

# **SOCIAL SCIENCE**

## **Social Political Life - I**

### **Textbook for Class VI**



**The Jammu & Kashmir Board of School Education**  
**Jammu/Srinagar**

**Published by**

Jammu and Kashmir State Board of School Education Srinagar/ Jammu

**Phone:**

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**First edition : 2015**

**For Free Distribution**

**Printed at : Aravali Printers & Publishers Pvt. Ltd.**

## Foreword

The Jammu and Kashmir Board of School Education has initiated the process of review and revision of the school curriculum to make it learner-centred and in consonance with the demands of society, in the light of the recommendations of NCF 2005. The richness of the school curriculum strengthens the social fabric of society. As societies are dynamic and evolving, the school curriculum too must constantly respond to the changing demands of a thinking and developing society.

It is our constant endeavour to promote academic standards and ensure that books infuse students with the zest to enquire, explore and construct knowledge. This textbook of Social and Political Life for Class VI has been redeveloped with this aim. It gives me immense pleasure to present this book developed from a constructivist perspective, which will help students to explore their social, economic, cultural and political milieu as active learners, while constructing knowledge for themselves when provided the right learning environment.

The Textbook is conceived in such a way that it will ameliorate the problems of curricular burden. The use of simple language and concrete contexts, keeping the original spirit of the NCERT textbook intact, has added to the beauty of the book.

The Jammu and Kashmir Board of School Education gratefully acknowledges the active support and encouragement offered by the Hon'ble Education Minister Shri Naeem Akhtar, in its efforts to revise the curriculum. It gratefully acknowledges the use of the textbook on Social and Political Life published by NCERT, New Delhi as a benchmark for the preparation and development of the textbook, with local contextualisation within the diverse socio-cultural realities of the children of J&K.

I place on record my appreciation and thanks to the team of experts who were involved in the development of this textbook and especially to Prof. Anita Rampal, Faculty of Education, Delhi University, but for whose guidance and sincere efforts, this book would not have seen the light of day. I recognize the contribution of Prof. Veena Pandita, Secretary BOSE for her support in the revision of this book and Curriculum Development and Research (CDR) Wing, Academic Division BOSE particularly Ms. Kaneez Fatima, Director Academics and Ms. Monica Sharma, Academic officer for their efforts in bringing out this book.

As an organization committed to systemic reforms and continuous improvement in the quality of its products, JKBOSE welcomes comments and suggestions which will enable us to undertake further revision and refinement.

Prof. Zahoor Ahmad Chat  
Chairman



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## ACKNOWLEDGEMENTS

This textbook is the result of a collective effort supported by many people who are not formally part of the textbook development team. We gratefully acknowledge their help and support. In particular, we thank Amit Kumar, Sandeep Singh, Cholden Thondup and Qazi Syed Sajjad for their contributions. This book was completed in a short time owing to the active support of Ms. Kaneez Fatima, Director Academics JK BOSE and Ms. Monica Sharma, Academic Officer.

Many narratives in the book are based on personal interviews. Dhiraj Bismil, Khalid Fayaz, Zakir Hussain, Serohi Nandan and Nikita Kaul helped with this work. We thank Shakir Hussain for sharing his true story for the chapter 'Life and work in cities'.

Visuals are as important as the text. We gratefully acknowledge the efforts of those who contributed visuals. We thank Aneesa Chishti and Srivi Kalyan for making some of the illustrations, and Nanky Rai, Sushil Bhagat, Dhiraj Bismil, Munim Farooq, Khalid Fayaz, and late Dr. Vinod Raina for the photos we have used, some of which they took to suit our specific requests.

We are deeply grateful to Srivi Kalyan who readily agreed to paint the cover for the book at short notice.

This textbook has been adapted from the NCERT textbook for Social and Political Life. We are grateful to all those who had contributed to the development of that book, including its visual and other resources.





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## On using this book

### Why 'Social and Political Life'?

The National Curriculum Framework (NCF) of 2005 has suggested a change from 'Civics' to 'Social and Political Life'. Civics was introduced as a subject to teach Indians 'loyalty' and discipline towards the British colonial government. It also focuses only on government institutions and programmes. In the effort to develop a critical outlook, Social and Political Life has emerged as a new subject. It covers various aspects of social, political and economic life.

### How is Social and Political Life different?

The approach of 'Social and Political Life' is different in these ways:

1. It recognises that children learn best through concrete experiences. Many things are discussed through narratives, case studies and exercises that draw on the experiences of children themselves.
2. It encourages children to think about concepts rather than to merely remember information. There are many in-text questions to get children to think. There are also activities to do. Definitions and listing of information have been mostly avoided.
3. It tries to balance the ideal with the real, as children are already keenly aware of many of the institutions and processes discussed in this book.

Children bring their experiences to the classroom. The book encourages them to share, develop and also to question their understandings. The reality is shown alongside a discussion of how we can move towards the ideal. The ideals of the Constitution are discussed alongside peoples' struggles to achieve them.

The chapters are organised around these key themes: livelihoods (chapters 1-3), government (chapters 4 & 5), local government (chapters 6 & 7), diversity and inequality (chapters 8 & 9).

### I. Beginning each chapter

The chapters begin with introductory boxes and a large visual. These are designed to give an idea of what will be discussed in the chapter. Most introductory boxes have questions to engage children to draw out their own experiences. Teachers are encouraged to also use their own visuals and questions.

Chapter 8

#### We in J&K: Different and Alike

Look at all the people around you. Some of these people are like you. Some of them are different. They may not look, dress or talk like you. What do you think is the reason for these differences? How do these differences make our life more interesting? We will discuss some of these questions in this chapter.



## II. In-text questions and exercises

### Think

Why can't Makhni's family depend on their land for their living?

Why does Makhni's family have to do different kinds of work?

In some parts of Punjab the weather is very similar to Makhni's area. But people there grow rich crops. Can you find out how?

- ◀ All the chapters have in-text questions ('Think', 'Discuss', 'Write Down' and 'Find Out') and exercises. These have three purposes.

First, to help the teacher assess how much of the chapter the child has understood by connecting with and constructing her own knowledge. ▶

Second, many in-text exercises are designed to expand the child's understanding of concepts by connecting them with her own experiences.

### Activity

Find out where these things are made and how far it is from where you live. For some you can find it written on the packets. You can also ask the shopkeeper.

Things you use	Where they are made	Distance from your house
Pencil		
Biscuits		
Soap		

Exercise: Look at the statements in the column on the left. Which level of government will decide these things?

	Local	State	Central
<input type="checkbox"/> The decision to print 1000 rupee notes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> The decision of the Jammu & Kashmir Government to have Board exam in Class 8 for all government schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- ◀ Third, they help the student recall and make connections with what has been taught earlier.

The questions under 'Discussion' are meant for discussion in small groups, and then sharing with the class. ▶

These are very important for developing children's understanding of concepts and allowing children to learn from one another. These should in no way be ignored for any reason.

### Discuss

The life of people who live in one place and people who move around can be very different! Can you think what some of these differences are?

## III. End text questions

The end text questions are designed to encourage the student to understand and think, rather than simply memorise the chapters. Students must be encouraged to write the answers in their own words.

Read through the chapter again and discuss some of the key ideas of a democratic government. Make a list. For example: 1. 'All people are equal.'

- ◀ One type of questions asks children to recall some main ideas from the chapters.



Another type asks the student to answer based on their own experiences. ►

Do you know any one who has a permanent job? In what ways is a permanent and regular job different from a casual job? Discuss.

Mr. Samuel wants to buy a house. He sees an ad in the newspaper saying that newly built flats are for sale. But the ad also says these flats are only for “vegetarians”. Do you think the people selling these flats are trying to keep some people out?

◀ Questions also ask children to imagine a situation and react to it.

Another type of question uses images. ► Students are asked to describe what they see and how it relates to what they have read in the chapter.

These questions can allow the teacher to assess whether children have understood concepts, and whether they can relate to those concepts meaningfully. It is important to set new questions like those described here. We must abandon the practice of students memorising answers. Expressing opinions and debating are part of engaging with and learning a concept.

In these two photos you see different ways of collecting garbage.

- i) Which is safer for the person doing this work? Why.
- iii) Who collects your garbage? Where is it dumped? Is there some way to recycle it?



#### IV. Use of narrative

##### **Making Friends**

Sometimes when we meet people who are different from us we may not know how to talk to them. But even people who are very different can become friends and care about each other. Read this story:



This book uses several narratives – both fiction and non-fiction – to enable the child to understand ideas and institutions. The narratives should be used to encourage children to think and discuss. Students should be encouraged to identify with the narratives as much as possible. In some chapters students have been asked to write their own narratives. The students should be encouraged to write and narrate these as creatively as possible. They must also be used to make linkages with concepts taught in other subjects.



## V. Use of images



The illustrations and photographs are as, or sometimes more, important than the text. Images can help children visualise situations they are not familiar with. The teacher is encouraged to use other relevant visuals as well whenever possible. Visuals can be found in the library, newspapers, magazines and on the internet.



## VI. Use of other sources



### Ban posters

POSTERS ON walls spoil the city's looks. Further, many times posters are pasted on important sign boards and even road maps. All political parties should arrive at a consensus on banning posters on walls.

MAHESH KAPASI  
Delhi

A textbook is only one among many sources that can be used in the classroom. Students should be encouraged to read outside their textbooks. One way would be to discuss questions and issues raised in other books, newspapers, magazines, advertisements and so on.

## VII. Making sense of new terms

Care has been taken to make the language of the book as simple as possible. However since English is not the first language for a majority of children in J&K, some terms may be new to children. Such terms should be discussed with children in their own language. The meaning of a word cannot be just another word. You must make *sense* of the idea behind it, by discussing how and where it is used. It is not just words like 'administration' or 'livelihood' but also simpler terms like 'shepherd' that need to be discussed in this way.

Moreover, children should be encouraged to fearlessly speak and write their own thoughts without focussing too much on their spellings and grammar to begin with. This is the only way their understanding will deepen.





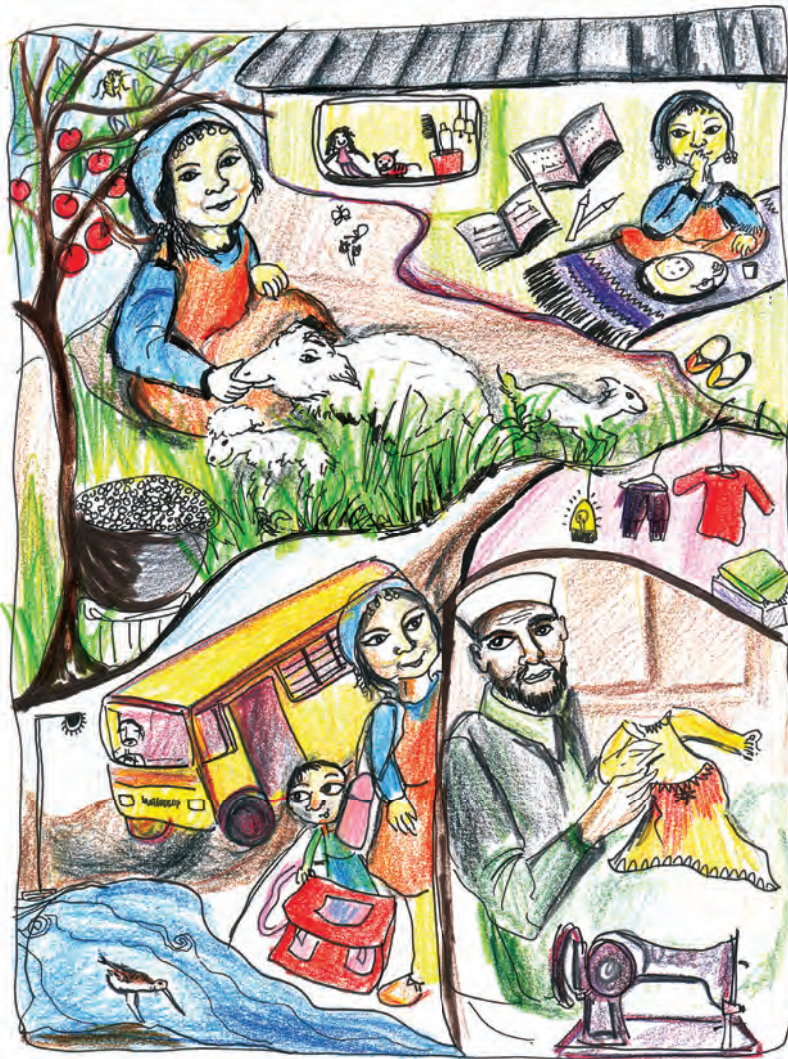




## Chapter 1

# Living and working together

Have you ever noticed how many different things and people are part of your life? You might have seen people doing different kinds of work. Have you wondered if all of these things are related? How? We will discuss these questions in this chapter.



A day in Rubeena's life.

### The things we need

In this picture you can see how Rubeena spends her day. She needs many things to live her life. Can you

see in the picture? Try to count as many as you can!

A lot of people do things for Rubeena. The bus driver takes her to school. The tailor stitches her clothes. Can you think of other people whose services (work) help her in her life...? What about the bird and the butterfly?!

### Activity

Write down ten things and services you use. You can write more if you like. Come on! How many can you think of?

Look at the questions below and write the answers in your notebook. Discuss in class.

### Think

Which things does your family make or do at home?

What things do you get from other people?

Which is greater in number?



Do you know anyone who does not need help from others? All of us need other people to make and do things for us. We all *depend* on others.

In your class 5 EVS book you read about the Changpa living in Ladakh. They keep animals like sheep, yaks, horses and *pashmina* goats. They get meat and milk from their animals. From the wool, skin and bones of animals they make tents, clothes, tools, jewellery, ropes and many other things for themselves. But they too need a few things from others – like food grains and tea.

**Can you think of any other people who do not need many things from others?**

It is not just for food and clothes that we need each other. Think about the games you enjoy playing. How many of them can you play all by yourself?



A Bakarwaal family removing wool from their sheep.

## Where do things come from?

*It is very cold. Kamal is glad to have a warm blanket. Where does it come from? Kamal tries to imagine...*

### The story of a blanket

A blanket starts off as soft wool on the backs of many sheep. In the summer the shepherd takes the sheep very high on the mountains. There are no trees there, only grass. The shepherd takes them to eat, to drink water and to find salt in the mountains. The sheep grow fat and their wool grows thick! Then, the shepherd cuts the wool and sells it to the weaver.

The weaver brings the wool home. The children clean the wool very carefully with a steel comb. Their mother spins the clean wool into thread. She dyes the thread in different colours for making patterns on the blanket.

Their father takes two threads and twists them together to make a stronger thread. He weaves the thread into a blanket on a loom. Using coloured threads he makes patterns on the blanket.

Everything you use has a story – a story about the people who made it and what it is made of. You too can try to imagine...

### Activity

Many useful things are made out of clay or mud. Clay pots are used to store water. Every *kangri* has a







What is this person doing? Have you seen someone doing this kind of work?

clay pot at its centre. Clay lamps or *diyas* are used in festivals and weddings. Who makes these things? How? Write the story in your notebook. Draw pictures of the steps in the work.

### Different things, different work

Different kinds of things come from different kinds of work. So the stories they would tell are also different. In

class 5 you read the story of a seed – how it was planted, how the farmer cared for it and how it grew. Many things we use come from the plants that people grow. Like rice, wheat, vegetables, fruits and cotton.

Things like wool, milk, leather and meat come from animals that people keep. Almost all the food we eat comes from plants and animals.

People collect many things from forests, lakes and rivers. People can collect food for themselves and for their animals. They can collect things like clay for making pots. From deep down in the earth people get coal and metals like iron.

### Find out

People in Jammu and Kashmir collect many things. Find out some of these things and write them in the table below:

Place	Things collected	Used for?
Lakes	<i>nadru, singhara</i>	
Rivers		
Forest		
Earth		

Fewer things are collected today than when your parents were children. Why?

Things that people collect and grow are made into many things.



In the table below we have written some things. Find out where they come from and what are they made into. Write your answers below:

Item	Taken from	Can be made into	Who makes these things?
Wool	Animals like sheep, goats and yaks	Blankets, shawls, carpets.	Weavers, spinner, dyers
Wood			
Silver			
Wheat			
Milk			
Cotton			

### Exchange: giving and getting

*A woman came to Anu's house with a basket full of steel plates, glasses, spoons, cups and pans. Anu gave her some old clothes and the woman gave her some plates in exchange.*

*Sonam wanted a new pencil. He took money from his mother and went to the shop. He gave the money to the shopkeeper. The shopkeeper gave him a pencil in exchange.*

All of us need things that other people make. But how do we get these things? Why would people give the things they have produced? Why would someone do things for us?

One way is through exchange. Anu and Sonam take something and give something in *exchange* for it. Sometimes exchange happens without money. But these days this is not very common. Most people exchange things for money.

### Making a living

Now, to have something to give in exchange for what we want – everyone must produce something. This is what it means to make a living. Take Rashid's example:

*It is still dark but we have all woken up. The rice fields are full of water. It is time to plant the rice seedlings. When the rice is ready, we keep some for ourselves and sell the rest. With the money we get we buy tea, sugar, milk and other kinds of food. We also buy clothes, medicine, and many other things.*

Rashid's family makes a living by growing rice and selling it.

People do not get any money or things when they make or do things for their friends or family. This work is different from the work that people do to make a living.





What are the people in this picture exchanging?

For example, cooking, cleaning and looking after the family. Who does this work in your family? Only women or men too?

Can you think of more examples of this kind of work?

Do you think it is less important than work for which people get money?

### Buying and selling

Sometimes, the things that we use are made or grown near us. But many things come from other places. Sometimes from very far away. Most of the time, we do not know the people who make them.

### Activity

Find out where these things are made and how far it is from where you live. You can read the packets. Or you can also ask the shopkeeper.

Things you use	Where they are made	Distance from your house
Pencil		
Biscuits		
Soap		
Matches		
Hair oil		

### Shops and shopkeepers

If you want something that you don't have at home, where will you get it? From the shop!

Shopkeepers are *traders*. Traders help exchange things. They take things from the people who produce them and bring them to the people who want them. They make a living from this work. All traders buy things at a lower price and sell them for a higher price. For example, a



Shops can be so many different types! Have you ever seen a shop on a boat? What kinds of shops have you seen?

Teacher's note: Encourage children to question the difference between 'skilled' and 'unskilled' labour. Even work like rag picking – which is thought of as 'unskilled' work – needs special knowledge and skill.





trader may buy something for five rupees and sell it for six rupees. The one rupee is the profit or *munafa*. The shopkeeper keeps this one rupee for moving things from where they are made to where they are used.

When the place where things are made is far away from the place where they are used, more than one trader does the work. To understand this better, let us see how apples get from Kashmir to Delhi.

### An apple's journey...

*Ruby lives in Delhi. Looking at bright red apples in a shop she wonders, "Where do they come from?"*

*Khalid lives in Kashmir. He has planted apple trees on his land. In April white flowers grow on the branches. They slowly turn into apples. The apples are ripe in October. Khalid and his family pack the apples in boxes and sell them.*



These people are packing fruit. They are putting grass and paper in the boxes. Can you think why they are doing this?



Mukesh is selling apples from Kashmir. Find out what states the other fruit comes from.

Khalid sells his apples to Mansoor. Mansoor buys from other growers too. He sends trucks full of apples to the Azadpur Mandi in Delhi. This is a very, very big market! Traders from all over India bring fruit to this market.

Some big traders, like Ram Lal, have fixed shops in the mandi. Through him, Mansoor sells the apples to Raghu. Raghu buys many boxes. Each has 20 kilos of apples. He sells them to shopkeepers like Mukesh. Mukesh sells the apples on a *redi* (push-cart).

### Discuss

Why do you think so many people work in the apple trade?

Khalid wants to find a way to sell the apples himself, not through other traders. Why do you think he wants to do this? What kinds of problems can he have?



The fruit from Kashmir goes to Delhi, Chandigarh, Amritsar, Jaipur, Patna, Calcutta, Lucknow, Kanpur, Agra, Varanasi, Mumbai, Pune, Bangalore, Indore, Hyderabad and Chennai... Wow! So many places! Can you find these on a map?

### Simran's village, Sana's city

Collecting things

Growing things

Making things

Doing things.

Think about all the different work you have seen – in your area, in places you have visited, on television or in books. Almost all this work comes under these four kinds of work!

People can earn their living by collecting things. People can grow plants or animals, or both. People can make things – sometimes by hand using simple tools and sometimes using machines. Many



Many people in Simran's village earn a living by growing plants like rice and wheat.

people make a living by doing things (services) for other people.

### Simran's village

Sana and Simran both live in Jammu and Kashmir. Simran lives in a village. She spoke to thirty people in her village to find out how they made a living. Here are her answers:

Work	Collect	Grow		Make		Services	
		Plants	Animals	Hand	Machine	Work for some one	Work on their own
Number of people	1	26	20	2	0	2	4
Details	One person collects and sells mushrooms. Others collect firewood, grass only for themselves. So others not listed.	They grow <i>makki</i> and wheat. They eat some and sell the rest.	All 20 grow crops and also keep animals. Some sell milk.	1 potter, 1 carpenter. They have no land or animals. They work with hands and do not use any machines.	No factories close by.	Labourer ( <i>mazdoor</i> ), teacher.	Barber, shop-keepers.



### Sana's city

Sana has come to visit Simran in the summer holidays. She is really excited to see Simran's table on the wall! Sana has seen that this village is different from her city. But wonders how different the work is that people do here.

#### Think

What are the differences that Sana might have noticed?

When Sana returns to her home in the city, she also does a survey. Her table is given below.



In Sana's city many people earn a living by selling things.

Work	Collect	Grow		Make		Services	
		Plants	Animals	Hand	Machine	Work for someone	Work on their own
Number of people	1	0	0	9	5	9	7
Details	one person collects <i>singhara</i> from the lake.	People grow vegetables, but not to sell.	People keep chickens for their own use.	7 people work in <i>karkhanas</i> . 2 people do embroidery at home.	5 people work in factories.	Driver, cook, nurse, government employee, carpenter and so on.	Shopkeeper, vegetable seller, mechanic.

#### Think

Look at the two tables and answer these questions.

How do most people in Sana's city make a living?

What are the most common ways of making a living in Simran's village?

Why do you think that work in villages is different from work in cities?





## Activity

Now it is your turn to do a survey! Ask your friends to help fill this table.

Work	Collect	Grow		Make		Services (Work)	
		Plants	Animals	Hand	Machine	On their own	For someone else
Number							
Details							

Which kind of work is done by the most number of people? What do you think is the reason for this?

In the next two chapters we will read more about the work that people do in villages and cities.

## Questions

Q1. Look at these two photos below. Both people are cooking food. But the work is still different. How? Discuss.



Q2. How is work in cities and villages different? How are cities and villages dependent on each other?

Q3. How are you dependent on other people? Give examples.

Q4. What does it mean to make a living? Think of one person you know and discuss how they make a living.

Q5. How is the work of traders important? Discuss with examples from your life.



## Chapter 2

# Life and work in villages

In this chapter we will learn about some ways that people make a living in villages in Jammu and Kashmir.

What are the problems they face? In what ways has life and work in villages changed? These are some questions we will discuss.



## Discuss

What work are people in this picture doing?

Do you know people who do this kind of work?

Many of these kinds of work are not done in cities. Can you find out which ones? And can you think why?

## Growing food

Almost three-fourths of all the people in Jammu and Kashmir live in villages. Most of them earn a living by growing plants and keeping animals. Do you know how their work is important for all of us?







What food items can be made from the vegetables in this picture?

### Activity

Make two groups in your class. One group will say the name of a food item cooked at home. The second group will say what it is made of. Like *halwa* is made of *sooji*, sugar and *ghee*. Write these on the board. Then, the second group says the name of a food item and the first says what it is made of. How many different uncooked foods are written on the board?

In India, all these things (except for salt!) are grown by people in villages. What other things do you use that come from villages? Which of these are grown in our state?

### Land, water and the seasons

In different parts of Jammu and Kashmir, the seasons and land can be very different. The land can be flat or hilly. Some places get very little rain and other places get more. This is one reason that people's life and work can be quite different.

### Think

People in different places keep different plants and animals. Why?

Do you live in a village? What kind of plants and animals do people have? If you live in a city, find out about villages nearby.

### Work in Ladakh

Ladakh is very cold and dry. For eight months in a year the land is covered in snow! Summer is just four months. But even in this short time people grow enough food for the whole year.

### Working together: Angchuk's story

After the long rest in the winter, the summer is a very busy time. There is less time and a lot to do! We must all work together to grow food.

When it is warm enough we go to our neighbours and ask them to come help us start prepare our land. We all work on each other's fields.

Our animals prepare the fields. This is the most important work of the year. We sing songs praising the animals and thanking them.

*Oh! Big dzos though you are born to a cow, you are like tigers. My two jewels!*

*Work with your full strength; then you will go to the mountains to feed on the flowers!*

Teachers note: If children name processed foods (like biscuits) encourage them to read packets and find out where and how they are made.





The dry barren landscape of Ladakh.

### Think

What harvest festivals are celebrated in your area?

In the summer people in Ladakh have to work twelve hours a day! Many tourists come to Ladakh in the summer. They need drivers, guides, and places to stay. How do you think this can affect farming in Ladakh?

Why do people sing when they work?  
Do you know any such songs?

When the land is ready we plant seeds. The growing season is short. So we only plant crops that grow quickly. Like barley, wheat, peas and buckwheat. We also grow vegetables.

There is no rain. So to water our fields we bring water from the mountains. When the ice melts in the mountains the water flows down. We dig small channels to bring it to our thirsty fields. Each family's fields are watered one by one.

When the crops are ready, we celebrate a festival called *Srubla*. It is a harvest festival. We give thanks – to each other, to the sun, the earth and the mountains. The next day we start cutting or harvesting our crops. We do this also together.

Many people from Nepal, Himachal Pradesh and Bihar come to work in Ladakh now Why?

### Work in Jammu

The *kandi* area in our state is very hot and dry. In the summer the ponds, wells and even the rivers dry up! It is difficult for people to find water for their crops, animals or themselves. How do you think this affects the work that people do?

### Too little water: Makhni's story

We have a small piece of land. We grow wheat and *makki* on it. There is no grain to sell. We eat most of it ourselves. We buy rice, *daal*, sugar and oil from the market. The price of food just keeps going up.

The rains are late. If it does not rain soon the *makki* will dry up. We will get less grain. We will have to buy more food. It will be very difficult.





We have a cow, and a few goats. We make *khoya* (*mawa*) from their milk and sell it. It can be difficult to find food and water for animals in the summer. Sometimes we have to walk very far to cut grass.

We cannot make a living from our land and animals. We have to do other work. My husband goes to Bombay to work. He earns money by carrying heavy loads. Many boys from our area go to big cities to work. My son is 19 years old. He will also go soon.

### Think

Why can't Makhni's family depend on their land for their living?

Why does Makhni's family have to do different kinds of work?

In some parts of Punjab the weather is very similar to Makhni's area. But people there grow rich crops. Can you find out how?

Makhni's family collects grass and leaves for their animals, and wood to burn in their mud-stoves (*daan*, *chulha*). Women and children do this work. The taps have water only once in ten days! Girls have to walk very far to get water. Can you imagine how difficult it is? They spend a lot of time on this work.

In other parts of Jammu there are canals full of water. People have electric pumps to water their

fields. They grow enough grain for themselves and they also sell some.

But even in these areas, life is very difficult for people who do not have land. One such person is Thoru.

### No land, no money: Thoru's story

We do farming for other people. We get work for one month when rice is being planted and one month when rice is cut and stored. We get fifteen days of work when wheat is planted and one month when it is harvested. It is hard work. We are not paid much. But at least there is work.

The rest of the year, we do whatever work we find. Some people



How is food cooked in your home?



play in music bands in marriages. Some make baskets. Some work as painters, electricians and labourers. Young men work in the city, in factories, or in shops. The women and girls work in the houses of rich people and look after their animals. On Sundays and holidays small boys also try to find work. Our children miss school for many days.

We spend what we earn. We are not able to save anything. If we do not find work, we don't have money to buy basic things. Then we take rice, oil, sugar or soap on credit (*udhaar*) from Gopal. He has a *kiryana* shop. We also borrow money from him.

### Discuss

Why are Thoru and his family forced to work for less money?

Do they always find work? What if they don't?

Why do they not have any savings?

Will they be able to pay Gopal back?

If Thoru's children want to buy land or set up a business, what difficulties will they face?

### Work in Kashmir

What do Angchuk and Makhni have in common?

Do you remember Khalid from the chapter 'Living and working together'? He grows things to sell.

### Profit and loss: Khalid's story

Growing rice is a lot of work. My brother and I started a small business. So we got other people to work on our land. We kept some rice for our family and sold the rest.

We spent money on seeds, fertilizer and to pay the workers. But we got a low price for our rice. It was cheaper to buy rice than to grow it! We were not making a profit. We were making a loss.

Rice always needs a lot of water. In the last few years, it was raining less. The level of water in the ground has fallen. There was not enough water. Our rice crop failed twice.

People growing fruit make good money. So, we planted apple trees on our land. Less water is needed for apples. It also requires less work.

We got our first crop six years after we planted the trees. We get a much better price for apples than for rice. Now we buy rice from the shops.

Why did Khalid's family start growing apples instead of rice?

Khalid has *less* land than Makhni. But their lives are so different. Why?

The first crop of fruit takes 3 to 6 years. Can people who grow their own food grow fruit? Why?

Teachers note: Encourage children to think about the difference between growing food for oneself and growing to sell.





## Keeping animals

Many people - like Masoom's family - earn a living by keeping animals. For them, finding enough food for their animals is very important. It can also be difficult.

### Masoom's story

We have some buffaloes. We sell milk, curd, *paneer* and *ghee*. My parents deliver milk to people's houses. On the way to school I deliver milk to two tea shops.

Today morning I gave the buffaloes grass that my father collected yesterday. After coming back from school, I took the buffaloes to a *sarkari maidan*. Sometimes people chase us away. They want

the grass for their own animals. Then we have to buy grass. Or we buy animal feed from a shop. This costs a lot. Mother says, if we spend so much, what will we save?

What kind of places can Masoom's family find food for their animals?

Why do they face problems finding enough food for their animals?

### Work on the move

Many people in Jammu and Kashmir move around to make a living.

*Bakarwaals* keep goats and sheep. Their animals cannot get enough food in one place for the whole year. So they move twice a year.

In the winter, they stay in the



Khalid's apple orchard. What fruit grows in your area? Is there a fruit tree in your house?





plains. In the mountains there are places where a lot of grass grows. *Bakarwaals* take their animals to these grasslands in the summer

*Bakarwaals* call themselves *khanabadosh*. 'Khana' means home and 'dosh' means shoulder. *Khanabadosh* means 'people who carry their homes on their shoulder'!

### Discuss

Do you know anyone who carries their home on their shoulder? Can you imagine what it would be like?

You read about the Changpa in the chapter 'Living and Working Together'. They too earn their living from their animals. They keep goats which produce very fine wool called *pashmina*. The Changpa earn money by selling it. Do you know what *pashmina* is made into?

The *pashmina* grows on the goats only when it is extremely cold. So, the Changpa must live very high



*Pashmina* goats, after the wool has been removed.



A *Bakarwaal* boy with his family's sheep and goats. What kind of things do get from their sheep? What can be made out of them?

in the mountains. Very little grass grows there. The Changpa live in tents. They keep moving so their animals have enough to eat. When their animals have eaten most of the grass around them, it is time to pack up and move. The Changpa move every two or three months.

### Discuss

The life of people who live in one place and people who move around



A 'Rhebo' tent. The Changpa make these tents themselves from the skin & hair of their yaks.



can be very different! Can you think what some of these differences are?

### Changing work

These days very few people in villages earn a living by making things. Many things are made in factories with machines. Instead of natural materials like mud, cotton and grass, many more things are made from plastic.

### Find out and discuss

Think of more examples of natural materials. What can be made out of them? Can plastic be used in their place?

Think of five things that were made by hand but are now made mostly with machines.

Who are the people who used to make these things by hand? How do you think their lives have changed?

### Questions

- Q.1 The work people do in different parts of state can be very different. What are some of the reasons for this?
- Q.2 What are the differences between people who grow food for themselves and people who grow things to sell?
- Q.3 Which of the things you use come from work done in villages? What kind of work is needed to make them? Discuss with any example.
- Q.4 List the different people discussed in this chapter who make their living by farming. Who is poorest among them? Why?
- Q.5 In what ways is the work of farming and keeping animals different?
- Q.6 What work are the people in this picture doing? Have you seen this kind of work?





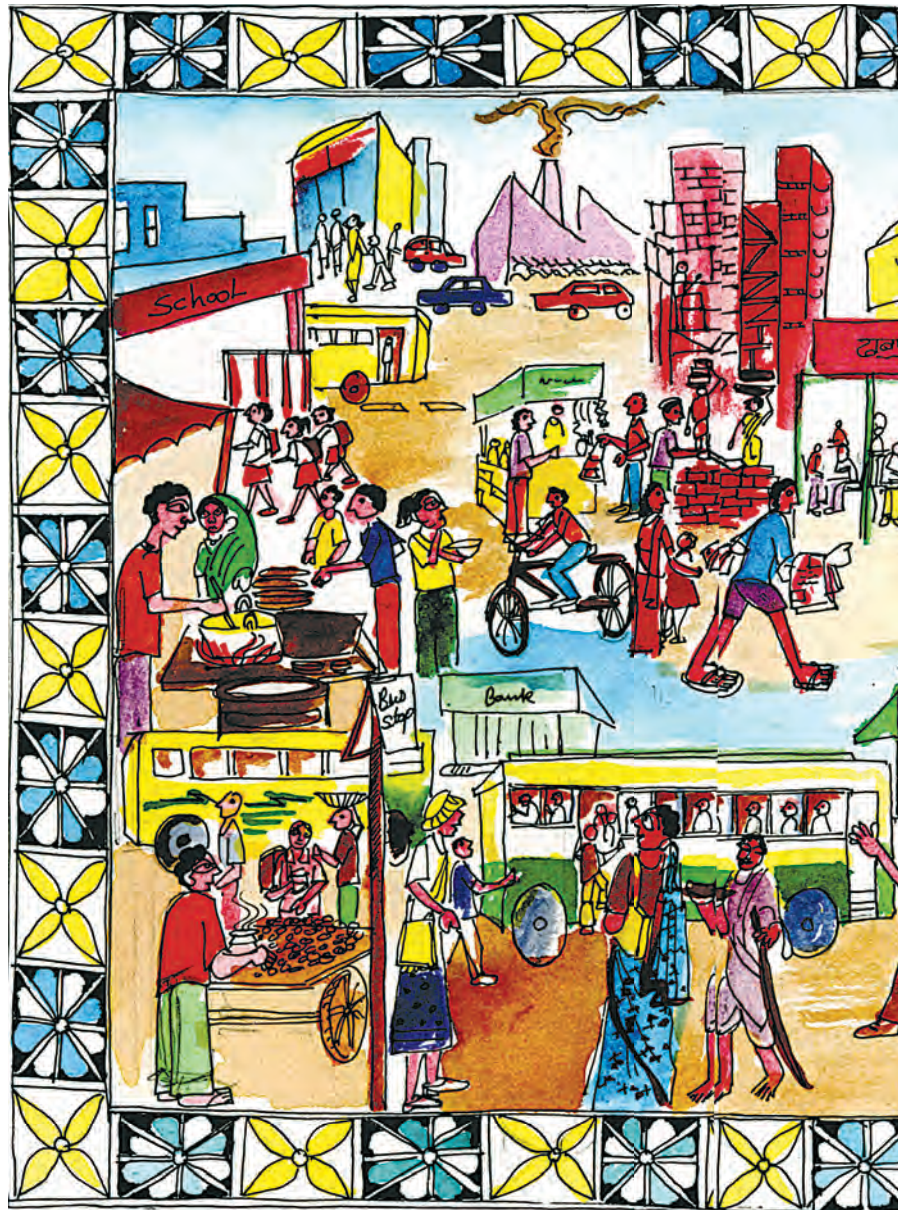
## Chapter 3

# Life and Work in Cities

In this chapter we will learn about people who live in cities in Jammu and Kashmir. What kind of work do they do? What are the problems they face? What are the things that make them happy?

What work are people doing in this picture? How is it different from work in villages? Discuss.

One part of the city looks different from the other part. What differences can you see? Which part would you like to live in? Why?



## How cities grow and change

Dhiraj lives in Jammu. He is talking to his *dadi*. She says:

*When I was young, Jammu was much smaller. Not even half of what it is today. Satwari is such a busy chowk now. There is no place to stand. Earlier there was only a well there!*

Have you heard someone talking like this? Who? Cities have changed a lot. They are bigger and more people live in cities now.

## Discuss

Where do you think these people have come from?

How do you think life in cities has changed because of this?







### Looking for work

Many people come to cities looking for work. There are more jobs in cities. Colleges are mostly in cities. So people also come to study. Because many people live there, a city can be a good place to start a business – like a shop or a hotel. People with money can build their home in the city.

### Discuss

What education would a person need to get a job in an office? What things are needed to start a business?

Can everyone do these things?

Many people come to Jammu and Kashmir from other states. They do not have land or money. They cannot find work in their own places.







Houses one on top of the other! These houses have been built on the banks of the river Tawi.

### Think

Can you guess what kinds of work such people do?

Now, let us read the true story of our friend Shakir. His parents came to Kathua from Bihar many years ago. Shakir was born here. His family lived in the poor part of the city – without *bijli-paani*. Today Shakir is a lawyer (*vakeel*). He goes to the court (*adaalat*) to fight cases.

### Discuss

Have you heard about lawyers? Do you know why people go to lawyers and what work lawyers do?

When Shakir was a child, things were very different. We asked him how his family made a living...

Teachers note: the concepts of government (*sarkaar*), law (*kanoon*) and courts (*adaalat*) will be discussed in the chapter 'What is Government'. For now, discuss what a lawyer (*vakeel*) does. Use examples to explore children's ideas of justice and law.

### Shakir's story: our work

It is hard to say what we did for a living. We did whatever work we could find!

At first papa worked in a factory but the factory closed. He could not get another job. We had no money, and no family to help us. I was four years old. I've been worrying about working and earning money my whole life...

There were many factories nearby. We started collecting things from the factory waste. After searching for hours we would find bits of iron and coal. Papa used to sell this. I used to go with him. We got some money. On many days we did not have enough to eat...

After some years papa got a 'redi' or push-cart. He sold fruit in summer and peanuts (*mungphali*) in winter. I used to help him. If papa was ill for even one day, he could not earn. We kept looking in the factory wastes and selling what we found. We could not save any money...

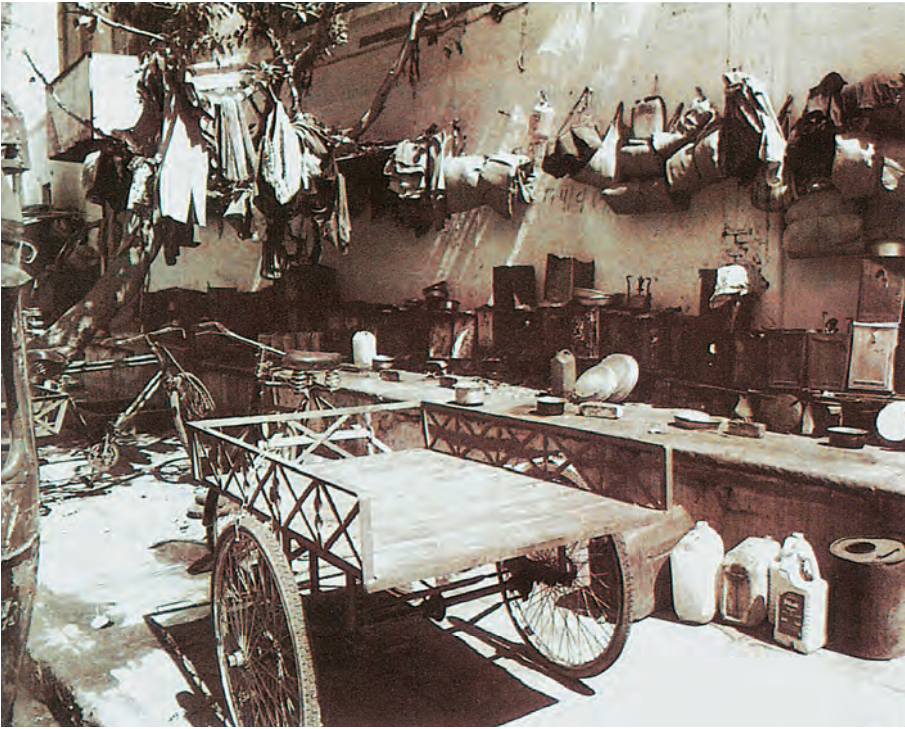
### Think

How did Shakir's life change when his father lost his job?

What kind of help can we get from our aunts and uncles? How would Shakir's life have been different if others in his parents' family were near?

Is it safe to touch waste from factories?





Often workers who make a living in the city are forced to set up their homes on the street as well. This is a space where several workers leave their belongings during the day and cook their meals at night.

**Why do people try to save some money? Discuss this with your parents.**

### **Working, studying, working**

Can you guess why my parents sent me to school? To write letters to our family in Bihar! I was very small. I thought I can't do it. But papa would say 'try, even if it is wrong, you must try.'

I used to run away from school. I did not want to study. I wanted to earn money for my family.

No-one helped me with my homework. I had to keep trying myself. Once I had to write numbers from 1 to 50. I only knew 1 to 9. I kept looking at my book and crying for

hours. Suddenly, I understood! All the numbers are made from the numbers 1 to 9!

I used to do *hisaab* when I worked with papa. I learned maths quickly. I got good marks. My teachers praised even the smallest things I did. So I started to like school. But I could only go to school for ten days in a month. Other days I worked.

When my younger brother started working, I could attend school more regularly. Other children had good clothes and food. I did not. I ate jam for the first time in class 9<sup>th</sup>. I used to feel bad when others showed off their watch or clothes. I studied hard so I could have something to show.

### **Think**

**What problems did Shakir and his brother face in their studies?**

**Do you do your homework on your own? Or does someone help you?**

**Does anybody in your class show off? What?**





Think of examples in your everyday life where you use numbers and maths.

### What work shall I do?

In class 12<sup>th</sup> I got good marks. But I did not know what to do after that. Some of my school friends went to college. It was a *sarkari* college. The fee was low. So I also took admission.

While I was studying, my father fell ill. He was too weak to work. We had no savings. My younger brother was in class 11<sup>th</sup>. He stopped going to school. He sold vegetables to earn money. Only one of us could study. One of us had to work.

After finishing college I wanted to study Business Management. I thought I could then get a good job and earn more money. I passed many exams. But they were for private colleges. The fees were too high. I did not have money. I felt very sad and helpless. My younger brother had left his studies... I got a job in a company. But I was not happy.

Then, a friend of mine told me to study law. I took the exam for Shimla University. It was a government university. So the fees were low! I worked very hard... It was my only chance to live a better life...

### Discuss

Why is it important for the government to open schools, colleges and universities?

Why did Shakir's younger brother

have to leave school? Do you know anyone who has left school? Why?

What work or studies can students do after class 12<sup>th</sup>? Who would you ask if you wanted to find out?

### My Life Today

I have been working as a lawyer (*vakeel*) for five years. I am very good at my work. But I do not get as many cases as other people. Most lawyers get cases through their family and friends. Their fathers and uncles are senior lawyers. Or even judges. They have this family support.

I am on my own. I do not have any connections. But people see my work is good. Slowly I am getting more cases.

My daughter Falak is three years old. My friends ask me what dreams I have for her. None, I tell them. I will give everything she needs. I will support her. She will decide what she wants. Falak will dream her own dreams!

### Think

In what ways do you think Falak's life will be different from Shakir's life?

Will you dream your own dreams? How?

Teachers note: discuss how children can decide after class 12<sup>th</sup> what to do. They can take exams to get admission to become teachers, doctors, or nurses. They can do vocational training, or higher studies in arts etc. Explain to them that having the right guidance is very important.



## Made by hand or machine?

### Write Down

How many of the things you use are made by hand? How many are made by machine?

Do you use more handmade things or machine made things?

When you grandparents were children, they used more handmade things. Today, most things are made with machines. This has changed our world in many ways.

In older days, before the printing press was made, books were written by hand. This was very slow. Paper was also made by hand and was very expensive. So books cost a lot of money. Today, books are cheaper and many more people can have them. This is because machine made paper is much cheaper and printing is much, much faster. This book you are reading has been printed on very big machines.

But is faster always better? In earlier times, cloth was made by hand. Then machines were used for spinning thread and weaving cloth. Machine made cloth was much cheaper. So, fewer people bought handmade cloth. Many weavers lost their work and faced serious problems.

Is any kind of hand made cloth used in your house? Do you know who made it and where?

## Learning and working: *karkhanas* in Kashmir

In Kashmir there are many *karkhanas* where things are made by hand. The first *karkhanas* were set up in Kashmir four hundred years ago. Even today, many people earn a living by working in *karkhanas*.

A *karkhana* and a factory are quite different. A factory is a place for making things. A *karkhana* is also a place for learning. Each *karkhana* has an *ustad* or teacher. People who work there are called *shagirds* or students. The *ustad* teaches his *shagird* how to make things and how to manage a business.

Kashmir shawls are made in *karkhanas*. They are mostly made from *pashmina*. Do you remember reading about the Changpa in the second chapter? They produce *pashmina*.

*Ustad* Shams Kak works in a shawl *karkhana*. Read his story.

### Learning to work: Shams Kak's story

I came to the *karkhana* when I was ten. For the first week we watched the *ustad* work. After that, he gave us small things to do. Like, cleaning the thread. This was my training. I did not get paid.

I started weaving after three months. The *kani* shawls have very detailed designs. This work was too difficult for us. So at first we made only plain shawls.







This person also works in a *karkhana*. What is he doing? What kind of tools is he using?

After some months, we started weaving *kani* shawls. Our *ustad* would say 'pass this thread over the other' and we just did it. We did not understand the designs. The first shawl we made took us seven months to complete! After two years we could weave without our *ustad*'s help.

When a shagird is ready, he can leave his *ustad*. He can start

his own *karkhana*. But this needs a lot of money and connections (*jaan-pehchaan*).

I could not set up my own *karkhana*. I work at a *karkhana*. I am the *ustad*, but not the owner. The owner buys all the materials. I teach my *shagirds* and get shawls made. When the shawl is ready, the owner takes it to the shopkeepers to sell. He tells us what designs people want.

### Think

Have you seen a young *shagird* learn to repair a cycle or scooter? How does his *ustad* teach him? What are the tools he uses?

Is there something you would like to learn to make or do? What? Where?



The design of a shawl is very important. If people like the design it will sell for a good price. In the old days the designs were painted by hand. This design is almost 200 years old! Nowadays, shawl designs are made on computers.



Where else do they have the *ustad-shagird* system? Do they have to pay a fee to learn? Discuss what they make. How long does it take them to become an *ustad*?

## Market places

In the first chapter you learned about traders. They move things from the people who make them to the people who buy them. To be able to sell their things, traders must find customers or people who want to buy.

Some traders find customers by moving from place to place. Others have fixed shops and customers come to shops to buy things.

Most cities and towns have big market places, with lots of shops. Some markets can be very old



The Leh *bazaar* today. What kind of work does it take to grow these vegetables?

## Write down

Have you seen people moving around and selling things? How did they move around? What kind of things were they selling?

Do you know about any old market places? Find out how old they are.

The Leh *bazaar* is very old. Here it tells its own story:

### I am the Leh *bazaar*

For hundreds of years I have watched people come and go. Traders came in the summer, crossing some of the highest mountains in the world. They travelled in groups called caravans. They carried things to sell and stories to tell.

They came from all over the world. In different languages they shared stories of their travels, news about far off places and gossip about kings and queens! I enjoyed listening to them. Every summer I waited for them!

Some traded costly things like shawls, silk, gold and silver and they made a lot of money. Some traded simple things like salt, tea and grains. They did not make big profits, but they earned a good living.

The king treated them very well. He made sure the traders and their animals got food and place to rest.

Today, many things are different. But I still see people from all over the world. Many new shops and hotels have been built for tourists. There





are roads and canals all around me. There are electric wires, telephone wires and water pipes under me.

The local people also come to see me. Their great grandparents used to come to sell grain and buy tea or salt. today they come to buy clothes and other things. They sell fresh vegetables they have grown.

Very few people remember my past. I look so different now...

### Think

Why did people travel in caravans in older days? How do people travel for trade today?

Traders used to bring news about different places. Why was this news important for them? How do we find out the news today?

Why did the king treat traders well?

How has the Leh Bazaar changed? Why?

### Questions

Q1. Read and discuss the following description of the living condition of workers who come to the labour chowk.

*Most workers that we find at the labour chowk do not have money to rent a house. They sleep on the side of the roads near the chowk. Some pay Rs. 6 a night for a bed at night shelter run by Municipal Corporation. The tea shop becomes their bank, money lender and a place to keep their tools and other things.*



At the labour chowk, daily wage workers wait with their tools for people come and take them for work.

- Q2. Do you know any one who has a permanent job? In what ways is a permanent and regular job different from a casual job? Discuss.
- Q3. Why do people come to cities? What kinds of work can people find in cities?
- Q4. Why are markets important? For what kind of work do you go to markets? Discuss.





## Chapter 4

# What is the government?

You must have heard or seen the word government many times. People also say *sarkar* or *hukumat*. What kind of work does the government do? Where does it get money for all its work? How is the government made? We will learn about some of these things in this chapter.

Government announces compensation for flood victims

Government must control price of petrol

सरकार ने शिक्षा पर बढ़ाया खर्च

حکومت کی طرف سے تین ہسپتال کی تعمیر

प्याज के बढ़ते दामों पर सरकार ने लगाई रोक

حکومت بجلی کی فراہمی بہتر بنانے کا وعدہ

These newspaper headlines are talking about different things the government does. Write down some things here:

- 1.
- 2.
- 3.
- 4.

What do you think government is?  
What do you call it in your language?  
Discuss in class.

## The work of the government

Do you think the work of the government affects your life? How?

Every country has a government to decide things and get things done. The government decides where to build roads and bridges. How to reduce the price of onions. And how to make sure everyone has water and electricity. The government is also supposed to do many other things to make life easier for people.



Can you think what some of these things are?

### Paramjit's School



What is the name of Paramjit's school?

Paramjit goes to a government school or a *sarkari* school. The government got the building made. It brought teachers and other people to work there. These people are paid by the government. If new things are needed for the school, or if old things need to be repaired, the government pays for it.

Can you guess how many government schools there are in Jammu and Kashmir? More than 23,000!! That's a lot of schools isn't it? Can you imagine how many children study in these schools?

In government schools, children do not have to pay any fees. They get free textbooks and uniforms. Some students get money from the government to pay for other things they need. This is called a scholarship or *wazeefa*. Small children also get lunch in the school.

The government does these things to try and make sure that everyone can go to school.

Write down the full name of your school here:

Is it like the name of Paramjit's school? Or different?

### Discuss

How much is the fee in some private schools? Find out.

What problems would children have if there were no government schools? Does your area need more government schools? Why?

### Government Hospitals

Altaf works in a bat factory. One day at work he got badly hurt. The other workers took him to the hospital. The doctors and nurses gave him medicine. He stayed in the hospital for five days. He did not have to pay any money.



This is the Government Lalla Ded Hospital. Do you know where you were born? Look at your birth certificate or ask your parents. Were you born in a government hospital like this one?





If Altaf had gone to a private hospital, he would have had to pay for the doctor's fees, the room in the hospital and his medicines. This would cost a lot of money.

Everybody needs help and care when they are sick. Even if they don't have money.

### Discuss

Why are government hospitals important?

Have you been to a government hospital? When?

### Ration shops

Ration shops are opened by the government. They sell wheat flour (*atta*), rice, sugar and kerosene at a low price. People who are very poor get these things even cheaper. The government has opened these shops so that more people can get food.

In the chapter 'Life and work in villages' you read about Thoru, Makhni and Khalid. All of them take ration. Thoru's family is very poor.



Have you seen a 'Fair Price Shop' or a ration shop? Do you know how it is different from a regular shop?

Their life would be very difficult without ration.

Makhni's family has a little land. But buying ration helps them save some money. Khalid's family has land and a small business. But ration is important as it helps them in difficult times.

To buy things from a ration shop people need a ration card. It is like a little book.

### Find out

Does your family have a ration card? Where did you get it? What is written in it? Can you find your name on it? What else can a ration card be used for?

### Discuss

Why is it important for the government to open ration shops?

Some ration shops do not open regularly. Or the dealers say there is no ration. Do people face problems buying ration in your area?

### Levels of government

How does the government do so many things? The government works at different levels. It is like a ladder. The first step of the ladder is the local level, which means your village, town or *mohalla*.

The second step is the state government. This is the government of a state like



Jammu and Kashmir, or Punjab or Maharashtra. The third step is the central government, which covers all the states.

These three levels of government work together to do many things. Let us take the example of ration shops. There are more than 6000 ration shops in Jammu and Kashmir. And 5,00,000 (five lakh) ration shops in India! Getting ration to all these shops requires a lot of work!

First, the central government buys grain from farmers. Then, it sends it to each state.

Now the work of the state government begins. It decides how much food is to be given to each area and how to distribute it. In later chapters you will read more about the local government in villages and cities. The local government gives ration cards to families and manages the ration shops.

### Discuss

Can you think of other examples where these three levels of government work together?

### ‘Government’ or ‘private’?

After reading about government schools, hospitals and ration shops can you tell the difference between ‘government’ and ‘private’?

In any kind of business people try to earn more money than they spend. This is how they make a profit.

If someone opens a cinema hall they will try to make a profit. Everyone should be able to watch films. But this is not a basic need.



Do you use a gas cylinder at home? Which company?

Things like food, medical care, education, water, electricity and cooking gas are some basic needs. Nobody can do without them.

If these things cost too much money, it makes life very difficult for people who do not have money. The government provides these things very cheap or for free. This is because the government does not try to make a profit. Actually, in many cases the government spends more than it makes people pay.

The railways are owned and run by the government. It costs a lot of money to build new railway lines and trains and to repair old ones. A lot of people work in the railways and they too must be paid. There is not much chance of making a profit.

### Discuss

For what kinds of things do people need to travel? Why is it important to have cheap transport?







Have you ever been on a train? Where were you going?

### How does the government get money?

The government takes some money from people. This is called tax. Taxes are of different kinds.

When people earn money, like a salary or by profits in a business, they pay a tax on it. People who earn more pay more. People pay a tax on property. When things are brought in and taken out of the country to be sold, there is a tax on this too. The government also takes some tax on many of the things we buy.

*Neena goes to the shop to get a new notebook. She notices this printed on the cover: 'MRP: Rs. 20 (Inclusive of All Taxes)'.*

A part of the money Neena pays will go to the government as tax. The next time you buy something, be sure to look at the packet!

### Making rules

#### Discuss

List some games that you play. What are the rules of these games?

Can you think of a game that does not have rules? Discuss.

Games have rules so that everyone who plays knows what to do and what not to do!

In the first chapter 'Living and working together' we read about how people need each other. When so many people live and work together there are some rules.

Some rules are made by people. Like how to greet or show respect to each other, what kind of food to eat or what clothes to wear. The government also makes some rules. These are called laws.

Sometimes the rules people have made are the same as the law, sometimes they are different. Like for example taking dowry is against the law but many people do not consider it wrong.

#### Discuss

What do you think about dowry?

The government makes laws about many things. And the government can punish people for



not following these laws. There is a law that everyone who drives a scooter or car has to have a license. If someone drives without a license, they can be punished. They may be asked to pay a fine or even sent to jail.

### Discuss

Think of some other examples of laws. Why do you think it is important for people to follow this law?

### What is democracy?

Have you heard this word before? Where?

The government decides so many things. Who gives it this power?

The answer to this question depends on the kind of government a place has. When kings and queens ruled, they took all these decisions. They did not have to explain their decisions to anyone. Ordinary people were not allowed to take part in making decisions.

Today, many countries have a type of government called a democracy. In a democracy it is the people who give the government

the power to decide things. People should have some role in the decisions that affect them. This is the idea behind democracy.

### Think

Why do you think it is important for people to be involved in decisions that affect them?

Where there are only a few people, they can all sit together and decide about things. But lakhs and lakhs of people cannot! People take part in making rules indirectly.

First, they choose leaders to speak for them. Then, the people chosen as leaders meet and take decisions for everyone. The leaders must solve the problems of the people who have elected them. They must always keep



In a democracy people can choose their leaders by voting. This person has come to vote. Why is his finger being marked? Find out.





their interests in mind.

Leaders are chosen through elections. You must surely have heard about elections. Around election time the radio, TV and newspapers keep talking about who is standing for election and who has the best chance of winning!

In a democracy, everyone who is 18 years or older can vote. Grown up people call this 'Universal Adult Franchise'.

It sounds difficult, but it means something very simple! That everyone – men and women, rich and poor, educated and uneducated – can vote. A person's language, religion or caste does not matter at all. Everyone has an equal say in elections.

### Discuss

Do you think leaders always listen to people? What can people do if they do not?

Why is it important for everyone to be able to vote? What will happen if this is not allowed?

### Votes for women

There was a time when governments did not allow women and poor people to vote. Only men who owned property and were educated were allowed to vote! Do you think

this is right?

In Europe and America women fought to be allowed to vote. They were working outside the home and earning money, so they also became more confident. They held rallies and protests. Many women were put in jail by the governments. But the women kept on fighting for the right to vote. At last American women got the right to vote in 1920. Women in England got the right to vote in 1928.

In India, before independence, only a few people were allowed to vote. Gandhi ji wrote that it was wrong that people should not be allowed to vote just because they are poor! When India got independence in 1947, all men and women above the age of 18 were allowed to vote.

### A little democracy

Sonam Rinchen is 16 years old. He goes to a very special school in Ladakh! He has written this letter to tell us about his school:

Hello! I go to the SECMOL Alternative School. Alternative



means different. In our school students who fail the class 10th exams have the best chance for admission! We believe all children can learn if they are get proper care and attention.

Our School Campus is run like a little country. We form a government as a democracy. We believe that the students can manage the whole school with only a little help from the teachers.

We have elections every two months. After the elections, we decide and plan what we want to do.

I won the last election. I give each student some work to do. And the student does this work for two months. We grow our own food.

So, some students get the work of looking after the garden. Others look after the cows. These are very important jobs.

At the end of the two months we have a meeting of the Students Council. In the Students Council each student talks about their responsibility

We have our own newspaper Campus Times and our own Campus Radio. Through these we share out thoughts and opinions.

We understand our responsibility to other people. We learn about the importance of democracy in our lives. We learn to be a leader – to run our small school or even to run our big country!

### Campus Times

1-24th July

#### What is Enlightenment ?

The answer is that Enlightenment is the state of pure mind. The mind is free from ignorance, from hatred and from craving. The mind is in the state of being enlightened and comprehending truth.

*Our prime purpose in life is to help others.... And if you can't help them, at least don't hurt them.*

H. H. The 14<sup>th</sup> Dalai Lama

Contributed by Shara



#### Earthquakes

Earthquakes can be so strong that they cause huge destruction to buildings, roads etc. They cause lots of injury, deaths and homelessness. The sudden shaking or trembling of the

ground is called an earthquake. An earthquake is caused when two of the Earth's plates slide against each other. The line that they slide along is called a fault. The largest earthquake recorded was in Southern Chile, which measured 9.5 on the Richter scale. Japan's most powerful earthquake in 1923, killed 193,000 people.

Tashi Tsering (T.T.)



A page from the newspaper 'Campus Times' of Sonam's school.





## Questions

Q1.

**Exercise:** Look at the statements in the column on the left. Which level of government will decide these things?

	Local	State	Central
<input type="checkbox"/> The decision to print 1000 rupee notes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> The decision of the Jammu & Kashmir Government to have Board exam in Class 8 for all government schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Introduction of two new train connections between Jammu and Bhubaneshwar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> The decision to dig a common well in a village.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Decision to build a big children's park in Udampur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> The decision of the Haryana government to provide free electricity for all farmers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Decision to open a degree college in Rajouri.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2. What do you understand by the word government? List five ways in which the government affects your daily life.

Q3. Name some of the important ideas of a democratic government.

Q4. Why does the government make laws?

Q5. Why do you think it is important for everyone to have the right to vote?

Q6. How did women get the right to vote?

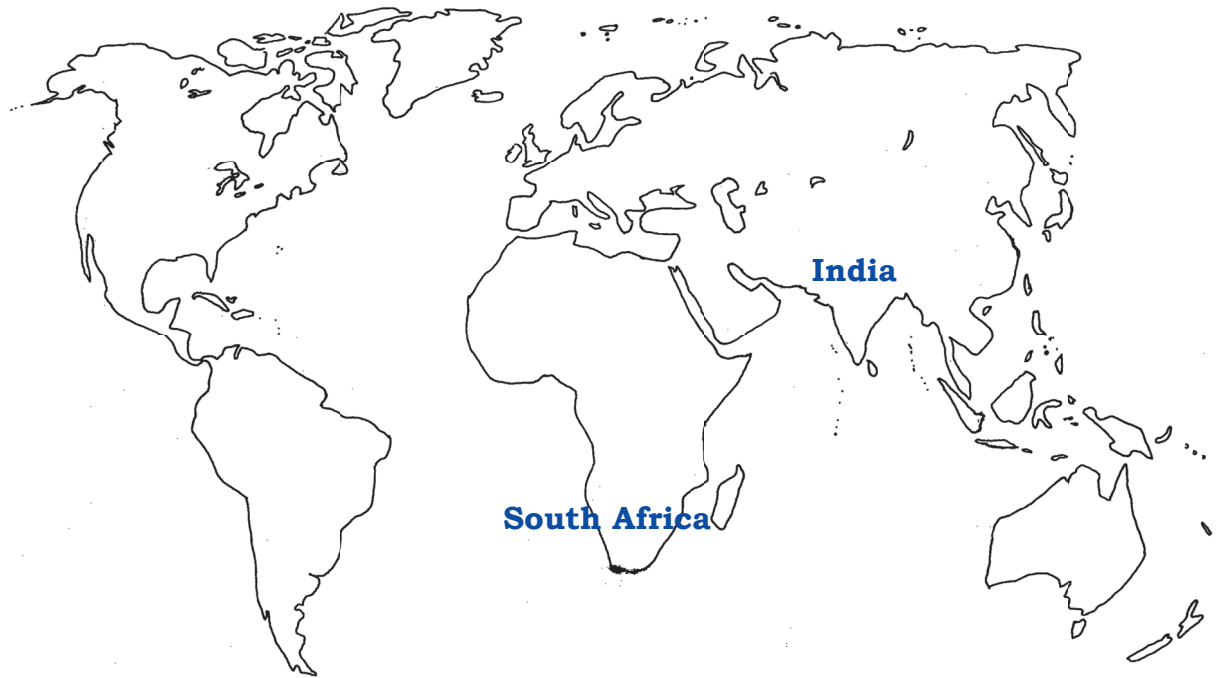
Q7. This is a picture of the Supreme Court of India. What work is done at a court? Is there a court near your area?



## Chapter 5

# How democracy works

How do democratic governments work? Are elections and voting the only ways of being part of a democracy? What happens if people disagree with one another? We will discuss some of these questions in this chapter.



South Africa is a country quite far away from India. Many different people live there. There are black people, who belong to South Africa. White people came from Europe and settled there. People from India also went and settled there.

### Laws to keep people separate

Maya Naidoo is eleven years old. She lives in South Africa. One day she was looking in some boxes full of old things.

In one box Maya found some newspaper articles. There were

many pictures of a young boy. Who was he? Why were his pictures in the newspapers?

‘His name is Hector. He was shot by the police’ Maya’s mother told her. Maya was shocked!

‘Why??’ she asked.

Maya’s mother told her about ‘apartheid’ laws. Under these laws white, black and Indian people were kept completely separate. They could not live near each other. Schools, buses, bus stops, trains, hotels, hospitals and even ambulances were separate!





White people always kept the best things. They had the best lands. Other people got the worst land. The hospitals for black people never had enough medicines or staff. Schools never had enough teachers.

Only white people could vote. They thought they were better than others. They did not treat black people and Indian people as equal.

Maya's mother sounded angry when she talked about life under apartheid...

### Discuss

What does 'equal' mean? Why should all people be treated as equal?

How did apartheid laws make life difficult for non-white people?

Even though black children went to separate schools they were forced to learn Afrikaans – the language of the white people. One day some people were protesting against this. They wanted to learn their own language – Zulu. Hector and his classmates joined the protest. The protestors were badly beaten up by the police. They also shot at the crowd. One of their bullets killed Hector. He was 15 years old.

### Discuss

Why were Hector and his classmates protesting?

Was South Africa a democracy at this time? Discuss with reasons.



In 1994 – twenty years after Hector was killed – apartheid was ended. South Africa got a democratic government. This is because a group of people called the African National Congress fought against apartheid for many years. Nelson Mandela was a famous leader who fought for freedom from apartheid.

### Discuss

Today, South Africa has a democratic government. How do you think life could be different now for people of all colours?

### Elections and democracy

We read that elections and voting are an important part of democracy. Through elections we choose people to speak for us and take decisions.



Then, elections are held again after a fixed period of time. And new leaders are chosen.

### Find out and discuss

Why are elections held after a fixed period?

After how many years are elections held in India?

If a person is elected, it is only for a fixed time. After that they have to come to people and ask to be elected again. If people are not happy with them, they might not vote for them. Before taking any decision the government must ask itself – *if we do this now, will people vote for us in the next election?* This puts a limit on the power of the government.

Do leaders always listen to people? Listen to what Sanjay's grandfather says about leaders:

*At election time they make many promises. After elections, they forget everything for five years! And just before the next election, they will come to ask for our votes again...*

Have you heard anyone talking like this – at your home, or maybe in the news?

The elections are a time when people can feel their power most strongly! But five years is a long time isn't it? People may not want to wait five years for some problems to be solved.

Many places in Jammu and Kashmir do not have proper roads. Children face problems going to

school. When someone is sick, they many not reach the hospital in time. Many hospitals and health centres do not have enough facilities. Sometimes people have to go out of the state for treatment.

### Discuss

Think of more examples of such problems.

What can people do if their leaders do not listen to them?

### Other ways of being part of a democracy

Are elections the only way of being part of a democracy?

Once the government in one state increased the money people had to pay for electricity. The people were not happy with this. So they took out rallies and organised signature campaigns to show that they did not accept the decision of the government. The government tried to explain the reasons for its decision. But finally they had to listen to the people and change their decision.

### Think

Why do you think the government changed its decision?

Have people in your area protested? Why? What did the government do?

There are many other such ways in which people can make the government listen to them. You must have read or heard about







Women at a protest rally.

*dharnas* and strikes. When you see a rally, try to find out what people are asking for. This can help us understand democracy better.

Newspapers, magazines and television also talk about what the government is doing. Is it right or wrong? What should the government do? They must ask these questions.

### Activity

Make groups of five or six people. Everyone will read one newspaper or magazine. Find at least one news item about protests or people's demands. Paste these on a chart.

What approval or disapproval is being expressed here?

### Letters to the editor



**Not bad! One of the taps in the nearby village must be getting water!**

#### Ban posters

POSTERS ON walls spoil the city's looks. Further, many times posters are pasted on important sign boards and even road maps. All political parties should arrive at a consensus on banning posters on walls.  
**MAHESH KAPASI**  
Delhi

#### Take Action

It is worrying to know that the tiger population in India is falling. Tigers are being hunted and killed by poachers for their skins. The government has not taken the issue of poaching seriously enough. It must take action immediately, arrest the poachers and implement the laws protecting the tigers. If this does not happen the tiger will become extinct in the next ten years

Sohan Pal  
Guwahati, Assam

#### Government must give compensation to flood victims

Groups of flood victims met the Chief Minister and asked for immediate relief and compensation to be given to help them recover the

Srinagar





Bacchu Majhi earns a living by taking people from place to place in his rickshaw. He works from morning till night.

together and organizing themselves, they can make sure their voices are heard. In this way, people who are not treated equally can also participate in democracy.

In South Africa the apartheid laws came to an end. This was because black people, led by the African National Congress, protested against the government. In India poor farmers, Dalits, adivasis and women get together in movements and participate in this way.

### Find out and discuss

What are some of the demands people are making? What are the ways in which they are protesting? Discuss in class. Show your chart to your classmates.

### Think

Everyone is allowed to be a part of a democracy. Do you think everyone is actually able to take part?

Many people in India are very poor. They work very hard for long hours and earn only a little money. Even taking a full day away from their work to vote can be difficult for them.

In an election, the person who gets the largest number of votes wins. So, the people who are largest in number can get a voice. People who are fewer in number may not always be represented. By getting

Think of some examples where people made a group to make the government listen to their problems.

### Resolving conflict

In Maya's story you read how white people believed they were better than others. They did not treat others as equals. White people felt it was right to prevent other people from protesting. They even used violence for this. The government at that time took their side.

### Discuss

Do you think the police shooting of Hector could have been avoided? How?

Disagreements can occur between people of different cultures, religions or regions. People sometimes try to settle their





differences in violent ways. This can cause fear and tension. The government is responsible to resolve such disagreements peacefully.

It is not just between people that conflict can happen – but states also!

A river may begin in one state, flow through another and end in a third. The different states may disagree about how to share the water. Have you heard about the Kaveri water dispute?



The Kaveri River

The river Kaveri flows through the states of Karnataka and Tamil Nadu. There are two dams on the river.

The dam in Tamil Nadu can only be filled up if water is let out from the dam in Karnataka. Both states need more water for their people and this causes a conflict. The central government has to call a meeting of state governments and see that a fair distribution is worked out for both.

### **Equality and justice**

Do you know what the words 'equality' and 'justice' mean? Have you seen these words anywhere?

In the chapter 'What is government' we read about the basic idea of democracy – that everyone has a right to be a part of the decisions that affect them. There are many other ideas that

are very important in a democracy.

In a democracy all people are considered equal. This means that no person is considered better than, or more important than others. In India many people are not treated as equal. There are some who believe that people of some castes or religions are better than others. Many people are very poor and are treated badly by the rich. Many people feel that it is better to have boys than to have girl children. Boys and girls are not seen as equal. Often, boys get better food, clothes and education than girls. But a democratic government must take steps to change this.

### **Discuss**

Why should boys and girls be treated equally? What can be done to ensure this?



Can you think of some other examples of inequality? What can be done about it?

In a democratic country, everyone must be treated fairly. Everyone must have the same chance to work, study and live with dignity and respect. If people are not

treated fairly, they can go to seek justice in a court.

For example, a person may feel that she/he is not being taken for a job because of her/his caste or religion. Such a person can go to court. The court must give a decision according to the law.

## Questions

- Q1. How would Maya's life be different in South Africa today?
- Q2. How did apartheid laws come to an end in South Africa?
- Q3. What actions does the government take to ensure that all people are treated equally?
- Q4. Read through the chapter and discuss some of the key ideas of a democratic government. Make a list. For example, 1. All people are equal.
- Q5. What are the different ways in which people can participate in democracy?





## Chapter 6

# Who looks after our villages

There are more than six lakh villages in India. They need water, electricity, roads and other things. In addition to this land records have to be kept and fights resolved. How are all these things done? We will discuss in this chapter.



### A fight over land

Mohan's family has a small field. It is next to Raghu's field. There is a small *bund* between their land.

One night Raghu moves the *bund* a few feet into Mohan's field. He wants to take some of his land. When Mohan sees this he is worried. Raghu's family has a lot of land. His uncle is the *sarpanch* of the village.

Mohan is afraid. Still, he goes to talk to him. Raghu says he has not moved the *bund*. A fight starts.

Raghu's helpers shout at Mohan and beat him up. The neighbours hear the shouting and come. Mohan is badly hurt. They discuss what to do.

'Let us go to the police station' one person says.

'It is no use. Raghu's family knows the police'.

'If we all go, the police will listen to us. We saw how they beat Mohan. They will have to write a report.' So they decide to go together.

'Let us go to the main police station in the town...' one person says.

'No, we must go to this police station. Our village comes in its area. Every police station has an area for its work', explained Mohan.

### Discuss

Why is Mohan afraid to talk to Raghu?

Some people say going to the police will not help. What reasons do they give?

What can Mohan do?



## At the police station

Mohan goes inside the police station. The others wait outside. The main officer at a police station is the S.H.O (Station House Office). Mohan tells the S.H.O about the fight and asks him to write a complaint. But the S.H.O. does not listen!

'I cannot waste my time in these small matters!' he says.

'Look at my head, I am badly hurt' says Mohan. The S.H.O does not believe him. He refuses to write his complaint.

Mohan calls his neighbours inside. They tell the S.H.O what happened.

'*Sahab* we all saw it with our own eyes! Raghu's men beat Mohan!'

'Yes, if we had not saved him, he would have been very badly hurt!'



'You must write his complaint S.H.O *sahab*!' they all say together.

At last the S.H.O agrees.

'I will send a constable to find out what happened...' he says.

## Discuss

Why did the S.H.O not write the complaint at first?

Do you think it was good that Mohan's neighbours came with him?

Why is the S.H.O sending a constable to the village? What work will the constable do?

## Activity

Make groups of ten people. In your group decide who will play the role of Mohan, the S.H.O and the neighbours. Show what happened in the police station. Could the S.H.O have done things differently? Show this through your acting. How did it feel being Mohan, the S.H.O, or the neighbours? Discuss in class.

## Land records

Mohan says Raghu has taken some of his land. Raghu says he has not. Is there any way of finding out who is right?

Every village has a *patwari*. She/he notes down many things about the village. Like who owns which land, and where the road and wells are. Farmers may change the crops they grow. Or someone may dig a new well. The *patwari* notes





down these changes and updates the land records.

The *patwari* draws maps of the village. The map on the next page shows the land owned by Mohan and Raghu. It can help in checking who is telling the truth. The *patwari* can measure their fields and compare with the map. If they do not match, he will know that the boundary of the fields has been changed.

Farmers can ask for a copy of their land records. They may have to pay a small fee. Farmers may face problems in getting their land records. In some states land records have been put on computers. They are updated regularly. And farmers can get them easily.



The *patwari* works for the Revenue Department. Revenue is another word for tax. The *patwari* collects the land tax from farmers. She/He informs the government about the crops grown in the area and any changes in the village land.

### Find Out

For how many villages does the *patwari* of your area keep land records?

How do people in the village contact him/her?

What problems can arise if land records are not updated?

Above the *patwari* is the *tehsildar*. The *tehsildar* must listen to people's problems. And make sure the records are properly kept and land tax is collected. Fights about land can be settled at the *tehsildar* office. Every *tehsil* has a *tehsildar*.

### Find Out

Where is the *tehsildar* office of your area?

For what kind of things do people go to the *tehsildar* office?

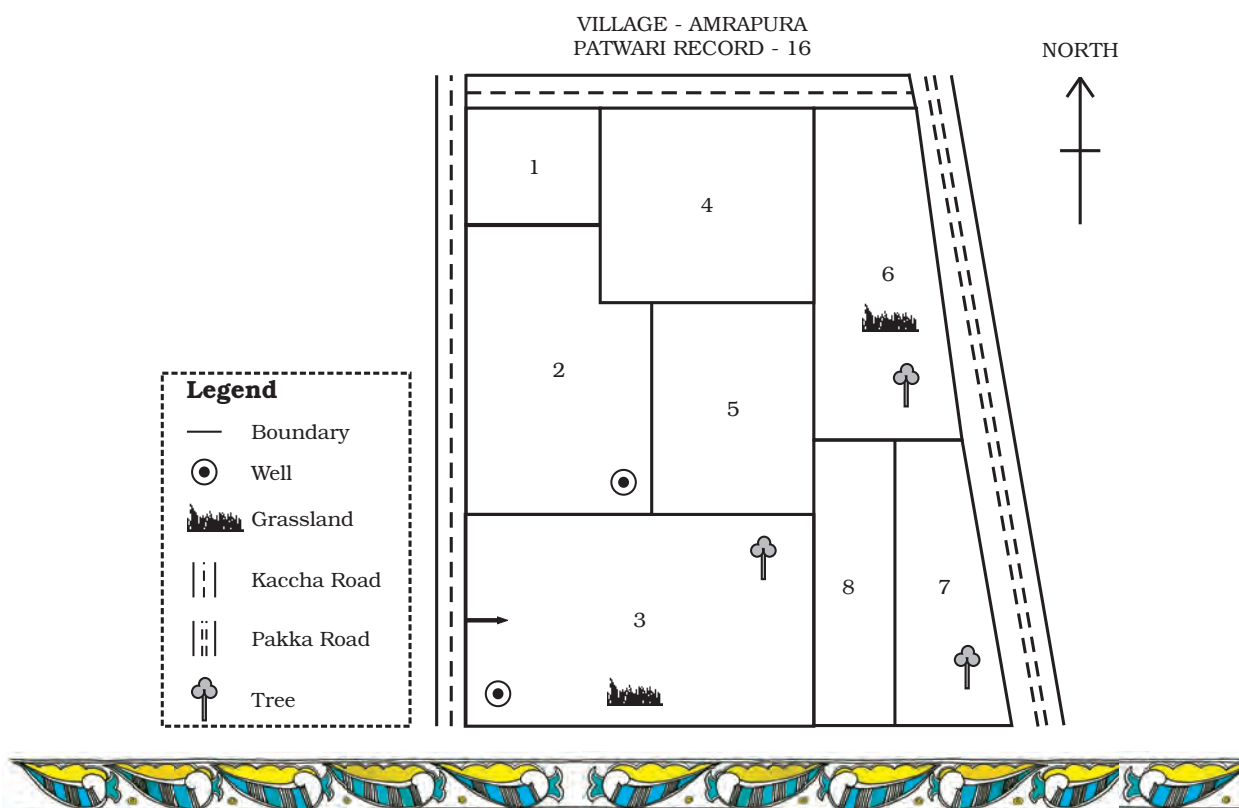
A *tehsil* is made up many villages. Many *tehsils* put together make a district. There are 22 districts in J&K. The District Commissioner is in charge of each district.



These are the *patwari's* records for Mohan and Raghu's village. Look at them and answer the questions.

Khasra 5							
No.	Area in hectare	Name of owner, father or husband's name, address	Area cultivated this year			Area not cultivated	Facilities
			Crop grown	Area	Second crop grown		
1	2	3	4	5	6	7	Well-1 working
1	0.75	Mohan, Son of Raja Ram, Village Amrapura, owner	Wheat	0.75 Hectare			
2	3.00	Raghu Ram, Son of Ratan Lal, Village Amrapura, owner	Rice, Wheat, irrigated	2.75 Hectare	1.75 Hectare	0.25 Hectare	
3	6.00	Jammu & Kashmir Government Grassland	-				Well-1 working Grazing

- Who owns the land south of Mohan's field?
- Mark the common boundary between Mohan's and Raghu's lands.
- Who can use field number 3?
- What other information can we get for field number 2 and field number 3?





### Where I live

Write your full address like this:

My name

My *mohalla*/colony

My village/town

My tehsil

My district

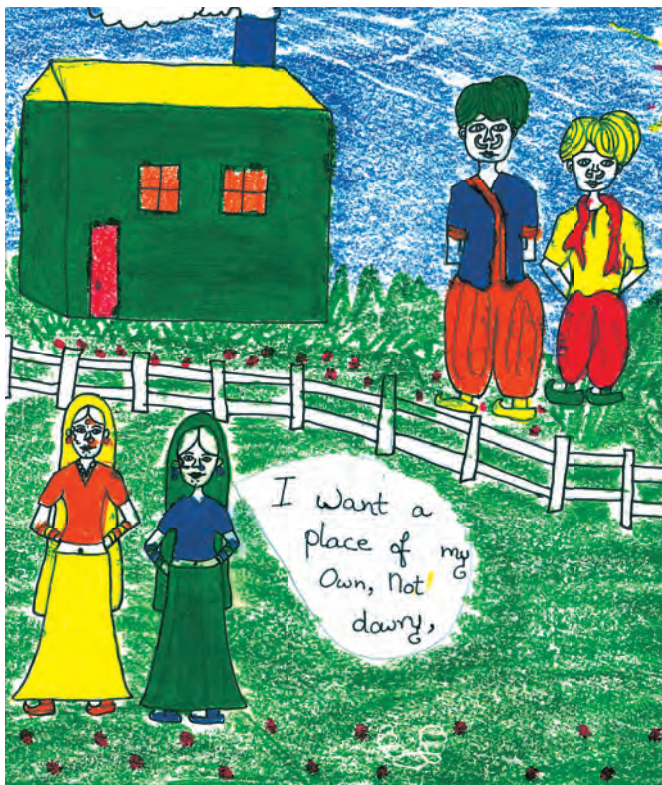
My state

You live in only one place, but your full address has the name of so many places?! Why?

### A new law to help women

When you hear the word 'farmer' do you think of a man or a woman?

Women work hard in the fields. But they do not own land. Why? Till



some time back women did not have a share in the family's farm land. After the death of the father, it was divided among his sons. Now the law has changed in many states. In the new law sons, daughters and their mothers get an equal share in land.

This law will help many women. Sudha is married and lives in a village nearby. Her father has died. Sudha comes to help her mother with the farming work. Her mother has asked the *patwari* to write Sudha's name in the land records, with her brothers. Sudha's mother manages her farm with the help of all her children. Sudha feels secure. She can use her share of the land if she ever has a problem.

### A daughter's wish

*Father inherited our house  
from his father  
And everyone says he'll  
leave it to brother  
But what about me and my  
mother?*

*To expect a share in my  
father's home,  
Is not very womanly, I am  
told.*

*But I really want a place of  
my own,  
Not dowry of silk and gold.  
(Anjali Monteiro)*

What does the daughter want? Why does she not want dowry?





### Panchayati raj

In earlier chapters we saw how people make choices in a democracy. Panchayati Raj is a small form of democratic government. It is run by local people to solve their local problems. That is why it is called 'local self-government'. In J&K the most important part of Panchayati Raj is the *Halqa Panchayat*.

### Halqa Panchayat

A Halqa majlis is a meeting of all the people who live in the area of the Halqa Panchayat. This could be one village or a few villages. Anyone who is 18 years old or more is a member of the Halqa majlis.

The Halqa Panchayat is a group of leaders elected by the Halqa majlis which gets money from the government to do work in the villages. The Halqa Panchayat must share all its plans in the meetings so that everyone knows what is being done.

### Village Rabta

The meeting of the Halqa Panchayat is happening today. Everyone wants to know the plans of the Panchayat. The *Sarpanch* (head of the Panchayat) and the members of the Panchayat (the *Panchs*) say that they plan to use the money for making a new pond (*talaab*) in the village.







Shabnam says that a new pond is not needed. She says that money should be spent on making *ghats* for women to wash and have a bath at the existing ponds. The other women agree. After a long discussion the Panchayat accepts their demand.

The Halqa Panchayat must build and look after ponds, canals, wells, roads, school buildings and so on. It also runs government schemes for people in villages. The majlis must keep an eye on the Panchayat and stop it from doing wrong things like wasting money or favouring some people.

The Panchayat gets money from the collection of taxes on houses and shops. The government gives money

Watershed management has turned this dry area into a beautiful green place! The Panchayat can help people do many such things to make their lives easier. Do you know of any such examples?



to the Panchayat for some schemes. People can also give money to the Panchayat for doing work that helps all of them.

Teacher's note: Talk to children about J&K Panchayati Raj Act 1989 and the role of the Panchayat in implementing the National Rural Employment Guarantee Act or other schemes in your area.

The Panchayati Raj system is like a ladder. It has three steps – at the village level, block level and district level. The Halqa Panchayat, which we just read about is the first step of the Panchayati Raj system.

### Activity : a survey of public services

The *sarkar* provides many services to help people. They are called public services. Some examples are: Ration Depot, Health Centre or Government Hospital, Government shop for seeds and fertilizers, Post Office, Anganwadi, Government school, etc.

Do a survey about any three public services in your area. Write down what you find in the table on the next page. How can these services be improved? Discuss.



Public Service	What work do they do?	Problems faced by those managing the service	Problem faced by people	Improvements that can be made
Fair Price Shop (ration shop)	The shop was open. Three people came. They all had ration card. They bought sugar and rice. Kerosene was not available.	There is not enough supply of kerosene.	Rice is of very bad quality. We never get kerosene.	Improve quality of rice. Make kerosene available. The fair price shop should be kept open every day
Health Center or Government Hospital				

**Teacher's note:** Try to take up the problems specific to your region. For example, in the *kandi* areas of Jammu snake bites are common. Many health centres do not have anti-venom medicine. Encourage students to list these specific problems and find ways to resolve them.





**Questions**

- Q 1. List two things that the *patwari* is supposed to do.
- Q 2. What is the work of the police? Visit a police station and find out.
- Q 3. What is the poem 'A Daughter's Wish' trying to say? Why is this important?
- Q 4. How does the new law about women's share of land help them? In your area are there women who own property? How did they get it?
- Q 5. When do you think farmers may need a copy of their land records?
- A farmer wants to buy a plot of land from another.
  - A farmer wants to sell her crop to another.
  - A farmer wants a loan from the bank to dig a well in her land.
  - A farmer wants to buy fertilizers for his field.
  - A farmer wants to divide his land among his children.
- Q 6. These two village Panchs from Maharashtra were given an award for the excellent work done by them in the Panchayat. Find out some examples of good work done by Panchayats in our state and in your area.



## Chapter 7

# Who takes care of our cities

A city is much bigger than a village. Many people live there. A city has crowded roads and markets and a lot of traffic. It has schools, colleges and hospitals. And a lot of *kuchra* or garbage, which has to be removed. Have you ever wondered who takes care of the city? In this chapter we will find some answers.



### The broken street light

Mala, Shankar, Jehangir and Rehana are playing cricket on the road. Jehangir is batting. He hits the ball very hard. The ball hits the street light and it breaks!

‘Arre! Look what happened!’ Shankar says.

Last week they broke the window of someone’s house. They spent their pocket money to get it repaired. All four of them are now looking at the broken street light.

‘Who does the street light belong to?’ Shankar asks.

‘Who do you think put it there?’ says Mala.

‘Who changes the bulb when it stops working...?’ Jehangir asks.

Rehana’s mother hears them. ‘The lights do not belong to one person.’ she says. ‘The Municipal Corporation takes care of street lights and other things in cities...’

‘Accha? What other things?’ the children ask.





'The *Municipality wallahs* do many things needed in cities. Like making sure that everyone gets water, keeping the streets and market clean and repairing roads.' Rehana's mother explains.

'I think I have heard about them. Don't they put up posters about diseases like malaria...?' Mala asks.

'Yes, you are right! They also run schools, hospitals and dispensaries. They make parks and maintain them...'

### Find Out

Write down five things that the Municipal Corporation does. Try to write things not given above.

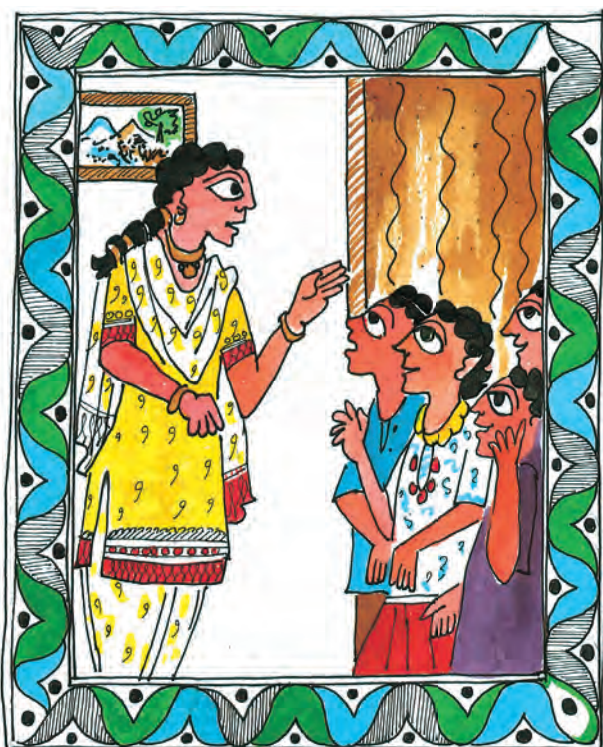
### People in the Municipal Corporation

*The children want to find out more about the Municipal Corporation. They go to meet Yasmin Khala. She used to work for the Municipal Corporation...*

'Khala can you make the *Municipality wallahs* build a park here?' Mala asked excitedly.

'No *beta*. I worked in the accounts office. I used to do the *hisaab-kitaab* for people's salaries. These decisions are taken by the Ward Councillor. If you want a park, go speak to your Councillor!' Khala said, laughing.

Every city is divided into smaller parts called 'wards'. Every



ward elects a Councillor. She/he takes care of problems in the ward. Like if there are wires hanging, or if garbage is collecting at one place.

### Find Out

Have you see any problems like those given above in any city? What can the Municipal Corporation do to fix them?

One Councillor can't decide things for the whole city. For bigger issues Councillors form committees. A bus stand may need to be improved. Or a '*nala*' or drain may need to be repaired. They sit together to decide what work to do, and how much money to spend for each work. They discuss what is needed in their area. If the other Councillors agree, the committee gives money for this work.



## Discuss

If you live in a city, find out who the Ward Councillor of your area is. What issues would you discuss if you get a chance to meet him/her?

In this way, the elected Councillors decide what work is to be done. Then, it is the job of the Municipal Commissioner and other staff to make sure the work gets done. The Commissioner and the staff are selected by the government. They are not elected.

*"But the city is so large. It must need a lot of people to look after it. Does the Municipal Corporation have a lot of workers?" Jehangir asked.*

Yes! A lot of people work in the Municipal Corporation. The work in the city is divided into different departments. There is the water department and a garbage collection department. There is a department to look after parks and one to look after roads.

## Find out

Earlier you wrote down some of the problems in your area. Find out which department would handle these problems.

## How does the Municipal Corporation get money?

Do you remember reading about taxes in the chapter 'What is government'? The Municipal Corporation gets money by collecting taxes. People who own houses pay a

property tax. The larger the house the more the tax. People also pay taxes for water, education and other services. If you own a hotel or shop then you have to pay a tax for this as well. The next time you go to see a film look carefully at your ticket because you pay a tax for this too! Can you think of other times when you pay tax?

## A community protest

What if the elected Councillors are not taking care of their area properly? Yasmin Khala tells the children about one such example...

*'If garbage is left lying around it brings in dogs, rats and flies. The smell can be very bad. People can fall ill. Our area used to have garbage lying all over. Children would not even play outside because they were afraid they would get sick from staying on the streets too long.'*

Who do you think the people of this mohalla should speak to?

Some women came to meet Yasmin Khala. They were discussing what to do.

'Let's go to the Ward Councillor' one woman said.

'Yes! We elected him! We should demand an answer from him'

'But will he listen to us?'

'If we all go together he will!'

So the women went to the Ward Councillor's house. They began





shouting slogans outside his house. He came out and asked them what was wrong.

The women told him their problem. He said he would go with them to meet the Commissioner. He asked them to write an application (petition) to the Commissioner and get it signed by the people in the *mohalla*. That evening children ran from house to house asking people to sign the application.

### Think

Why does the Ward Councillor ask them to write an application?

Why are they getting it signed by more and more people?

The next morning a large group of women and the Ward Councillor went to the Municipal Corporation office. They told him that garbage was not collected regularly in their *mohalla*. The Commissioner said that the Corporation did not have enough trucks!

'You have enough trucks to collect garbage from the rich *mohallas*!' One woman said.

'Haan, and they have no shortage of water in the summer!'

'We all have an equal right to these basic facilities...' all the women said.

The Commissioner did not have an answer! He said that he would take care of it in two days. But even

after many days, nothing happened. The garbage was still lying there.

The women got together again. They went to the Corporation office and shouted slogans. After this protest the cleaning in their area became more regular.

### Think

Why were the women protesting?

Why did they speak to the Ward Councillor?

Why did the Commissioner solve their problem once they protested?

Do you know when and how often garbage gets collected in your area? Do you think it is the same for all areas of the city? Why not? Discuss.



Why are these women carrying black flags? What does a black flag mean?





People like the *kabaadi wallah* in this photo have been recycling old plastic, glass, metal and paper for long.

Many poor people work for the Municipal Corporation. They keep the city clean. Think, how do they do this? But the areas where they live are very dirty. They do not have proper water and cleaning facilities. Some people say that they do not pay taxes, so they do not have a right to these facilities. But the Municipal Corporation spends a lot on areas where rich people live. Even though only 25-30 per cent of the Corporation's money comes from property taxes paid by rich people.

Have you sold your old notebooks or newspapers to the *kabaadi wallah*?

Nowadays, we hear a lot about 'recycling'. This means that used materials are used again. Your old notebooks are made into new paper! Find out what is done with used plastic, glass and metal

### Discuss

Why should the Corporation spend more money on poorer mohallas?

Why is it important that the poor get the same facilities as the rich?

### Private contractors

Many Municipal Commissioners hire private contractors to collect garbage. The workers employed by private contractors are paid less. So the Corporation saves money. Collecting garbage is a dangerous job. People who do it should have proper tools and things like gloves, face masks and eye glasses to protect them. People working for private contractors do not have these. If they are injured while working the government or the private company does not take care of them. They can lose their job anytime.





### How Surat was cleaned up...

The plague is a terrible disease. It can kill many people. The plague spreads through the air, through insect bites and through rats. It spreads more easily in dirty conditions.

In Surat people would throw their garbage into the drain or street. The Municipal Corporation did not collect the garbage regularly. It was one of the dirtiest cities in India. In 1994 many people died of the plague and thousands people left the city.

Due to this, the Municipal Corporation got active and completely cleaned up the city. Today, Surat is one of the cleanest cities in India! So, we can see what can happen when Municipal Corporations *don't* do their work and when they *do*!

How clean do you think the cities in Jammu and Kashmir are? Find out.

### Questions

1. How does the Municipal Corporation affect the life of someone who lives in a city?
2. What does a Municipal Councillor do?
3. How does the Municipal Corporation get money?
4. In these two photos you see different ways of collecting garbage.
  - i) Which is safer for the person doing this work? Why.
  - iii) Who collects your garbage? Where is it dumped? Is there some way to recycle it?
  - iv) Have you seen people collecting garbage? Were they wearing face masks, shoes or gloves? Did they have proper tools?



## Chapter 8

# We in J&K: different and alike

Look at all the people around you. Some of these people are like you. Some are different. They may not look, dress or talk like you.

What do you think is the reason for these differences? How do these differences make our life more interesting? We will discuss some of these questions in this chapter.



In what ways do people in this picture look different from one another?

## Living together, differently!

Do you think that people who are different can also live together and be close to each other? Let us see.





## Activity

Look at the table below and fill in the answers about yourself. These must be your answers! You will also later ask one of your parents and grandparents. Discuss in your group.

Question	Answers - yours	Grandparents'	Parent's
Languages I speak			
Games I like to play			
Foods I like to eat			
Festivals I like to celebrate			
Clothes I like to wear			
Stories I like			
I pray in this way			
I am scared of			

## Think

How many of your answers are similar to those of your classmates?

Does anyone have exactly the same answers as you? What about your best friend?



Does any of your friends or classmates draw exactly like you?

Well, trying to find two people who are exactly the same is like trying to find two leaves exactly the same. Have you tried? However hard you look, you will not find them!

At home, ask one grandparent and one parent these questions. Write down their names and their answers in the table. Compare your answers with those of your family. What do you find?

When we are small our family helps us to learn many things. Like, how to make tea or how to comb our hair. We also learn to like many things from our family. Like the food we eat and the stories we hear. We also learn languages, about festivals and different ways of praying.



So, it is not a surprise if some of your answers are similar to the answers of your family!

But not all your answers are the same as your family, are they? Some answers can be different.

Though we live together, we do not like all the same things. Or dislike all the same things.

### Think

What do you think is the reason for this? How can we be different from the people closest to us?

A big reason is that we do not just learn things from our family.

We find out about many new things from our friends. And from books, newspapers, television and radio. We meet new people, listen to new ideas and try new things. Like in our school. Maybe you tasted a new dish from your friend's tiffin. Or maybe you learned a few words in a new language. Which languages do you speak?

We all try out new things. We learn to like things that are different from our family.

### Write down

What food from different parts of India have you tasted?

Do you know some words in languages apart from the ones you speak at home?

Think of five new things that you like and write them in your notebook. Where did you learn about them?

If you think, you will see how you have also changed! You are not the same today than you were a year ago. You are different now. Are there things you liked but do not like anymore? Or things you disliked that you really like now?

### Activity

Write down some of these things in the table below:

Thing	Before	Now
Going to school	I first felt scared and missed my home.	I like going to school. I like to meet all my friends!

### We in J&K: different and alike

We can be similar to and different from our family and friends.

But what if you meet someone from another part of Jammu and Kashmir, who lives a very different life? You will find things that are different, right? But do you think





you will also find things that are same? Read this letter written by a young boy:

Hello. My name is Nazakat. My family keeps goats. In the summer we take our goats high in the mountains. There we set up our camp. This is our home for the summer. Many people have one home. I have many!

I take care of the goats when they are grazing near the camp. Our dog helps me in this. If you come here we can have fun! I will show you our baby goats. We can have a race. We can play cricket with my friends. Do you climb trees? There are many trees here.

In the winter I go to a school like yours. But in summer I cannot. You must be wondering how I study. We have our own school in the camp. Some of the older boys teach us. They get some money from the sarkar. This school opens and closes with the seasons!

At the end of the summer we go back to our village. I join my village school again. We love to draw on the board with chalk! Do you?

### Activity

Write a letter to Nazakat telling him about your life, the place you live in and things you like.

Dear Nazakat,

My name is:

I live in:

I liked your letter because:

If you came to visit me, you would enjoy these things:

to eat:

to play:

to see:

### Diversity in J&K

Have you ever heard the word 'diversity'? People say Jammu Kashmir has a lot of diversity. Different people, different ideas and different ways of living!

In earlier chapters you read about the kinds of work that people do in our state. The land is plain in some places and hilly in others. Some places are very hot and others are very cold. So the plants people grow and the animals they keep are different.

### Think

In what other ways can people's lives be different because of where they live? What about the food they eat? The clothes they wear? Discuss.

In the chapter 'Life and work in cities' you saw how many people leave their villages and go to cities. People might also move from smaller cities to big cities, or even from one country to another. Sometimes they go back and sometimes they settle in the new places they go to.



List at least three different ways in which people in India do the following.  
One answer has already been written.

Different ways in which people pray	Through singing a hymn		
Different ways in which people get married		Through signing a register in the court	
Different ways in which people dress			In Manipur women wear a <i>fanek</i>
Different ways in which people greet each other		In Jharkhand many adivasis say " <i>johar</i> " to greet each other	
Different ways in which people cook rice	By making <i>Biriyani</i> with meat or vegetables		

### Find out

Why do people go from one place to another?

Ask your grandparents and parents. where they lived when they were children? Where do they live now?

Even hundreds of years ago people used to go from one place to another. Some people were looking for land to grow crops. Some were looking for work. Some wanted to sell things to other people. Many people left their homes because there was not enough food, or because of wars.

People have moved in and out of Jammu and Kashmir for hundreds of years. Do you remember reading about this in the chapter 'Life and work in cities'?

In their new homes people did some things in their old ways. And started to do some things in new ways. They learned some things from the local people. The local people also learned things from them. In this way, the languages, food, music and clothes of all these people became shared with the old and the new. This sharing happens even today...





**Find out**

Do you have neighbours from different places? What have you learned from them? A new way of cooking or wearing clothes? Ask your parents.

Has any one in your family gone to a new place? Did they learn different things there?

**Them and us: how we think about others****Write down**

Have you met or seen a person who looked or talked very differently from you? What was different about them? Write a short story about it.

**Why did we get scared?**

Simran was going for a holiday with her mother and brother to Gurez, in Kashmir. Simran saw pictures of it in a book. There were mountains with thick forests. It looked very different from the city where she lived. She was very excited to go!

After driving for a long, long time they were finally near Gurez! The road was not plain anymore. It twisted and turned like a snake! At one place they stopped the car and got out to take some photos.

Suddenly, two men came running towards them. They looked strange to Simran. They were different from people she had seen. They were very tall, and were wearing *pagris* (turbans). One of

them was old and had a long white beard. They were waving their arms and shouting loudly.

“Zzbaty dey! Zzbaty dey!”

Simran did not understand this and felt a bit scared. The men did not sound happy or friendly. Their eyes were as red as blood. Simran thought they looked scary!

Simran and her family quickly got back inside the car and closed the doors and windows. The men banged on the windows, saying the same strange words.

“Zzbaty dey! Zzbaty dey!”

As Simran’s mother drove off, the two men ran after them, still shouting the same strange words.

It was dark when they reached the guest-house. They were talking to the *chaukidaar*. Simran said the words: “Zzabaty dey!”, and asked him what it means.

“Give us medicine,” he said.

“What? Really?” Simran asked.

“Yes...It is in the Shina language...” said the *chaukidaar*, “it means please give us medicine. It is a way of asking for help...”

Simran and her mother looked at each other. The things that had seemed strange about those two men did not seem strange anymore. They felt bad for being scared of people who were asking for help!



**Think**

Why do you think Simran was scared of the two men?

What had seemed strange about those men? Once Simran's family knew what these men were asking for, why did they not find them strange any more?

Sometimes people decide things about others without knowing them. Like we may feel that someone is unfriendly or scary without even speaking to them. Having a bad image about others without knowing them is called '*prejudice*'. Think, do you have any prejudice about some people? Like people from villages and cities have some prejudices about each other. See some examples below:

**Views about city people**

Life in cities is easy. City people are spoilt and lazy.

City people don't care about their families.

City people only care about money and not about other people.

City people cannot be trusted. They can cheat a stranger.

**Views about village people**

People in villages are backward. They do not know about many things.

Villagers don't wear clean clothes.

People in villages eat too much food.

Village people are very simple. They can be easily fooled.

Do you live in a village or a city? Do you think these are true about all the people in the place you live in? If you live in a village, how would you feel if a person from the city said these things about you?

**Activity**

Discuss in your group. Think of five lines each about people from villages and cities. These lines should **not** show a prejudice or give a bad image.

Where do you think prejudice comes from? Many times we hear things at home, or from people close to us. We hear a lot of jokes making fun of people from different religions or different regions. Many of these jokes can be mean and create a bad image of others. Even in films, on TV, in storybooks and comics we can find many examples of prejudice.

**Activity**

Write down examples of prejudice that you have found in:

1. A story book or comic book,
2. TV
3. At school
4. At home
5. Any other place.

**Celebrating together**

People of different religions have different festivals and places to pray. In Jammu and Kashmir there are also examples of festivals and holy places shared by people of different religions.





Are there any examples of such festivals or holy places in your area?

### The flower festival of Kargil

Sakeena, Abid and Angmo live in the same village. They have been waiting for the *seaserpo* flowers to bloom. It is a wild rose. But why are the children so excited to see it...?

Because now they will have a lot of fun! The celebrations for the flower festival will begin. Children get a half-day off from school. They make groups and go out to collect the *seaserpo*.



Sakeena, Abid and Angmo go to collect flowers together. After hours of hard work, they come back with their baskets and bags full!

People meet in an open ground. Someone is playing music. People dance and sing. They bring food to share with others. The children bring their bags and baskets.

Everywhere there are flowers!

After the celebration, it is time to remember and respect people who are not in this world any more. Abid, Sakeena and Angmo do this in different ways. Abid and Sakeena put *seaserpo* flowers on graves. They visit the *Khanqah* (mosque). Angmo keeps flowers on Stupas (holy places for Buddhists). All of them pray for the happiness of the village. The children are already waiting for the flower festival next year...

### Discuss

What religious festivals do you take part in? How do you celebrate them? Do you think people in different parts of Jammu and Kashmir celebrate it in the same way?



How happy these children look! Are there any festivals in your area that people of different religions celebrate together?



# I am many things!



## Who am i?

Has anyone ever asked you 'tum kaun ho?' Who are you? Is there one answer to this question? Or many?

Shabir thinks there are many! 'I am many things' he says.

Now you think: *tum kaun ho?*

Are you the fastest climber of trees or walls? Or the boss of your class?! Are you the nurse for little birds who get hurt and cannot fly?

Write down five things that you are. You can write more if you like! Share with your classmates.

## Questions

- Q1. How does diversity make our lives more interesting? Use examples from your own life.
- Q2. What do you think is the reason for diversity? Discuss this using some examples from your own area.
- Q3. Take an example of a prejudice and discuss how it can harm people. For example, 'Boys do not get emotional'. You can take any example.
- Q4. Make a list of the different festivals and celebrations in your area. Which of these are shared by people of different religions? How do you celebrate it?
- Q5. Is there any place in our state, other than your district, which you have visited?. How was it different from your own area?
- Q6. Do festivals of all religions have something in common? What?





## Chapter 9

# Struggle for equality

In the last chapter we read how people can be different from one another. Sometimes, people who are different are treated badly. This can make people feel angry, helpless or sad. Why do you think this happens? What can we do to stop this? In this chapter we will talk about these things. We will see how these are related to the unequal society we live in.



### Making friends

Sometimes when we meet people who are different from us we may not know how to talk to them. But even people who are very different can become friends and care about each other. Read this story:

#### **Sameer Ek and Sameer Do**

I was cycling through the *chowk*. A thin little boy ran after me carrying a bundle of newspapers. He showed me the English paper. He was shouting the headlines. I stopped and asked for the Hindi newspaper. He was surprised!

‘*Bhaiyya aap Hindi jaante ho? Par aap itna angrez lagte ho* (You know Hindi? But you look so *angrez!*)’ ‘Of course!’ I said. ‘I can speak, read and write Hindi. It is one of the subjects I study in school.’

‘What is a subject *bhaiyya*?’ He had never been to school. How could I explain what a subject is? There was a lot of traffic behind me so I had to go.

The next day he was there again. He gave me a Hindi paper and asked, ‘*Bhaiyya, yeh lo aap ka akhbaar. Ab bataaiye yeh subject kya chhez hai?* (now tell me what is a subject)?’





‘It is something to study. Have you ever been to school?’ I asked.

‘*Kabhi nahin. Main to kaam karta hun. Pehle ma saath aati thee, par ab main sab akele kar leta hun* (Never. I have always worked. First my mother used to come with me, but now I can work all alone),’ he said proudly.

‘Where is your mother now?’

‘In Meerut ...’ he said. But the traffic lights changed, and there was a mad rush. I could not hear what he said.

The next day he was there. ‘*Mera naam Sameer hai*’ (My name is Sameer) he said. This was unbelievable! ‘I am Sameer too!’ I said.

‘*Sach bhaiyya* (Really)?’ he asked happily. ‘*Ab aap ho Sameer Ek aur main Sameer Do!* (Now you are Sameer Ek and I am Sameer Do!)’

‘*Haath milao, Sameer Do*’ I said, and he gave me his hand. I felt its warmth even as I cycled away.

The next day Sameer Do was not smiling. ‘*Bhaiyyaa, Meerut mein danga hua hai..* (There is trouble in Meerut)...’ he said. I saw the newspaper headlines. ‘*Kai log mare gaye. Mein ek Muslim Sameer hun, mere sabhi log wahan hain...* (Many people are being killed there. I am a Muslim Sameer and all my people are there)...’ He had tears in his eyes. I touched his shoulder but he did not look at me.

He was not at the *chowk* the next day. Or the day after, or ever again. And now no newspaper, in English or Hindi, can tell me where my Sameer Do has gone.

(Adapted from a story “The Lights Changed” by Poile Sengupta)

### Think

Name three ways in which *Sameer Ek* and *Sameer Do* are different. Did these differences stop them from becoming friends?

Have you ever made friends with someone who is different from you? Write a story about it.

The two boys speak different languages and belong to different religions. There is one more way in which they are different from each other. *Sameer Ek* goes to school and *Sameer Do* sells newspapers.

### Discuss

Why did *Sameer Do* not attend school? Would it have been easy for him if he wanted to?

Is it right that some children cannot go to school?





You might know some people who do not have enough to eat or even a place to live. This difference is not the same as *diversity*. This is *inequality*. When a person does not have the same chances to study, work or live a good life – this is inequality.

### Being boys, being girls

Do you think girls and boys are equal? How? Do you think people treat girls and boys equally?

What does it mean to be a boy or a girl? You might think, 'we are

born as boys and girls. What is there to think about!?' Do the exercise below:

### Discuss

Do you think boys and girls are born with these qualities?

Let us take the example of 'they don't cry'.

When a small baby boy falls and cries, his parents say 'Don't cry. You are a boy. Boys are brave, they don't cry!'

Which do you think are qualities of boys? Or girls? Write them below.

They are well behaved.  
They are soft spoken and gentle.  
They are physically strong.  
They are naughty.  
They are good at dance and painting.  
They don't cry.  
They are rowdy.  
They are good at sport.  
They are good at cooking.  
They run the family.  
They are weak.  
They need protection.  
They are emotional.

#### Girls

1  
2  
3  
4  
5  
6

#### Boys

1  
2  
3  
4  
5  
6

Now check. Who has put which statement under girls or boys. Find out and discuss the reasons for doing this.





Source: *Why are you afraid to hold my hand*, by Sheila Dhir

The children in these illustrations were seen as 'disabled'. They are now called 'differently abled' or 'children with special needs'. Common stereotypes about them are given in large letters. Their own feelings and thoughts too are given.

Discuss what these children are saying to those who have stereotypes about them.

Do you think children with special needs should be a part of regular schools or study in a separate school? Give reasons for your answer.





Even when they feel like crying boys stop themselves. If a grown up boy cries others might tease him and laugh at him. 'What kind of a boy are you? Boys don't cry!' So, even when a boy feels sad or scared he will not cry. Boys *learn* to think that they must not cry.

Similarly, we hear people say that girls are soft and gentle. Do you think this is true? But some girls are brave and tough. And boys can also be soft and gentle. We are not born with these qualities. We *learn* them.

### Discuss

Take this statement and discuss how it is used for girls: 'they are weak and emotional'.

People make an image of what boys and girls should be like. Such an image is called a *stereotype*. We try to fit into the image because we do not want to seem odd. Or we do not want people to make fun of us.

### Stereotypes

When people say that those who belong to a particular country or religion are 'lazy', 'criminal' or 'stupid' we are making a stereotype. There are lazy people and active people in every country or religion. Or we can be lazy sometimes or active at other times. If some people are lazy is it fair to think everyone in that country will be the same? Do you think it is right to make one image of *all* people who belong to a certain group?

Let us take some examples of stereotypes. Some people think that poor people are thieves. Is it right to make such an image of *all* poor people?

In Jammu and Kashmir people often have such stereotype images about workers who come from other parts of the country – like Orissa, Bihar or Uttar Pradesh. People call them 'bagri' or 'bhaiyya'. Our livelihood and self respect can be hurt if people call us such names.

All people are different. We each have our special qualities and skills. Stereotype images try to fit many people into only one type. They stop us from seeing how each person is special and different.

### Think

How would you feel if people call you by names you do not like?

Think of stereotypes about some groups. How can all people who belong to that group be the same like that?

A stereotype about Muslims is that they do not want to educate their daughters. But the real reason for this is that many Muslims are poor. In places where good schools are free for poor people, many Muslims girls come to school. For example, in Kerala, schools are close to the home. There are many women teachers. There is also a good government bus service for teachers to reach village schools. All this has





helped children from poor families, and Muslim girls attend school in large numbers. So, poverty and not religion is the reason why more Muslim girls find it difficult to go to school.

### Discrimination

Do you think stereotypes can hurt people? How?

When we act on our stereotypes, we treat other people badly. Suppose a person from Group A is taking an interview for a job. And the selectors think that all people of Group A are stupid. They might not select him even if he is very good. This is called *discrimination*. If we stop someone from taking water from the same well or hand pump, or do not allow them to drink in the same cups or glasses – we are discriminating against them.

### Think and discuss

You read about ‘apartheid’ in the chapter ‘How democracy works’.

List five ways In which black and Indian people were discriminated against.

Have you faced any kind of discrimination? How did it make you feel? Discuss.

In the story you read, *Sameer Ek* and *Sameer Do* belong to different religions. This is an example of diversity. But diversity can also become a reason for discrimination.

How? If we think that people belonging to another religion or region are less able or cannot be trusted. We might also think that their customs and way of life are not good or inferior.

*Sameer Do* was poor. When we are poor we often face discrimination in offices, hospitals etc. Have you ever felt this way?

### Discuss

Do you think *Sameer Ek* discriminated against *Sameer do*? Give reasons.

### Being discriminated against

Some people face *both* kinds of discrimination – they are poor *and* people think their way of living is not good or is inferior. We have read about the different kinds of work people do to make a living. Some kinds of work are thought of as better than others. Work like cleaning, cutting hair and picking garbage are seen as dirty. The people who do this work are also seen as dirty and impure. This is the idea behind



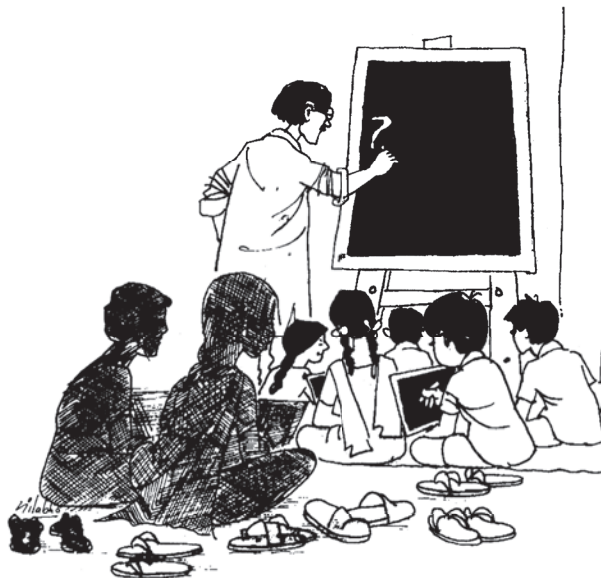


the caste system.

We can think of the caste system as a ladder where different groups of people were placed. Those of us who placed ourselves at the top called ourselves the 'upper' castes and felt we were superior.

Those of us who were kept at the bottom were called 'untouchables'. We were also forced to do only some kinds of work – like picking garbage and removing dead animals. We were not allowed to do other kinds of work. Even as children we were made to sit separately in schools!

Those of us called 'lower' castes chose to give ourselves a different name - Dalit. This means 'those who have been broken or crushed'. How can discrimination break or crush a group of people? The government calls Dalits as Scheduled Castes (SC).



Being made to sit separately in the classroom is an example of discrimination.

## Will no-one take us home?



## Have you heard of Dr. Bhimrao Ambedkar? Where?

Dr. Ambedkar is one of the great leaders of India. He was a Dalit and he fought against discrimination his whole life. He has written about the first time he faced discrimination.

When he was 9 years old he was going to a place called Koregaon with his brothers and cousins. They waited at the train station for a long time. But no one came to pick them up. The station-master asked them why they were waiting:

From our dress or talk no one could make out that we were children of the untouchables... The station-master asked us who we were. Without a moment's thought I blurted out that we were Mahars. (Mahar is a community treated as untouchables.) He was stunned. His face underwent a sudden change. We could see that he was overpowered by a strange feeling of repulsion... He



went away to his room and we stood where we were... ..(We thought we would take a bullock cart). There were many bullock carts... But... not one of them was prepared to suffer being polluted and to demean himself by carrying passengers of the untouchable classes. We were prepared to pay double the fare but we found that money did not work.

Source: Dr. B.R. Ambedkar, *Writings and Speeches*, Volume 12. Edited Vasant Moon, Bombay Education Department, Govt. of Maharashtra.

### Discuss

Why did the cart-men refuse to take the children even though they had money?

How do you think they felt on seeing the station-master's face when he heard that they were Mahars?

How did the people at the station discriminate against the children?

Have you ever seen or faced such discrimination? Where? Can you think of other communities who are discriminated against?

Imagine how difficult it would be if you could not move around easily. Or how insulting it is if people move away, refuse to touch you, or not allow you to drink their water?

Dr Bhim Rao Ambedkar is called the father of the Indian Constitution. He was a leader of the Dalits. He was a Mahar. Mahars were treated as untouchables. They were poor. They had no land. Mahar

children had to do the work their parents did. They were forced to live outside the village.

He was the first person from his caste who went to college. He studied in England to become a lawyer. He encouraged Dalits to educate their children. He asked them to get different government jobs to move out of the caste system. He led many groups of Dalits who tried to enter temples.

He converted to Buddhism because he felt it was a religion that treated all members equally. He believed that Dalits must fight the caste system and build a society where everyone was respected and treated equally.



### Fighting for equality

People fought against the British for independence. At this time, many people also fought against inequality - Dalits, women, tribals and farmers. Women fought for the right to study and work. Farmers and tribals fought to free themselves from moneylenders and the high interest (sood) they charged.

When India got independence, the leaders were concerned about many inequalities. They wrote the Constitution of India. The





Constitution sets some rules for how the country will run. In the Constitution it is written that everyone in India is equal. Everyone will have an equal chance to live with dignity and respect. The government must take steps to end inequality.

The writers of the Constitution said that respect for diversity would ensure equality.

The Constitution says people are free to follow their religion, speak

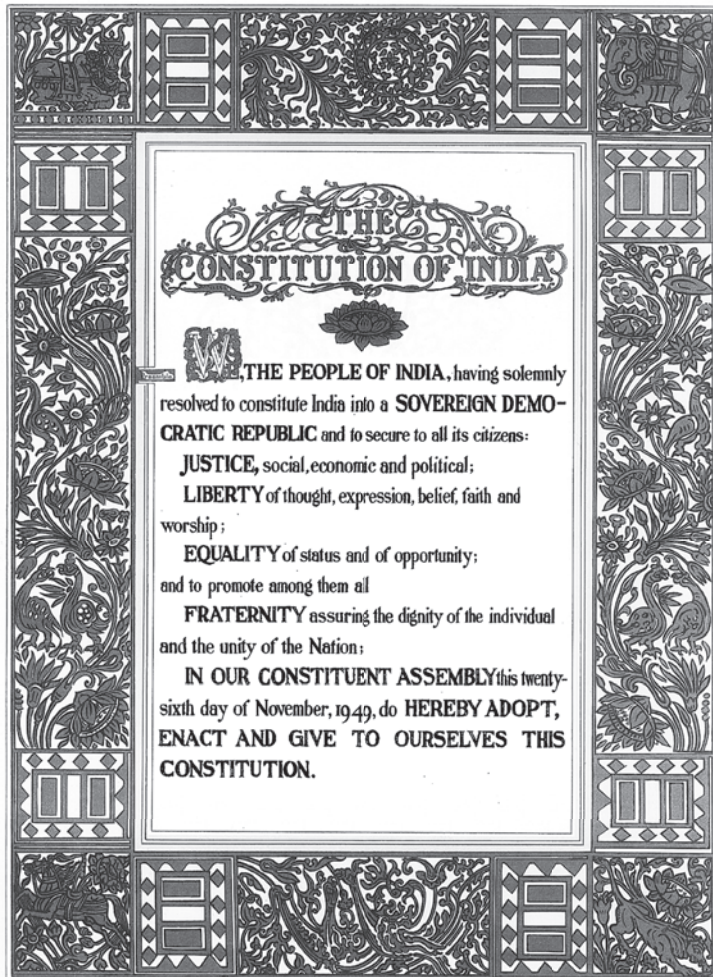
their language and celebrate their festivals. No religion or language is compulsory for all to follow. The government must treat all religions equally. This is how India became a *secular* country. All people have the freedom to practise and follow their religion without any fear of discrimination

Still, as we have discussed, inequalities exist today. Equality is not something that will happen automatically. We have to keep fighting for it! One way to fight for equality is through people's struggles. We read about this in the chapter 'How democracy works'.

There is another way to fight against inequality. We must look at how we think and act towards other people. We must ask ourselves – *do I discriminate against others? Do my words or actions fix people in a bad image? What can I do to fight against inequality?*

### Fighting for equality in J&K

When Abdul was eleven he started working with his father. Every morning they would go to work on the land of a rich man. He had many fields. A lot of people worked for him – and not one of them had any land of their own.



The first page of the Constitution clearly says that all people in India must have equal status and equal opportunities.



Abdul had many questions. He could not understand. Why did the rich man have so much land? Why did Abdul's family not have land?

After a few years, the government made a new law. This law said that rich people should not have all the land. And that poor farmers should own the land they worked on. Poor people had been fighting against inequality for a long time. This law tried to lessen the difference between the rich and the

poor. Abdul's family finally got some land!

Many families in Jammu and Kashmir got land in this way. Ask your parents and grandparents. Did they get land because of the new law?

### Discuss

What problems do people in villages face when they don't have land? How do you think Abdul's life would have changed after his family got land?

### Questions

- Q1. When people believe stereotypes about girls thinking of them as '*paraya dhan*' or a burden on the family, it can affect the lives of girls. List five ways this stereotype can effect how daughters are treated in their family.
- Q2. Mr. Samuel wants to buy a house. He sees an ad in the newspaper saying that newly built flats are for sale. But the ad also says these flats are only for "vegetarians". Do you think the people selling these flats are trying to keep some people out? Discuss with reasons.
- Q3. What does the Constitution of India say about equality? Why do you think it is important for all people to be equal?
- Q4. Some times people say or do mean things. Divide the class into groups and discuss what you do in the following situations:
  - a. A friend begins to tease a classmate because he is poor.
  - b. A family member makes a prejudiced comment about a particular religious community.
  - c. Children in your class refuse to share their food with a person because they think she is dirty.
  - d. Someone tells a joke making fun of someone's language.
  - e. Some boys make remarks about girls not being able to play games as well as them.

