

Exploring Society: India and Beyond

**Social Science Textbook for
Grade 7 | Part 2**



0782

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

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

First Edition

November 2025 Agrahayana 1947

PD 2500T BS

© **National Council of Educational
Research and Training, 2025**

₹ 65.00

*Printed on 80 GSM paper with NCERT
watermark*

Published at the Publication Division
by the Secretary, National Council
of Educational Research and
Training, Sri Aurobindo Marg,
New Delhi 110 016 and printed at
B. R. Printers, C-46/2, Lawrance
Road, Industrial Area, Delhi 110 035

ALL RIGHTS RESERVED

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

OFFICES OF THE PUBLICATION

DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 **Phone : 011-26562708**

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085 **Phone : 080-26725740**

Navjivan Trust Building
P.O. Navjivan
Ahmedabad 380 014 **Phone : 079-27541446**

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114 **Phone : 033-25530454**

CWC Complex
Maligaon
Guwahati 781 021 **Phone : 0361-2674869**

Publication Team

Head, Publication Division : *M.V. Srinivasan*

Chief Editor : *Bijnan Sutar*

Chief Business Manager : *Amitabh Kumar*

Chief Production Officer : *Deepak Jaiswal*
(In charge)

Production Officer : *Sunil Sharma*

Cover Design, Illustrations, and Layout

The Banyan Tree

Cartographer

Arkaprovo Das



Foreword

The National Education Policy 2020 envisages a system of education in the country that is rooted in Indian ethos and its civilisational accomplishments in all domains of human endeavour and knowledge, while at the same time preparing the students to constructively engage with the prospects and challenges of the 21st century. The basis for this aspirational vision has been well laid out by the National Curriculum Framework for School Education (NCF-SE) 2023 across curricular areas at all stages. Having nurtured the students' inherent abilities touching upon all five planes of human existence, the *pañchakośhas* in the Foundational and the Preparatory Stages have paved the way for the progression of their learning further at the Middle Stage. Thus, the Middle Stage acts as a bridge between the Preparatory and the Secondary Stages, spanning three years from Grade 6 to Grade 8.

The NCF-SE 2023, at the Middle Stage, aims to equip students with the skills that are needed to grow, as they advance in their lives. It endeavours to enhance their analytical, descriptive, and narrative capabilities, and to prepare them for the challenges and opportunities that await them. A diverse curriculum, covering nine subjects ranging from three languages — including at least two languages native to India — to Science, Mathematics, Social Sciences, Art Education, Physical Education and Well-Being, and Vocational Education promotes their holistic development.

Such a transformative learning culture requires certain essential conditions. One of them is to have appropriate textbooks in different curricular areas as these textbooks will play a central role in mediating between content and pedagogy — a role that will strike a judicious balance between direct instruction and opportunities for exploration and inquiry. Among the other conditions, classroom arrangement and teacher preparation are crucial to establish conceptual connections both within and across curricular areas.

The National Council of Educational Research and Training, on its part, is committed to providing students with such high-quality textbooks. Various Curricular Area Groups, which have been constituted for this



purpose, comprising notable subject-experts, pedagogues, and practising teachers as their members, have made all possible efforts to develop such textbooks. The Social Science textbook for Grade 7 — *Exploring Society: India and Beyond Part 2* — has been prepared for the second half of Grade 7. It carries forward the themes and approach of Part 1 of Grade 7, and makes strong linkages with Part 1 of the Grade 8 Social Science Textbook. The focus is on core concepts and major developments. It endeavours to keep the students engaged in learning through illustrations, maps and pictures laid out in an attractive design. There are abundant reflective exercises and activities embedded in the text to support exploration, discovery and meaning-making. The thematic approach with a multidisciplinary lens continues, helping students to understand ideas and concepts holistically. The text integrates the values we desire our students to develop, is rooted in the Indian cultural context and introduces global perspectives in an age-appropriate manner. For all practical purposes, it has, to my mind, succeeded in its curricular goals: first, to foster natural curiosity among students through a proper selection of content, and second, through a pedagogical approach in line with the recommendations of NCF-SE 2023.

However, in addition to this textbook, students at this stage should also be encouraged to explore various other learning resources. School libraries play a crucial role in making such resources available. Besides, the role of parents and teachers will also be invaluable in guiding and encouraging students to do so.

With this, I express my gratitude to all those who have been involved in the development of this textbook and hope that it will meet the expectations of all stakeholders. At the same time, I also invite suggestions and feedback from all its users for further improvement in the coming years.

October 2025
New Delhi

Dinesh Prasad Saklani
Director
National Council of Educational
Research and Training

Letter to the Student

Dear Student,

You have now entered the second half of Grade 7. We trust you have enjoyed engaging with Part 1 of the Social Science textbook. We now bring you Part 2 to continue our journey across the five themes — India and the World, Tapestry of the Past, Our Cultural Heritage and Knowledge Traditions, Governance and Democracy, and Economic Life Around Us — delving into new aspects. We urge you to continue to explore the maps and illustrations, participate in discussions with your friends and teachers, as well as carry out the activities described with support from your teachers and parents.

Look for the ways in which each theme brings together aspects from several disciplines — whether history, geography, political science or economics. This brings us closer to real life and helps us to better understand the events of today.

We have approached the creation of this book with the same love and care as the earlier ones. We hope you will enjoy discovering new horizons or figuring out an original answer to some of the challenging questions we sometimes like to throw at you!

As usual, in this textbook, every part of it — text, side boxes, images or maps — can be subject to evaluation and assessment. There are however four exceptions:

- *The quotation or quotations on the first pages of chapters.* Some are straightforward, others offer deep thought. Do not worry if you do not understand them at the first reading; they are meant to stimulate you or inspire you.
- *Wherever we have mentioned in the text, “You need not remember this”.*
- *The diacritical signs on some Sanskrit words* — do look at ‘Your journey through this book’ in the next few pages to understand what we mean.
- *The Glossary* (at the end of the textbook).

No evaluation should bear on these four aspects.

A note on the pronunciation of Sanskrit words

Since this textbook is in English, we use the Roman alphabet. But we will also encounter some words in Sanskrit and a few other Indian languages. The Roman alphabet cannot make their pronunciation clear without some additional marks or signs, such as dashes, dots or accents, called ‘diacritical signs’ or ‘diacritics’. You can ignore all these signs if you wish, and you don’t need to remember them. However, as we are using only a few simple signs, you will find it easy to get used to them. You will also find that they help you pronounce Sanskrit words fairly correctly.

Here is how they work:

- A short dash (called ‘macron’) over a vowel makes it long. For instance, *dāna* is pronounced ‘daana’; *līlā* is pronounced ‘leelaa’; *sūtra* is *sootra*.
- *śh* and *ṣh* are pronounced more or less as ‘sh’ in ‘shall’ (there is a slight difference, since they correspond to श and ष in the Devanagari script, but you can ignore it in practice). So *śhāstra* is pronounced ‘shaastra’; *kṣhīra* is ‘ksheera’.
- Consonants with a dot below them (*ḍ*, *ṭ* and *ṇ* mainly) are ‘hard’, i.e. pronounced by hitting the tongue on the palate; without a dot, they are soft, with the tongue on the teeth. (As a rough comparison, in the preceding English word ‘teeth’, the first ‘t’ is hard, while the final ‘th’ is soft.) Examples of hard consonants: *Āryabhaṭa*, *gaṇa*, *paṭhana* (studying), *pīṭha*, *goṣṭhī* (association, assembly), *dhanāḍhya* (rich), *aṇu* (atom).
- Finally, *ṛ* is the Devanagari letter ऋ. We choose to write it as *ṛi*, although in some parts of India it is also pronounced as *ru*. So we write ‘Ṛig Veda’, for instance.

For those who wish to know the precise correspondence between the Devanagari alphabet and the Roman script in our system, the tables of short and long vowels are as follows:

Devanagari	Roman script
अ	<i>a</i>
इ	<i>i</i>
उ	<i>u</i>
ऋ	<i>ṛi</i>
ए	<i>e</i>
ओ	<i>o</i>
Devanagari	Roman script
आ	<i>ā</i>
ई	<i>ī</i>
ऊ	<i>ū</i>
ऋ	<i>ṛi</i>
ऐ	<i>ai</i>
औ	<i>au</i>

And the table of consonants:

Guttural	क	ka	ख	kha	ग	ga	घ	gha	ङ	ṅa	ह	ha
Palatal	च	cha	छ	chha	ज	ja	झ	jha	ञ	ña	य	ya
Cerebral	ट	ṭa	ठ	ṭha	ड	ḍa	ढ	ḍha	ण	ṇa	र	ra
Dental	त	ta	थ	tha	द	da	ध	dha	न	na	ल	la
Labial	प	pa	फ	pha	ब	ba	भ	bha	म	ma	व	va
Sibilants	श	śha	ष	ṣha	स	sa						



National Syllabus and Teaching Learning Materials Committee (NSTC)

1. M.C. Pant, *Chancellor*, National Institute of Educational Planning and Administration (NIEPA), **(Chairperson)**
2. Manjul Bhargava, *Professor*, Princeton University, **(Co-Chairperson)**
3. Sudha Murty, *Acclaimed Writer* and Educationist
4. Bibek Debroy, *Chairperson*, Economic Advisory Council – Prime Minister (EAC – PM)
5. Shekhar Mande, *Former DG*, CSIR; *Distinguished Professor*, Savitribai Phule Pune University, Pune
6. Sujatha Ramdorai, *Professor*, University of British Columbia, Canada
7. Shankar Mahadevan, *Music Maestro*, Mumbai
8. U. Vimal Kumar, *Director*, Prakash Padukone Badminton Academy, Bengaluru
9. Michel Danino, *Guest Professor*, IIT Gandhinagar
10. Surina Rajan, *IAS (Retd.)*, Haryana; *Former DG*, HIPA
11. Chamu Krishna Shastri, *Chairperson*, Bhartiya Bhasha Samiti, Ministry of Education
12. Sanjeev Sanyal, *Member*, Economic Advisory Council – Prime Minister (EAC – PM)
13. M.D. Srinivas, *Chairperson*, Centre for Policy Studies, Chennai
14. Gajanan Londhe, *Head*, Programme Office, NSTC
15. Rabin Chhetri, *Director*, SCERT, Sikkim
16. Pratyusa Kumar Mandal, *Professor*, Department of Education in Social Sciences, NCERT, New Delhi
17. Dinesh Kumar, *Professor* and *Head*, Planning and Monitoring Division, NCERT, New Delhi
18. Kirti Kapur, *Professor*, Department of Education in Languages, NCERT, New Delhi
19. Ranjana Arora, *Professor* and *Head*, Department of Curriculum Studies and Development, NCERT, New Delhi, **(Member-Secretary)**



Textbook Development Team

CAG Social Science Chairperson

Michel Danino, *Guest Professor*, IIT Gandhinagar

CAG Economics Chairperson

Sanjeev Sanyal, *Member*, EAC-PM

Contributors

Aasheerwad Dwivedi, *Assistant Professor*, Faculty of Management Studies, University of Delhi

Arkaprovo Das, *Senior Research Fellow*, Department of Geography, Delhi School of Economics, University of Delhi

Bhawna Paliwal, *Educator and Senior Consultant*, Programme Office, NSTC

Divya Indra Chatterjee, *Chartered Accountant, Senior Consultant*, Programme Office, NSTC

Diya Devare, *Assistant Professor*, Symbiosis College of Arts and Commerce, Pune

Johnson Odakkal, *Commodore*, Indian Navy (Retd.), Former *Director*, Maritime History Society & Faculty at Aditya Birla World Academy

Kashmira Juwatkar, *Research Assistant*, Johnson Odakkal Initiatives

M. Pramod Kumar, *Assistant Professor*, Amrita Darshanam International Centre for Cultural and Spiritual Studies, Amrita Vishwa Vidyapeetham, Coimbatore

Nabajyoti Deka, *Assistant Professor*, Faculty of Management Studies, University of Delhi

Nikhil Bellarykar, *Historian and Translator*

Sandeepa Madan, *Educator*, Shiv Nadar School, Gurugram

Shivakumar Jolad, *Associate Professor*, Public Policy, School of Liberal Education, FLAME University, Pune

Srishti Chauhan, *Researcher*, Economic Policy

Suparna Diwakar, *Educator and Development Sector Professional, Chief Consultant*, Programme Office, NSTC



Supriya Mishra, *Operations Associate*, Johnson Odakkal Initiatives

Member Coordinators

M.V. Srinivasan, *Professor of Economics*, Department of Education in Social Sciences, NCERT; CAG (Economics)

Seema Shukla Ojha, *Professor of History*, Department of Education in Social Sciences, NCERT; CAG (Social Science)

Reviewers

Aditi Misra, *Director Principal*, Delhi Public School, Gurgaon; and Teachers: Kanu Chopra, Avni Mehta, Mamta Kumar, Suparna Sharma.

Amartya Kumar Dutta, *Professor*, Stat-Math Unit, Indian Statistical Institute, Kolkata

Aparna Pandey, *Professor of Geography*, DESS, NCERT

Bhairu Lal Yadav, *Associate Professor of Population Studies*, DESS, NCERT

Birbal Luniwal, *Assistant Professor of Geography*, DESS, NCERT

Claude Arpi, *Distinguished Fellow*, Centre of Excellence for Himalayan Studies, Shiv Nadar Institution of Eminence (Delhi)

Ganti S. Murthy, *National Coordinator*, IKS Division, Ministry of Education

Gouri Srivastava, *Professor of History and Head*, DESS, NCERT

Jaya Singh, *Professor of Economics*, DESS, NCERT

Kumari Rohini, *Assistant Professor of History*, DESS, NCERT

M.D. Srinivas, *Chairperson*, Centre for Policy Studies, Chennai

M.S. Sriram, *Former Head of Theoretical Physics Department*, University of Madras; *President*, Prof. KV Sarma Research Foundation (Chennai)

P.K. Mandal, *Professor of History*, RIE, Mysuru

Prachi Lahiri, *History Teacher*, National Public School, Bengaluru

Pratima Kumari, *Professor of Economics*, DESS, NCERT

Radha Narayan, *Researcher and Author*, History Textbooks, Chinmaya Mission, Chennai

Rashmi, *Associate Professor of Commerce (Business Studies)*, DESS, NCERT



Ruchika Singh, *Assistant Professor*, Department of Geography,
University of Allahabad; *Coordinator*, IKS Division, Ministry of
Education

Sainath Kabade, *Assistant Professor* of History, DESS, NCERT

Sanjiv Ranjan, *Associate Professor* of Political Science, DESS, NCERT

Savita Sagar, *Assistant Professor* of Political Science, DESS, NCERT

Shankar Sharan, *Professor* of Political Science, DESS, NCERT

Shipra Vaidya, *Professor* of Commerce, DESS, NCERT

Subhash Singh, *Assistant Professor* of Political Science, DESS, NCERT

Sukhvinder, *Associate Professor* of Geography, DCS&D

Suman Gautam, *Geography Educator*, The Shri Ram School, Moulisari,
Haryana

Surendra C. Thakurdesai, *Professor and Head*, Department of
Geography, Department of Rural Development, Gogate Joglekar College,
Ratnagiri

Tannu Malik, *Professor* of Geography, DESS, NCERT

Vanthangpui Khobung, *Assistant Professor* of Political Science, DESS,
NCERT

V. Selvakumar, *Associate Professor and Head*, Department Maritime
History and Marine Archaeology, Tamil University

Vinita Rikhi, *Director* (Indian), La Mondiale Group, La Mondiale Academia

CONSTITUTION OF INDIA

Part III (Articles 12 – 35)

(Subject to certain conditions, some exceptions
and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.



Acknowledgements

The National Council of Educational Research and Training (NCERT) acknowledges the guidance and support of the Chairperson and members of the National Curriculum Frameworks Oversight Committee (NOC), Chairperson and members of the National Syllabus and Teaching Learning Materials committee (NSTC), Chairpersons and members of Curricular Area Groups (CAGs) for Social Science and for Economics, and other concerned CAGs on cross cutting themes in developing this textbook.

The participation and contributions from members of the Social Science and Economics CAGs have been indispensable. Additional thanks are due to the Chairpersons and members of other CAGs involved in integrating cross-cutting themes into this textbook.

We are also much obliged to Shweta Rao of the Banyan Tree for her outstanding contribution to the textbook's appealing design and visual quality, and her steadfast work throughout the entire process. The contributions of Soumma Chandra, *Editor* (contractual); Mobbata ram, Deepti Garg and Pragya Dubey, *Proofreaders* (contractual), Publication Division are also appreciated. The NCERT gratefully acknowledges the contributions of Pawan Kumar Barriar, *In charge*, DTP Cell; Bittu Kumar Mahato and Vipin Kumar Sharma, *DTP Operators* (contractual), Publication Division, NCERT for all their efforts in laying out this book.

The illustrators — Albert Shrivastava, Attri Chetan, Nidhi Kashyap, Prachi Sahasrabudhe, and Prashant Singh — deserve commendation for their innovative designs, and sketches, which have significantly enriched the visual quality of the textbook. The contribution made by the cartographer, Arkaprovo Das, and for patiently revising maps multiple times, is much appreciated.

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)



Contents

<i>Foreword</i>	iii
<i>Letter to the Student</i>	v
THEME A — INDIA AND THE WORLD: LAND AND THE PEOPLE	
Chapter 1 The Story of Indian Farming	1
Chapter 2 India and Her Neighbours	29
THEME B — TAPESTRY OF THE PAST	
Chapter 3 Empires and Kingdoms: 6th to 10th Centuries	61
Chapter 4 Turning Tides: 11th and 12th Centuries	97
THEME C — OUR CULTURAL HERITAGE AND KNOWLEDGE TRADITIONS	
Chapter 5 India, a Home to Many	125
THEME D — GOVERNANCE AND DEMOCRACY	
Chapter 6 The State, the Government, and You	143
THEME E — ECONOMIC LIFE AROUND US	
Chapter 7 Infrastructure: Engine of India's Development	169
Chapter 8 Banks and the Magic of Finance	193
<i>Maps of India</i>	214
<i>Glossary</i>	216
<i>Images and maps from external sources</i>	218



Vasudhaiva Kutumbakam:
The whole world is family