev Bhargav, Kaushik Ghosh, Anu Gupta, Sunil and A.V. Ramani discussed ideas and commented on particular chapters. V. Geetha was gracious in agreeing to read all of the chapters and her extensive comments have enriched this book substantially. Anjali Monteiro and S. Shankar shared with us their ideas on the media at different stages and helped us expand upon that particular chapter in meaningful ways.

Tultul Biswas helped us in finding an appropriate poem for our last chapter and Vinay Mahajan was gracious in allowing us to use this. Sanchira Biswas and Dipta Bhog translated this poem into English while Ravikant assisted in finalising this translation. Smriti Vohra also agreed to do some last minute editing without realising how much she had taken on, and we thank her for her time and careful editing. Similar to his role in the Class VI book, Alex George has been of significant help with his insights, ideas and information. Urvashi Butalia continues to be generous with her time and willingness to serve as editor, thereby ensuring that this text has gained from her perceptive reading.

We thank Zubaan for allowing us to use poster images from their book *Poster Women: A Visual History of the Women's Movement in India*. We would also like to thank Trimurti Films Private Ltd. for allowing the use of the *Deewar* clip. Partners For Law and Development graciously allowed us to use their image on page 63. The Principal, teachers and students of Class VI B at the Kendriya Vidyalaya II at Hindon, Ghaziabad readily agreed to work on the wallpaper and the collage that we have used in the book and were kind in allowing us to photograph this as well. We would also like to thank Geetanjali, Sr. PRO, Northern Railway, for the public advertisement and the UNDP India for the material about the Sustainable Development Goals (SDGs).

M. Quraishy at SARAI also extended his help when required and we thank him for this.

The photographs that this book uses were procured from various sources and we are deeply grateful to all these institutions and individuals. The Centre for Science and Environment (CSE) was more than generous with their photographs and Amit Shankar and Anil with their time. *Outlook Magazine* also shared with us, at very short notice, photos from their archives. Sheeba Chacchi provided us with her photos for the photo-essay on the women's movement. Salil Chaturvedi and Shahid Datawala helped provide appropriate images from their collection. Mahesh Basadia provided us with photos of the Tawa Matsya Sangh (TMS) and the Mahila Balvikas Department at Dewas gave us the image of the *Anganwadi*. Harsh Man Rai and Baji Rao Pawar also contributed their photos as well as helped click new photos that we needed. M.V. Srinivasan helped with coordinating the photos from Erode. We thank Navdanya for some of the images used for the collage on health. Sarada Balagopalan also helped click some of the images used in this book.

The passion and patience that Orijit Sen and Salil Chaturvedi have invested as the main illustrator and designer of this book can be seen in every page, and we thank them for this.

Eklavya played a crucial role in the translation of this book into Hindi and we would, in particular, like to thank Rashmi Paliwal for her supervision of the process and Tultul Biswas for helping facilitate this.

Several institutions have played a key role in not only being understanding about our pre-occupation with this book but in actively assisting its development in numerous ways. The Centre for the Study of Developing Societies (CSDS), Eklavya, Nirantar, Centre for Women's Development Studies (CWDS) and Sama have been generous in their support.

Introductory note for teachers

There is a substantial difference between Civics and Social and Political Life, not only in terms of the topics covered but also in the pedagogic approaches required in each subject area. Keeping these in mind, this Introduction attempts to clarify certain aspects of Social and Political Life.

What is Social and Political Life?

Social and Political Life (SPL) is a new subject area in middle school social science that has replaced the earlier subject of Civics. The National Curriculum Framework (NCF) 2005 strongly argues that Civics should be discontinued and its focus on government institutions and functioning should be tempered in the new subject that replaces it. SPL, as its name suggests, focuses on topics related to social, political and economic life in contemporary India.

What pedagogical approach does SPL use?

SPL's use of 'real-life' situations is a marked departure from Civics. SPL uses these real situations to teach concepts because it recognises that children learn best through concrete experiences. It uses material that draws upon the experiential understanding of familial and social issues that middle school children bring to the classroom. SPL further develops the learner's abilities to critically understand and analyse these issues in keeping with the tenets of the Indian Constitution.

This pedagogical approach tends to avoid the use of definitions to sum up a concept. Instead, it uses case studies and narratives to explain concepts. The concepts embedded within the narratives are made clear through the in-text and end-text questions. The aim is to have the learner understand the concept through their own experiences and write about it in their own words.

This often means that there is seldom one 'correct' answer to the questions posed. However



Case studies and narratives used in SPL are a mix of rural and urban examples.

there is a wrong answer. Teachers should try to gauge whether an answer to a question adequately reflects the learner's understanding of the concept being discussed.

Given that children learn best through understanding and applying concepts to local realities, can a 'national' textbook adequately reflect the many 'locals' that make up the nation?

SPL functions by the pedagogic principle that children learn best through an experiential understanding of concepts. This poses a contradiction when the effort is to write a 'national' textbook, because a national text can neither sufficiently represent all the various aspects of the various locals, nor fix the sociocultural background of the child for whom the book is intended. Therefore, the case studies and narratives used in SPL are a mix of rural and urban examples in which the assumed learner is not easily discernible.



The SPL text specifically names communities, for example, Dalit, Muslim, poor, etc. SPL counts on the teacher to transact the material with a firm commitment to respecting the dignity of all students.

In addition to the important job of transacting the text, what crucial role does SPL expect teachers to play in the classroom?

SPL counts on the teacher to play a very significant role in the classroom for the following reasons. First, the SPL text specifically names communities (for example: Dalit, Muslim, poor etc.) in its discussion of various issues and this may lead to some discomfort in a classroom that has a student population from different sociocultural and (perhaps) economic backgrounds. We expect the teacher to play a crucial role in transacting this material with a sensitivity and firm commitment to respecting the dignity of all students in the classroom and the school. Second, given the limited ability of this 'national' text to engage the local we also envision the teacher playing a major role in adding local examples to the discussion of concepts, provided these remain true to the logic and understanding of each concept as intended by the book's authors.

How does the SPL help the learner assimilate the values enshrined in the Constitution?

At first glance it might appear to some that unlike Civics, SPL's focus on 'real' examples contradicts the tenets of the Constitution. Such a focus, however, is a technique utilised in SPL in response to a critique of Civics textbooks that

always only discussed the ideal and seldom deliberated upon the reality that was very different. Since the learner is already aware of such realities, to avoid discussing them would make the learning of social and political concepts didactic and disconnected. Instead, SPL uses this embedded awareness to make the learner understand and accept not only the legitimacy but also the urgency of the values enshrined in the Constitution. Additionally, this approach allows the learner to understand the role of people's struggles in the realisation of these values.

What are the issues included in the Class VII textbook?

The theme for the Class VII grade book is the crucial role that equality plays in Indian democracy. This theme also serves as one of the Units in addition to which the book has four more Units. These include Health and State Government; Gender; Media; and Markets. Units 2, 3 and 5 consist of two consecutive chapters, except in the case of the first Unit in which they make up the first and the concluding chapters of the text.

What elements does the Class VII book utilise to explain selected issues?

◆ **Storyboards:** One component of the feedback regarding Class VI book (Social and Political Life-I) was that teachers needed more assistance in understanding where fictional narratives began and ended and in identifying the central concepts



within these. With this in mind, this year's book introduces storyboards to clearly indicate which segments have been fictionalised, and to draw the learner into the narrative through the use of visuals that are often more expressive than lines of text. Specific concepts raised through the storyboards are analysed in the accompanying text.

◆ **Unit Pages:** Each Unit begins with a Unit Page for teachers to help highlight the main points raised in the chapters.

◆ **Note on Evaluation:** As with the Class VI text, this book does not contain definitions or a synthesis of concepts. While we recognise that this makes it difficult for teachers to evaluate what the child has learnt, our attempt is also to try and shift some of the understanding amongst teachers on what children are expected to learn and how such learning should be evaluated. This book contains a short note on evaluation procedures that we hope will assist teachers in their efforts to move students away from rote learning.

◆ **Glossary:** The inclusion of a Glossary with each chapter is intended to offer the learner greater clarity on the language used in the text. The words of the Glossary are NOT limited to concepts, and it should not be viewed as something to be memorised with the expectation that such rote learning will contribute to conceptual understanding.

◆ **In-text and End-text Questions:** As with the Class VI text, this year's book includes in-text and end-text questions, making use of visual material and experiential analysis. In-text questions found within the text can be used to assess the extent to which content has been assimilated. End-text questions usually cover the main concepts raised by the chapter and ask learners to explain these in their own words.



Glossary

Weekly market: These markets are not daily markets but are to be found at a particular place on one or maybe two days of the week. These markets most often sell everything that a household needs ranging from vegetables to clothes to utensils.

Mall: This is an enclosed shopping space. This is usually a large building with many floors that has shops, restaurants and, at times, even a cinema theatre. These shops most often sell branded products.

Wholesale: This refers to buying and selling in large quantities. Most products, including vegetables, fruits and flowers have special wholesale markets.

Chain of markets: A series of markets that are connected like links in a chain because products pass from one market to another.

EXERCISES

- In a democracy why is universal adult franchise important?
- Re-read the box on Article 15 and state two ways in which this Article addresses inequality?
- In what ways was Omprakash Valmiki's experience similar to that of the Ansaris?
- What do you understand by the term 'all persons are equal before the law'? Why do you think it is important in a democracy?
- According to the Rights of Persons with Disabilities Act, 2016, persons with disabilities have equal rights, and that the government should make possible their full participation in society. The government has to provide free education and integrate children with disabilities into mainstream schools. This law also states that all public places including buildings, schools, etc., should be accessible and provided with ramps.

Look at the photograph and think about the boy who is being carried down the stairs. Do you think the above law is being implemented in his case? What needs to be done to make the building more accessible for him? How would his being carried down the stairs affect his dignity as well as his safety?

Teacher's note on evaluation

Rethinking the ways in which we evaluate learning is a difficult task but one that this new subject area requires. Over the years our evaluation system has for the most part rewarded students who learnt by rote. This involuntarily encouraged many teachers to mark or underline the answers in the text and in this way a vicious cycle in which each reinforced the other, was produced. It is this system that needs to be changed to relieve both the teacher and the student. Teachers will play a significant role in changing evaluation and this note is an effort in this direction.

On questions

Teachers need to begin by insisting that evaluation be based on 'new' questions. These will be similar to the ones used in the text, but not the same. Students will be expected to answer these questions in their own words. The confidence to do this needs to be built in the students and language corrections should, therefore, be tactful and gentle.

Teachers will also need to design a variety of questions that cover a range of skills. Questions that demand recalling information by rote should be minimal. Instead, there needs to be different kinds of questions based on the main conceptual ideas of each chapter. Some may be designed to draw upon the learner's ability to reason; to compare and contrast experiences; and to infer and extrapolate from situations provided.

The following are some examples taken from this text to explain the above:

Ability to reason

These questions aim to gauge the extent to which the learner has understood the concepts included in the chapter and is able to articulate its main ideas in their own words as well as apply these to different contexts. Examples of this include:

What do you understand by the term, "all persons are equal before the law"? Why do you think it is important in a democracy?

Why should the decisions taken by the Chief Minister and other ministers be debated in the Legislative Assembly?

Can you list two ways in which you feel that advertising affects issues of equality in a democracy?

How do you think your neighbourhood shop gets its goods? Find out and explain with some examples.