



Panorama

An Integrated Course on Social Studies

6

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New Edition

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Preface



Social Study is the branch of Science devoted to the study of societies and relationships among individuals within those societies. Thus, it becomes essential to select and channelize material prudently into a meaningful Social Study curriculum for the school that will enable learners to develop a critical understanding of diversities of society.

The book in your hand belongs to skill -based series "Panorama" on Social Study for Classes 1 to 8. It adopts a multidisciplinary approach to ensure holistic learning for young learners.

This series has planned pedagogical elements as highlighted in the **NEP 2020** that imbue **21st Century skills**, aligns with the vision of the **NIPUN Bharat** (National Initiative for Proficiency in Reading with Understanding the Numeracy). It is also based on the rationalized content in **NCERT syllabus** and supports **SDGs** (Sustainable Development Goals) adopted by United Nations.

The **Panorama** series includes:

Learner Friendly Content: Considering the importance of 'cognition' aspect of learning, the content prepared is such that the learners are able to gauge the given concepts. Special attention has been paid to the language aspect with regard to this feature.

Real Life Connect: Attaching utmost priority to **NEP 2020** and **NIPUN Bharat**, this feature has been incorporated. The questions and the activities have been designed in such a way that the learners feel connected with the content and can easily understand its relevance in real life.

Activity Based Learning: The **Panorama** series drifts away from the concept of 'rote-learning' and promotes holistic development (**HD**) of the learners. Activity Based Learning shall allow the learners to understand the concepts in a fun filled manner.

Integrated Learning: This feature provides an inter-curricular opportunity for learners to demonstrate their knowledge and skills across multiple subject areas. This feature, therefore accomplishes the prime aim of **NIPUN Bharat** programme.

Conceptual Clarity and Revision: Each chapter consists of the finest content so as to help learners get crystal clear understanding of all important concepts. Moreover, the **Competency Based Assessment Papers** act as a perfect revision resource. **Olympiad Model Paper** is also provided to prepare learners for competitive examinations.

Skill Enrichment Zone: The series has been designed in a way that the learners are able to acquire the various skills laid down in **NEP 2020** and those essential in this 21st century. These include niche skills like *Critical Thinking, Leadership Skills, Emotional Skills, Life Skills*, and many more. Each skill has been allotted a unique emoticon.

[Note : Your feedback, valuable suggestions and comments are always welcome.]

—Publishers

21st CENTURY SKILLS

LITERACY SKILLS



Information



Media



Technology
(Digital Resources)

LEARNING SKILLS (THE FOUR C'S)



Critical Thinking



Creativity



Collaboration



Communication

LIFE SKILLS



Flexibility



Productivity



Leadership



Social Skills
(Sensitivity)



Initiative



Health
& Well Being

Panorama

An Explicit Edition
Based on NEP 2020



Prior Knowledge
It refers to the information about the topic that the learner already knows, thus helps to recall previous knowledge.

Learning Objectives
It defines the focused topics of the chapter, thus helps to be a familiar with it.



The Greek scholar, Herodotus, who lived in 5th century BC, is known as 'The Father of History'.

Light bulb
It gives interesting information related to the topic and highlight amazing facts to make learning joyful.

Thought Shot
It contains the in-text questions within the topics to reinforce the knowledge of learners.

Thought Shot
Do you think we can completely rely on the account left by foreign travellers of the past? Why?



Try It!

Make groups of seven students each in the class and think of something that happened in the past which still affects us. Share your views in class.

HD Coordination and Cooperation with others

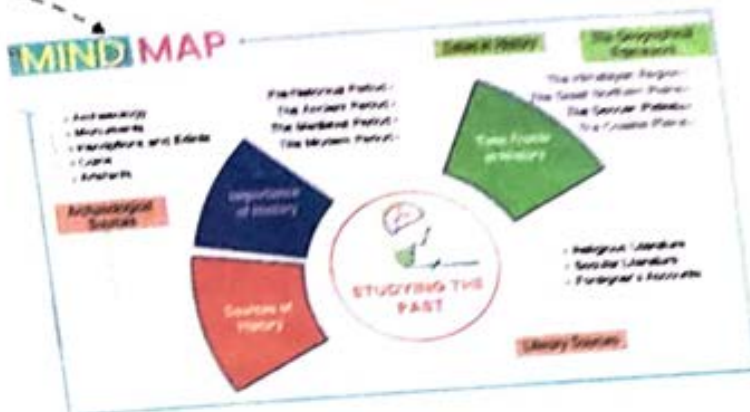
Try It!

It contains different type of activities which enhance the ability of learners in many ways.

LITERACY SKILL

Mind Map

It contains a brief and concise matter of the chapter in a flowchart form, thus helps in revision.



EXERCISE

INTELLECTUAL SKILL

Exercise contains a variety of questions to assess all around learning.

1. Tick (✓) the correct answer.

- Dates in history are expressed in two terms :
 (a) BC and AD (b) AD and AC (c) BC and BD (d) None of these
- A monument is :
 (a) Tripitakas (b) Ashtadhyayi (c) Ashokan pillar (d) None of these
- Monuments, inscriptions, artefacts and coins are examples of _____ sources.
 (a) literary (b) archaeological (c) oral (d) none of these
- 'Indica' is written by :
 (a) Seleucus (b) Megasthenes (c) Menander (d) None of these

Skills Enrichment Zone

COGNITIVE SKILL

Skills Enrichment Zone

It contains various activities that will help the learners to sharpen their skills.

PICTURE STUDY

Look at the two pictures given below and state which one A or B could be put to better use and in what ways.



Out of the Box!

How do you think the early humans used fire? In what ways the discovery have helped them?


LEARNING SKILL

Out of the Box!

It contains the thought provoking questions to address the main elements of NEP 2020.



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1. STUDYING THE PAST

PRIOR KNOWLEDGE

- History is the study of the events and great men of the past on the basis of available material remains and records.

LEARNING OBJECTIVES

- Importance of History
- Time Frame in History
- Sources of History

GET GOING

Do you know about your family history? Ask your parents or grandparents, the names of your great grandparents, their hometowns and occupations.

The word 'history' comes from the Greek '*historia*', which means a true story of past events. History is the study of the past. It is an account of man from the earliest period to the present day. It is a record of people, places and events of the past in chronological order.

IMPORTANCE OF HISTORY

The study of history is very important to us because of the following :

- It helps us to know our past. Through history, we can learn about our ancestors, their struggles and their achievements.
- It helps us to know about great kings, statesmen and all other heroes of the past as well as ordinary people.
- It provides us a knowledge of the gradual process of evolution of man's civilisation and culture.
- The study of history tells us about the origin and evolution of society which is composed of different communities practising different religions, languages, customs and traditions.
- It helps us to understand the problems of the past and develop an understanding in us about the solution of present day problems in a better way.
- The study of history **inculcates** in us a spirit of tolerance, peaceful co-existence and universal brotherhood.
- The study of history helps us in building a new world, free from all evils of the past, e.g. slavery, racialism, casteism, etc.

MY DICTIONARY

inculcate : to make somebody learn

TIME FRAME IN HISTORY

The early period of human history is known as the **pre-historical period**, for which no written record is available. Our knowledge of pre-historical period is based entirely on archaeology. History, on the other hand, is the recorded account of man's progress. The historical period is divided into

The Greek scholar, Herodotus, who lived in 5th century BC, is known as 'The Father of History'.




three broad periods : (i) Ancient, (ii) Medieval and (iii) Modern. Each of these periods covers several centuries. The length of a period may differ from one part of the world to another.

In India, the **Ancient period** stretches from the Harappan times to the reign of Harsha in north India and the Chalukyas and the Pallavas in south India. **The Medieval period** began around the 8th century AD and continued up to the 18th century. **The Modern period** began hence after.

Dates in History

History deals with the story of man's past. To measure the long period of human history, historians have introduced the concept of birth of Christ as the focal point. The letter 'BC' denotes (Before the Common Era) the period before the birth of Christ, while 'AD' denotes (*Anno Domini*) after the death of Christ.

The years in BC are counted backwards. For example, 100 BC comes before 99 BC. While the years in AD are counted forwards. For example, AD 99 comes before AD 100. If **circa** is added with any date, it denotes the probable date and not the exact one.



Sometimes CE (Common Era) is used instead of AD and BCE (Before the Common Era) instead of BC to mark dates in History. CE and AD have the same value 2006 CE = 2006, AD. Similarly, BC and BCE also have the same value.

The Geographical Framework

The environment greatly influences the actions of man. It signifies external factors or conditions which include its location, climate, natural vegetation, etc. These conditions influenced the course of our political, economic, social and cultural history. Therefore, the history of India cannot be understood without a careful study of its physical features.

India is divided primarily into four distinct geographical regions :

The Himalayan Region form a formidable wall in the north and have been a strong and powerful defense against invasions from the north until the Chinese aggression in 1962. Unfortunately, there are a few passes in the north-west which have offered an easy access to the Persians, Greeks, Kushans, Scythians, Sakas, Turks, Tartars, Mongols, etc., invaded India and established their kingdoms in India.

The Great Northern Plains of the Indus (Sindhu), Ganga and Brahmaputra, have been the principal theatre of Indian history. It was in the valley of the Indus that the earliest civilisation, i.e. the Harappan, flourished. The Vedic civilisation prospered in the Indo-Gangetic valley. The great religions, i.e. Hinduism, Jainism and Buddhism were evolved here. The region witnessed the rise of many kingdoms. The first empire, i.e. the Mauryan empire rose in this region only. The economic prosperity of the region has always allured the invaders.

The Deccan Plateau, lying south of the Vindhya ranges and the far south, remained unaffected by the political upheavals of the north as the dense forests and hills made communication difficult and posed a barrier to the invaders from the north. Southern India, therefore, remained isolated and thereby developed a culture of its own which is known as the **Dravidian Culture**.

The Coastal Plains with an easy access to the sea have facilitated the growth of several kingdoms, maritime trade, flourishing cities and ports. The kingdoms of this region traded and maintained cultural contacts with Java, Sumatra, Burma (Myanmar), Siam (Thailand) and Indo-China.

It is to be noted that the high ranges of the Himalayas and densely forested hills of central and south India have been the abode of several

MY DICTIONARY

circa : (used with dates) about, approximately



tribes, who being driven away by the invaders, took refuge in those secluded areas. For many centuries, these tribes, living in isolation, have maintained their distinct identity and have preserved their culture.

HD

Coordination and Cooperation with others

Try IT!

Make groups of seven students each in the class and think of something that happened in the past which still affects us. Share your views in class.

SOURCES OF HISTORY

Historical sources enable us to reconstruct past history. There are two major types of historical sources : Archaeological and Literary.

Archaeological Sources

In pre-historic times, the art of writing was not developed. As such, there are no written records or documents of that period. We depend on archaeological evidences of that time which include remains of monuments, coins, tablets, seals, pottery, tools, drawings, figurines, images, etc., that were used by the ancient people.

Archaeology : It is the study of the remains of the past. Archaeological remains are those objects and structures which were discovered after digging out a site. The archaeologist on the basis of such objects, **unveils** the mysteries of the past. Our knowledge of the Indus Valley Civilisation is mostly based on such archaeological remains.

Monuments : Historical buildings, whether in ruins or in the form of standing, tell us a lot about the life of people in ancient times. The excavation sites at Harappa, Mohen-jo-Daro, Hastinapur, etc., give us a glimpse of life in the past. The remains of the Nalanda and the Vikramshila Universities, the grand Stupas of Sanchi, the Ashoka pillar, the Rathas at Mahabalipuram, etc., unveil our glorious past.

Inscriptions and Edicts : The writings engraved on rocks, stones, pillars, metal plates, clay tablets, etc., are called **inscriptions**. An **Edict** is a royal command engraved on stones, pillars, etc. Several edicts of Emperor Ashoka give us a lot of information about his achievements and socio-economic life of the people of his times. Similarly, the Hathigumpha Inscription of Kharavela, and the Junagarh Rock Inscription of Rudradaman provide authentic information of those times.

Coins : Numismatics is the study of coins. It throws a great deal of light on the ancient times. Coins, made of different metals, provide us information on the development of science and technology. The language engraved on them reveals the exact period to which the coin belongs. The pictures engraved on them throws light on the art, culture, society, religion, economy and administration of the period.



Archaeological remains



Ashokan Pillar

MY DICTIONARY

unveil : to show something new to the public for the first time





Fragment of the 6th Pillar Edicts of Ashoka (238 BC), in Brahmi



Julius Caesar's victories in Gallia in the 50's BC



South Indian King Rajaraja Chola [985-1014] gold stater (Kahavanu)

The coins of Kushana and Gupta rulers throw a great deal of light on the religion and administration of those rulers.

Artefacts : Artefacts or works of art include sculptures and paintings. These help us in reconstructing the cultural life of the ancient people. The specimens found at Taxila (Takshnashila) belonging to the period of Kanishka throw light on the Gandhara Art and religious beliefs of the Kushana kings. The images and paintings in the Ellora caves, reveal the exquisiteness of contemporary sculpture of the Gupta period. The paintings and frescoes at Ajanta, Ellora and other places reveal the contemporary society, economy and art of that period.



Artefacts

Literary Sources

The Indians were indifferent to writing history, although they richly contributed to all branches of literature. **Rudiments** of history are preserved in our religious as well as secular literature.

Thousands of years ago, when there was no paper to write on, our ancestors wrote on the dried '*dhaja-patras*', the bark of trees, plates of copper, etc. Earlier, the art of printing too was unknown. Our ancestors, therefore, wrote their accounts by hand, such hand-written accounts are called '*Manuscripts*'.

Try IT!



Curiosity

Imagine you are an archaeologist and have just made the discovery of an ancient site belonging to 2500 BC. Make a list of items that you have found at this site. Also note down what these items would have meant to the people of that period.

Literary sources include

Religious Literature : The religious or sacred literature of India includes the Brahmanical literature (*Vedas, Smritis, Upanishads, Puranas, Aranyakas*, etc.), Buddhist and Jain sacred texts and epics.

The Rig Veda is the oldest work among the Brahmanical literature. It **elucidates** the religious, social and economic life of the early Aryans. The later *Vedas* and *Samhitas* provide enough information on the life of the Post-Vedic Aryans. The Smritis, composed mainly during the Gupta period, elucidate the social and religious life of the people of the Gupta period.

Among the epics, the *Ramayana* and the *Mahabharata* are the most important, written by Maharishi Valmiki and Maharishi Veda Vyasa, respectively. Both epics have great religious importance for the Hindus.

MY DICTIONARY

rudiments : the most basic or important facts of a particular subject

elucidate : to make something clearer by explaining it



Among Buddhist literature, the *Tripitakas* are the oldest. They contain the religious views of the Buddha, rules of the Buddha Sangha and the Buddhist philosophy. The *Jatakas* are the stories of the lives of the Buddha in earlier births. The *Mahavamsa* and the *Dipavamsa* of Sri Lanka also throw a great deal of light on the ancient history of India. The *Milind Panho* presents a philosophical dialogue between Menander, the Greek king and Nagasena, the Buddhist monk.

The '*Angas*' of the Jains also elucidate the contemporary society and the political and economic conditions of those days.

Secular Literature : It includes works other than the religious. The grammatical works of Panini's '*Ashtadhyayi*' and Patanjali's '*Mahabhasya*' contain valuable historical information of that period. *Mudraraksas* by Vishakhadutt, '*Kathasaritsagar*' by Somadev and '*Brihat Kathamanjari*' by Kshemendra elucidate some events of the Mauryan period. Kautilya's *Arthashastra* is a treatise on political science and statecraft during the Mauryan period. Nitisara by Kamandaka elucidates the political system of the Guptas. Patanjali's '*Mahabhashya*' and Kalidasa's '*Malavikagnimitra*' narrate the history of the Sunga dynasty. Sudraka's *Mrichchhakatika* and Dandin's *Dasakumar Charita* unveil the contemporary society.

Among biographies, '*Harsha Charita*' by Banabhatta, narrates the achievements of Harsha Vardhana. '*Vikramankadeva Charita*' by Bilhana describes the achievements of Vikramaditya, Harsha's plays, i.e. '*Nagananda*', '*Ratnavali*' and '*Priyadarsika*' throw a good deal of light on the conditions of India during his rule.

Kalhana's '*Rajatarangini*' traces the history of Kashmir upto the twelfth century AD. Sangam literature in Tamil is a valuable source of information about the life and culture of Tamil people during the reign of the Chola and the Pandya rulers. '*Nandik Kalambakam*' narrates the achievements of the Pallava king Nandi Verman III, while '*Kalingattuparani*' describes the invasion of Chola king Kulottunga on Kalinga.

Foreigner's Accounts : A great deal of our knowledge of ancient Indian history comes from foreign travellers' accounts. Herodotus, the Greek historian, mentioned about India in his '*History*'. But the most valuable contributions were made by foreigners who came to India. Megasthenes, the Greek Ambassador who lived in the court of Chandra Gupta Maurya, wrote *Indica*, an account of India. *Geography of India* by Ptolemy (about 130 AD) and the *Periplus of the Erythraean Sea* by an unknown Greek author are important works on India.

Chinese travellers like Fa-Hien, Hiuen Tsang and I-Tsing have recorded valuable accounts of contemporary India.

Muslim scholar Alberuni (1030 AD) gave a vivid account of the literature, religion and social institutions of India in his famous book *Tahkik-i-Hind*. The Venetian traveller Marco Polo has left a very interesting account of the social manners and customs of south India.



Statue of Marco Polo in Hangzhou, China

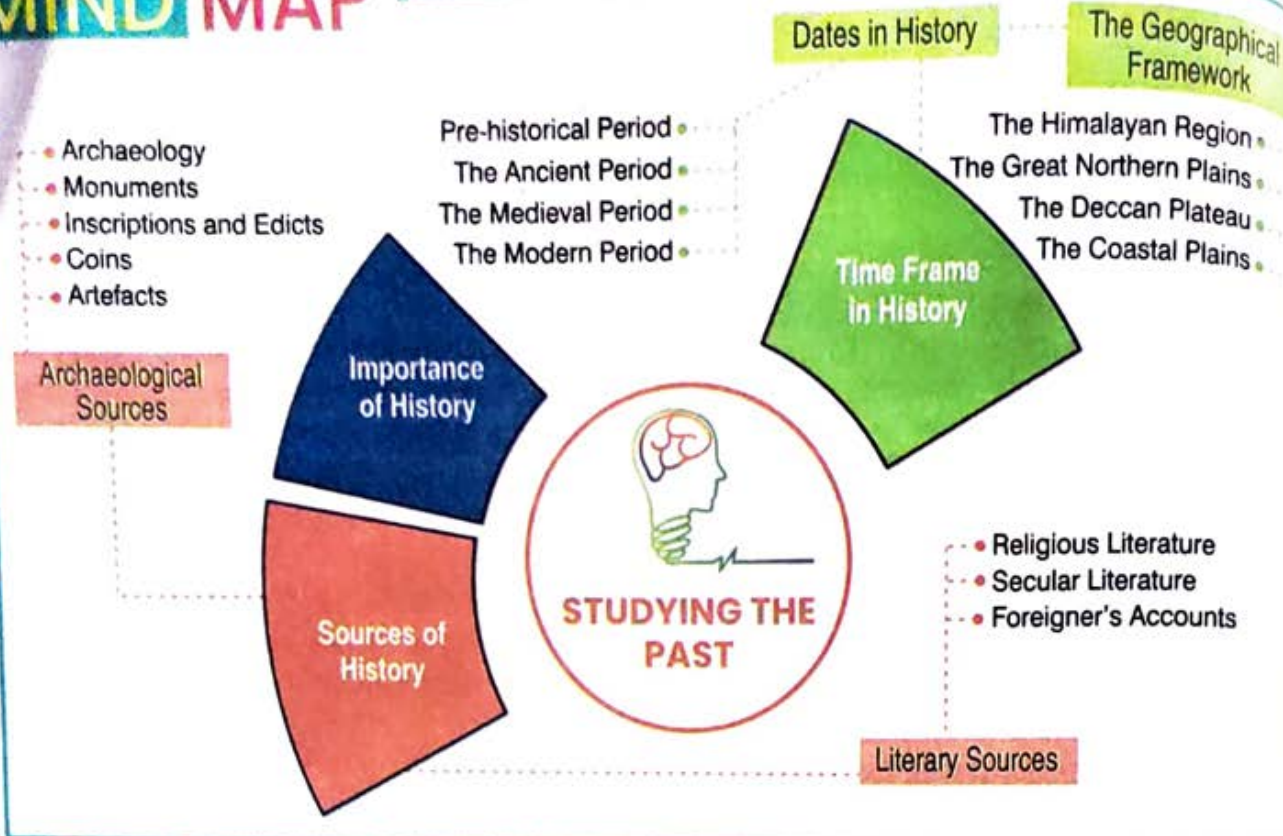
Thought Shot

21st
CS

Critical Thinking

Do you think we can completely rely on the account left by foreign travellers of the past? Why?

MIND MAP



EXERCISE



I. Tick (✓) the correct answer.

1. Dates in history are expressed in two terms :
 (a) BC and AD (b) AD and AC (c) BC and BD (d) None of these
2. A monument is :
 (a) Tripitakas (b) Ashtadhyayi (c) Ashokan pillar (d) None of these
3. Monuments, inscriptions, artefacts and coins are examples of sources.
 (a) literary (b) archaeological (c) oral (d) none of these
4. 'Indica' is written by :
 (a) Seleucus (b) Megasthenes (c) Menander (d) None of these

II. Fill in the blanks.

- is the study of the past.
- The years after the birth of Jesus Christ are counted
- The study of coins is called

III. Write 'True' or 'False'.

- Pre-historic period is the early period of human history.
- Historical sources enable us to reconstruct past history.
- Malvikagnimitra is a drama by Vishakhadutt.



V. Answer the following questions briefly.

1. What is meant by history?
2. Why do we need to study the past?
3. What are the archaeological sources to study the past?
4. Write the name of any three literary sources.

V. Answer the following questions in detail.

1. How do we know about the past? Describe various sources that are used to study the past.
2. What is the purpose of studying history?
3. What are the literary sources? Describe the main literary sources for the study of Indian history.



Skills Enrichment Zone

THINK SMART



HD

Problem Solving

i. Hidden in the word search are names of eight sources of history. Find them.

A	F	M	O	I	O	I	N	S	P
M	O	N	U	M	E	N	T	S	O
A	R	U	N	P	T	S	O	T	O
R	T	M	R	P	I	C	O	T	R
T	S	E	T	O	R	R	L	E	N
E	N	T	T	E	S	I	S	S	A
F	S	T	F	T	S	P	Y	O	M
A	P	U	A	P	O	T	S	R	E
C	S	A	C	I	N	I	N	A	N
T	C	O	I	N	S	O	M	E	T
S	S	O	N	O	R	N	T	S	S
T	C	I	S	N	A	S	M	E	N

FUN ACTIVITY



Communication



ii. Divide the class into 3-4 groups and discuss as Kautilya, Kalidasa, Ved Vyasa and their works.

PROJECT



Information



iii. Collect pictures of some ancient monuments and paste them in your scrapbook.

Out of the Box !

HD

Curiosity

- Why do you think the rulers in ancient times recorded their victories on hard surfaces like rocks and pillars?



2. EARLY HUMANS-I

PRIOR KNOWLEDGE

- Early humans discovered many things which help us in our daily lives.

LEARNING OBJECTIVES

- The Stone Age
- Life of the Primitive Man

GET GOING

Tick (✓) the activities that were performed by early humans. Cross out (X) the ones which were not.

1. Chopping meat

3. Making fire

5. Writing on clay tablets

7. Watching television

9. Reading books

2. Skinning animals

4. Hunting animals

6. Surfing the internet

8. Making tools of stone

10. Painting on cave walls

The primitive man is supposed to have evolved from the apes. He learned to walk on two legs and perform various types of work with his arms. He evolved various tools and weapons to use against wild animals and hostile environment. He used his brain to improve his living conditions.

The early man did not know how to produce his food. He wandered in groups in search of food



Evolution of man

and shelter. A group generally consisted of a few men, women and children who stayed together for their safety and survival. The group hunted wild animals and gathered fruits, roots, nuts and seeds. When the resources of plant and animal food get exhausted in one area, the group moved to another. It was the beginning of the earliest societies.

MY DICTIONARY

hostile : having very strong feelings against something

THE STONE AGE

Man has passed through various stages of development which can be judged from the evolution of his tools and implements. Anthropologists on the basis of tools and implements have divided the Stone Age into three stages : (i) Palaeolithic Age, (ii) Mesolithic Age and (iii) Neolithic Age.

Palaeolithic or the Old Stone Age

This age began around 500000 BC and continued upto 10000 BC, that is, till about 12000 years ago. In this period, the early man used crude tools made of stone. In India, such stone tools have been discovered at the following main sites : (i) The Sohan valley (the tributary of the Indus river), (ii) The upper Jhelum valley, (iii) Shimla hills, Sirsa, Beas and Banaganga valleys, (iv) Nevasa and Pravara valleys (the tributaries of the Narmada river), (v) Narmada valley, (vi) Tapi valley, (vii) Godavari valley, (viii) Malaprabha and Ghat Prabha valleys (the tributaries of the Krishna river), (ix) Chambal valley, (x) Belan valley, (xi) Tinneveli and other places in Tamil Nadu.

Mesolithic or the Middle Stone Age

This age is also known as the **Microlithic Age** (10000–8000 BC) was a period of transition between the Palaeolithic and the Neolithic Age. Stone tools of this period are called **Microliths**.

Neolithic Age or the New Stone Age

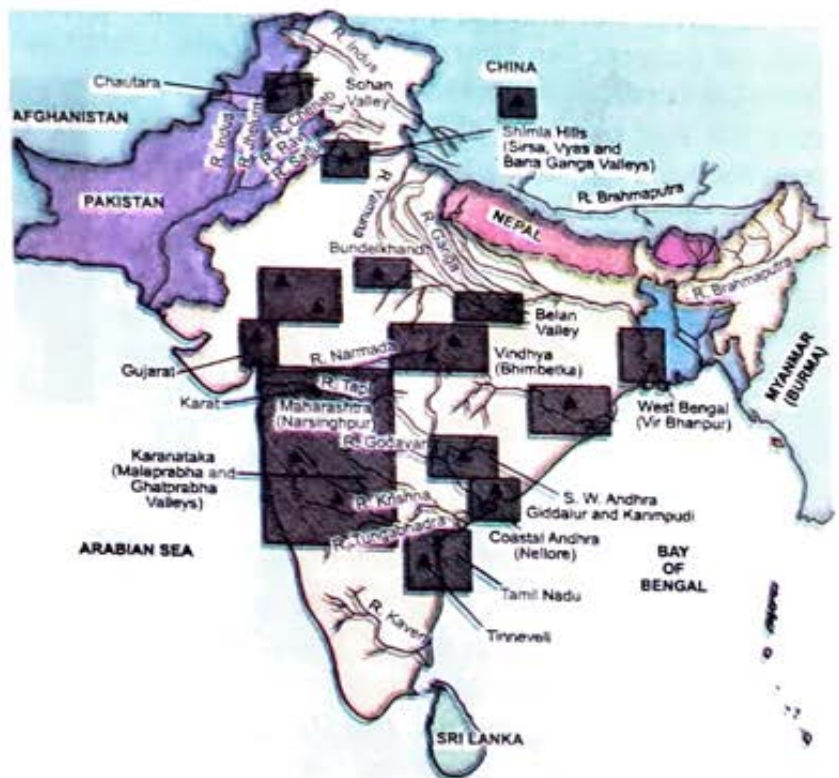
This age began around 8000 BC. The tools in this age were much sharper than the ones used in the Mesolithic period.

Try It!

Take an outline map of India and mark the places where core, flake and blade tools have been found in India. Use red for Lower Palaeolithic sites, yellow for Middle Palaeolithic sites and green for Upper Palaeolithic sites.

Australopithecus, ancestor of modern humans and Homo erectus were mainly present in the lower Palaeolithic Age.

We find the evidences of Neanderthal man using fire in the Middle Palaeolithic Age and in the Upper Palaeolithic period. Neanderthal man disappeared and was replaced by a variety Homo sapiens such as Cro-Magnon man and Grimaldi man.



Palaeolithic sites in India



Art Integration



LIFE OF THE PRIMITIVE MAN

The primitive man lived by hunting and food gathering. He wandered in search of food. He **preyed** on wild animals and collected edible plants, roots, fruits, berries, etc., from the jungles. He used stone tools for hunting animals, chopping meat, cutting wood and digging roots and tubers.

He consumed raw flesh of animals, birds and fish. He supplemented his food from forest products. He also caught fish from streams. Thus, he was totally dependent on nature for his survival. To protect himself from cold and rain, the early man wore skins of animals or barks of trees. To protect himself from the **vagaries** of weather and wild animals, he took shelter in caves and rock shelters or up in thick trees.

Humans Make Tools and Weapons

The primitive man was weaker than **ferocious** wild animals. Being afraid of them he lived in groups. He began to make tools and weapons to use against his enemies and to obtain his food. He used natural objects like sharp pieces of wood, branches of trees, and stones to kill his enemies. The 'Flint', a steel grey stone, was hard enough to chip off and produce sharp edges. The stone weapons included crude axes, spears, knives, hammers and digging tools. These weapons and tools served many purposes, including cutting, killing the animals and removing their skin, digging the earth, etc. Such implements have been found along the river beds in the Siwalik foothills of the Himalayas, Punch and Jammu and Deccan Plateau.



Tools and weapons of Palaeolithic man

Techniques of Tool Making

Stone tools were probably made using two different techniques :

- (i) **Stone on Stone** : In this, the stone from which the tool was to be made (also called the core) was held in one hand. Another stone, which was used as a hammer was held in the other hand. The second stone was used to strike off flakes from the first, till the required shape was obtained.
- (ii) **Pressure Flaking** : In this, the stone to be chipped was placed on a firm surface such as a rock. A stone sharpened from one end was kept on the first stone. Then another stone was struck hard on the blunt surface of the second stone. This was done till the first stone was of desired shape.

Humans Discover Fire

Towards the end of the Palaeolithic Age, man discovered fire which brought a revolutionary change in his life. He began using fire to keep himself warm, to get light in his dark cave, to scare away wild animals and to roast his food.

Early Rock Paintings

In the early stages of development, man lived in caves. He started drawing rough figures on the walls and ceilings of the caves. He painted pictures

MY DICTIONARY

preyed : hunt and kill for food

vagaries : unexpected changes in a situation

ferocious : very aggressive and violent



of wild animals in action. Such drawings have been found in the Bhimbetka caves near Bhopal in Madhya Pradesh (India). Man carved these figures on his tools also. He made ornaments from bones, ivory and beautiful stones. These pieces of art depict the customs, rites and aesthetic sense of the early man.



Cave paintings of pre-historic man

The primitive man was exposed to the vagaries of weather and nature. He was scared of diseases and epidemics. He strongly believed that every object of nature had a spirit. Out of fear, he began worshipping nature and appeasing these spirits.

Some of the features of the beliefs of the Palaeolithic man are mentioned below :

- (i) He worshipped his ancestors after their death.
- (ii) He buried the dead along with his tools and eatables because he believed that the dead soul would need those articles in the next world.
- (iii) He was afraid of lightning and thunder and believed that these phenomena were the expression of divine anger.
- (iv) He believed in magical powers.

CASE STUDY : The Deccan

Palaeolithic sites have been discovered at many places in the Southern India. In fact, the Deccan, contains the earliest races of mankind which are believed to have migrated from Africa long ago. Early man in India originated in South India, as the Peninsular plateau enjoyed favourable climatic conditions at that time and offered congenial living conditions.

The sites belonging to the Early Stone Age in the Deccan include : (i) Narsinghpur in the Narmada Valley in Central India; (ii) Nevasa, on the banks of river Pravara, a tributary of the Godavari in Maharashtra; (iii) Giddalur and Karimpudi in Andhra Pradesh; (iv) Jalahali, on the bank of the Kaveri river in Karnataka and (v) several places like Vadamadurai, Attirampakkam, Manajan Karan, etc. near Madras (modern Chennai). All these places abound in different kinds of stone tools. Nevasa is a typical site of Middle Palaeolithic Age. It was a popular habitation of the Palaeolithic man.

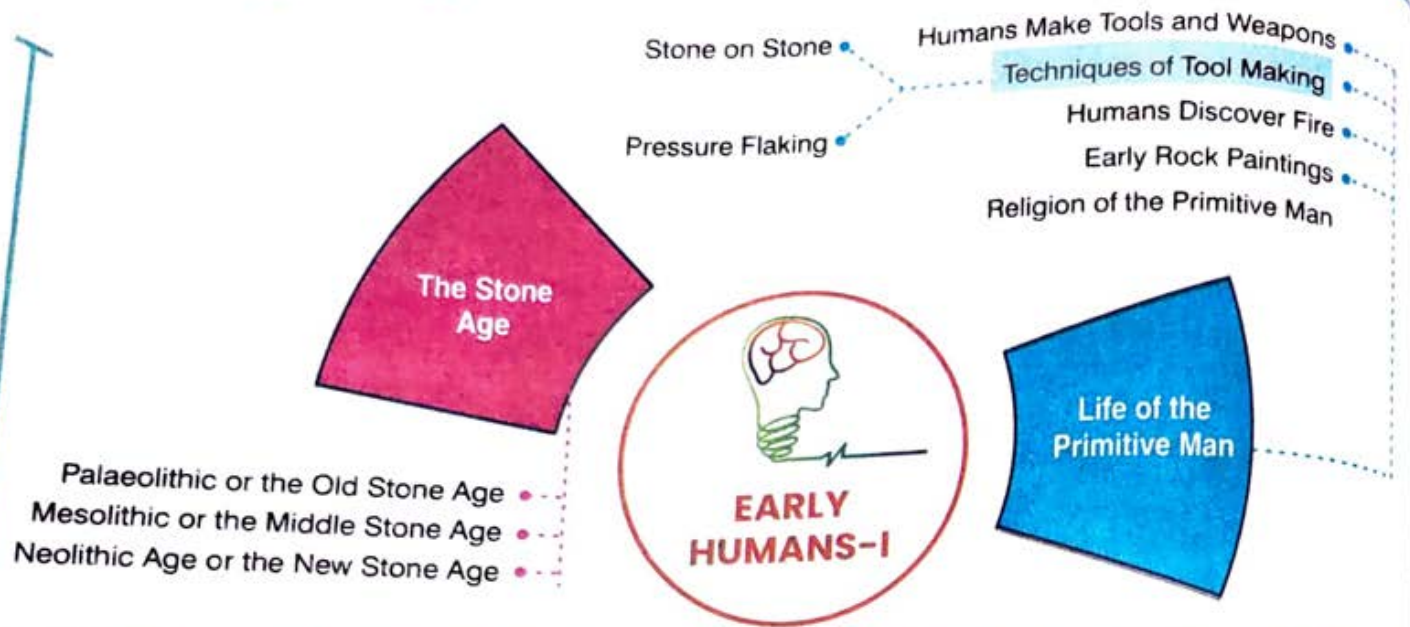
In the Upper Palaeolithic Age, tools became a bit more refined. A major development in this age was the use of bone tools, e.g. ornamental sticks, fishing harpoons, pointed spears, etc.

During the Mesolithic Age around 8000 BC, great climatic changes occurred throughout the world. As the population was growing and the pressure on local resources increased, groups of people became more mobile. A major change in this period was the development of bow and arrow. Other tools became smaller and more refined. These were known as 'microliths.' Adamgarh, situated on the banks of the Narmada river in Madhya Pradesh, contains several rock shelters where such microliths have been discovered.

Cave painting was also associated with the Mesolithic culture. Rock shelters and caves have been found in the Vindhyaal. These caves abound in paintings wherein scenes of hunting, dancing and activities of war, etc. are depicted on the walls.



MIND MAP



EXERCISE



Tick (✓) the correct answer.

- Stone tools of..... Stone Age are called microliths.

(a) Old	<input type="checkbox"/>	(b) New	<input type="checkbox"/>	(c) Middle	<input type="checkbox"/>	(d) None of these	<input type="checkbox"/>
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- The primitive man lived in/on :

(a) huts	<input type="checkbox"/>	(b) river	<input type="checkbox"/>	(c) rock shelters	<input type="checkbox"/>	(d) kachcha house	<input type="checkbox"/>
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- One of the greatest discoveries made by early humans was of :

(a) tool making	<input type="checkbox"/>	(b) painting	<input type="checkbox"/>	(c) fire	<input type="checkbox"/>	(d) none of these	<input type="checkbox"/>
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- Bhimbetka caves, in, famous for pre-historic cave drawings.

(a) Maharashtra	<input type="checkbox"/>	(b) Gujarat	<input type="checkbox"/>	(c) Madhya Pradesh	<input type="checkbox"/>	(d) None of these	<input type="checkbox"/>
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Fill in the blanks.

- The primitive man used his brain to improve his conditions.
- was a hard steel grey stone.
- is also known as the Neolithic Age.
- Fire was discovered towards the end of Age.
- are a typical site of Middle Palaeolithic Age.

Write 'True' or 'False'.

- Early man herded animals.
- Early man cremated the dead.



3. Early man believed in magical powers.
4. The Neolithic Age began around 8000 BC.



IV. Answer the following questions briefly.

1. What is meant by the term 'food gatherer'?
2. Name the implements of the Stone Age.
3. Why did early humans use flint to make tools?
4. Name the three Early Stone Age sites in the Deccan.

V. Answer the following questions in detail.

1. List three ways in which Palaeolithic man used fire.
2. What do you know about the Palaeolithic art?
3. Write any one technique of tool making.
4. What were the religious beliefs of the primitive man?

Skills Enrichment Zone



PICTURE STUDY



Observation

- I. Look at the two pictures given below and state which one A or B could be put to better use and in what ways.



A



B



FUN ACTIVITY



Experiential Learning

- II. In early societies, stone tools were the main source of survival. Do you use any stone tool in present-day time? Look around your house and find out what stone tools we still use and for what purpose.

PROJECT



Creativity

- III. (a) Collect pictures of primitive man regarding his activities and paste them in your scrapbook.
 (b) Draw pictures of the tools and weapons used by the early man in your notebook.

Out of the Box !



Curiosity

- How do you think the early humans used fire? In what ways the discovery have helped them?



3. EARLY HUMANS-II

PRIOR KNOWLEDGE

- Early man lived in caves and led a nomadic life-wandering from one place to another in search of food.

LEARNING OBJECTIVES

- Development during this Period
- Beginning of the Settled Life
- Chalcolithic Settlements

GET GOING

Have you ever throw seeds on the ground? What happened? Do these seeds start to grow as plant? What do you understand by this? Why is it that sometimes seeds grow into plants and sometimes they do not.



Towards the end of the Old Stone Age, man discovered fire. He began to settle down in groups, the transition from Old Stone Age to the New Stone Age was a gradual one.

DEVELOPMENT DURING NEW STONE AGE

Many new developments during this time changed the course of life of the early humans.

Humans Produce Food

The change from food gathering to food producing was not abrupt, it grew gradually. Man harvested the food grains which grew wild in some regions. He had no idea that grain could be planted. Perhaps, one day, someone observed that the grain swept from the threshing and deposited on the dung heap sprouted and in course of time produced golden grain. This was the beginning of agriculture that required a settled life for closely watching the plants to grow. Agriculture thus paved the way for a settled life. Man became a food producer instead of a food gatherer. Agriculture brought about many changes in the life of early man. There was a great change in his food habits. He also started making cloth of cotton that he cultivated.



Domestication of animals

Humans Domesticate Animals

Man began domesticating animals which were useful to him, e.g., dog for security, cattle for milk and meat, sheep and goat for wool and milk and horse, bulls and camels for draught purposes. Cow dung provided him manure.

MY DICTIONARY

abrupt : sudden and unexpected

pave : to cover an area of ground with flat stones



Humans Invent the Wheel

The invention of the wheel in the Neolithic period was a major achievement that brought about revolutionary changes in the life of man. The potter's wheel must have made pottery a specialised craft. The next use of wheel was for drawing a cart. The animal driven wheeled cart made transportation much easy.

Humans Make Pottery

Man needed vessels to store food grains and cook food. So, he made baskets of straw and twigs to store fruits and dry things. Later, these were pasted with mud to hold liquids. The potter's wheel facilitated the making of earthenwares of different types. Later, he started making baked pottery.

Humans Make Useful Tools and Weapons

The Neolithic tools and weapons were more improved than the earlier Palaeolithic ones. They were more useful, more skillful, stronger and sharper than before. Man polished his tools to make them last longer. Polished stone **celt** made of fine grained stone was an important tool of this age. It could be used as an axe for clearing forests and as a hoe to till the land. It was also used to cut and shape timber which led to the growth of carpentry. The knowledge of carpentry was used for making ploughs, wheels, plank-boats and wooden houses.

Sickle was another important tool of the Neolithic Age. It was used to cut and gather the crop. The bow and arrow used in hunting were made sharper. The Neolithic man also started making use of bone and antler for making tools like needles and harpoons. He also made stone hammers.

The discovery of the tools and implements of the Neolithic Age was made by Le Mesurier in Uttar Pradesh in 1860. Later on, Frasher discovered such objects in Bellary (Karnataka), while Krishnan found some polished tools of this age in Mysore.



Tools of Neolithic man

Try IT!

Wheel has undergone a drastic transformation over the years. You can't think of so many things without wheels now! Make a list of all the things that you can think of that have wheels.



Information



BEGINNING OF THE SETTLED LIFE

Man was no longer a wanderer or a cave or tree dweller. Agriculture paved the way for settled life. Man began living in mud houses made of wooden posts with thatched roofs. Domestication of animals required him to move in search of pastures for his herds. Dog was his faithful friend that guarded his herds of cattle and his hut.

The Early Villages

Development of agriculture and domestication of animals required man to settle at a place, generally by the riverside or near a lake. Groups of people began settling at a place where they could look after their crops and tamed animals. As a result, several villages consisting of a number of huts, were settled. The village

MY DICTIONARY

celt : a prehistoric stone

was generally built on a high ground to keep it safe from floods. It was surrounded by a mud wall or thick hedge to protect it from wild beasts.

Society

The eldest or strongest and ablest person was the leader of the community. He made rules and regulations which were obeyed by the other. With a settled life, man had ample of leisure time. While some men took to hunting, ploughing or grazing animals, others made tools, weapons, ornaments. Yet others worked as potters and weavers. Women looked after home and children.

Religion

Neolithic man worshipped earth, water, fire and natural elements like the sun, rain and thunder. Soil was regarded as the 'life giver'. He worshipped cow for the bounty it provided and the snake in fear. He began to bury his dead. The burial places were marked with huge rectangular blocks of stone called the 'megaliths'. The dead were buried sometimes in a large urn with the objects which they used or loved during their life time. Their tombs were known as 'Dolmens'. Neolithic man believed in life after death.

Entertainment and Recreation

Hunting was an important activity. In the evening, people gathered round the village fire. They made music on bone, bamboo, reed pipes and drums made of animal skin. Men and women danced to the rhythms of music.

Development of Art

The Neolithic man painted and made sketches of animals, birds and man on the walls of many caves. The man also decorated his utensils by carving crude designs on them.


Growth of Language

Different languages were evolved for communication. However, people did not know the art of writing. Hence, no written record of their life.

Discovery of Metals

Towards the end of the Stone Age (about 4000 BC), man began to use metals along with stone for making tools. Hence, the period is known as 'Chalcolithic Age (Chalco = copper, lithic = stone). Copper and later, bronze, an alloy of copper and tin, began to be used for making tools, weapons and utensils.

In South India, axes and knives made of copper and bronze have been found at many places, e.g. Brahmagiri in Mysore and Navada Toli on the Narmada river. Much later, iron was discovered and the age came to be known as the Iron Age. It marked the beginning of several early civilisations in some river valleys.



The colours used in the paintings of Neolithic Age were prepared by combining manganese, hematite, soft red stone and wooden coal. Sometimes the fat of animals and extracts of leaves were also used in the mixture.

MY DICTIONARY

bounty : a sum paid for killing or capturing

urn : a special container used specially to hold the ashes



CASE STUDY : The Northeast and the Northwest

The sites of Neolithic culture have been found in many parts of India, including the northeast and the northwest.

(i) Mehargarh and Kile Gul Muhammad along the bank of the Bolan river in the Kachchhi Plain on the Sindh-Balochistan border (now in Pakistan); (ii) Sarai Khola and Chaligai in west Punjab (now in Pakistan); (iii) Burzahom in Kashmir; (iv) Koldihava in the Belan Valley (Uttar Pradesh); (v) Sarutaru in Assam; (vi) Daoja Hading in Assam.

Mehargarh in Balochistan (now in Pakistan) was the first site to be discovered. The settlement believably dates 7000 BC. The people were quite advanced. They produced wheat, cotton, etc., and lived in mud-brick houses. Until 5000 BC, however, they did not use any pottery.

Burzahom, 16 km northwest of Srinagar (in Kashmir), also contains some of the distinguished features of the Neolithic culture, e.g. dwelling pits, a variety of stone tools, bow weapons and clay pottery. But microliths (small stone implements) did not exist. People lived on lake side pits, and lived by hunting, fishing and cultivation of wheat and barley. They used weapons made of bones, besides polished stone tools. They buried the pet dog alongside the master's grave, a practice not found elsewhere in India. The site belongs to 2500 BC.

Koldihava in the Belan Valley (Mirzapur, Uttar Pradesh) is another Neolithic site where wild and cultivated rice has been observed. The site belongs to the 6th or 5th millennia BC.

Sarutaru lies near Guwahati (Assam). A large number of Neolithic tools including polished stone axes and hoes have been discovered here and the adjoining hills of Assam and Garohills of Meghalaya.

These Neolithic people were the earliest farming communities in India.

CHALCOLITHIC SETTLEMENTS

The Chalcolithic Age (4000 BC–2000 BC), which succeeded the Neolithic Age, refers to the period when man began to use copper along with tiny stone implements. The name itself suggests the use of copper (Chalco) along with stone (lithic). The archaeologists have identified the following Chalcolithic sites in India :

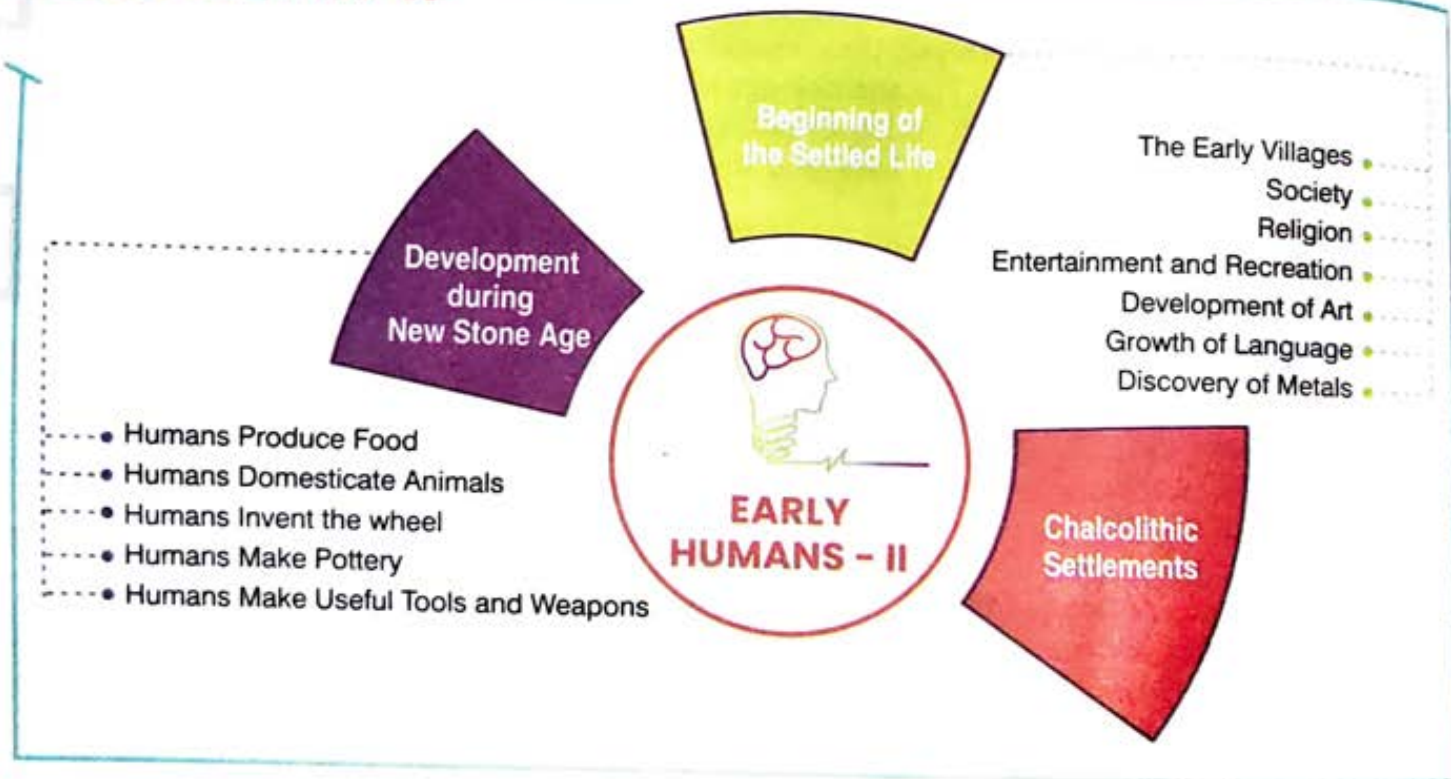
- (i) 'Ahar' (near Udaipur) and Gilund in south eastern Rajasthan.
- (ii) Kayath, Eran, Naradi, Navadatoli, etc. in Mālwa (Madhya Pradesh).
- (iii) Nasik, Jorwe, Nevasa, Daimabad, Chandoli, Sonegaon and Inamgaon in Maharashtra.
- (iv) Kaushambi (UP), Brahmagiri, Maski, Piklihal, Utnur, Sanganakallu, Payampali, Hemmige, Nagarjunakonda, Kodaikal, etc. in the Raichur Doab (between Krishna and Tungabhadra rivers in Karnataka and Andhra Pradesh).
- (v) Arikamedu in Tamil Nadu.

CASE STUDY : Northwest

Ahar in the south-eastern Rajasthan offers the best example of a Chalcolithic settlement. This culture is known as Ahar culture also. The mound of Ahar measures 1500×800 feet. Ordinary houses were made of mud and stone. Walls were made of bamboo or stone blocks, while roofs were slanting. Floors were made of black and yellow mud, covered with the riverine gravel. No peculiar housing plan is available though, one of the houses was nearly 33 feet long. It was divided by a mud wall into two

halves. Some houses have cooking 'tandurs' which are prevalent even today. Microliths were used on a limited scale. Copper was widely used. The Ahar people used to collect copper from mines and smelted it at the house only. They sold copper implements to Madhya Pradesh and Deccan. Among copper objects, rings, bangles, lead-needles, knives, blades and celts have been found. Seals, beads and images made of mud have also been discovered. Rice and barley were also cultivated. Animal bones of fishes, turtles, cocks, cows, buffaloes, goats, sheep, deer and pigs have been discovered. According to radiocarbon dating, the culture began around 2000 BC. Rajasthan used to be the most important centre of copper smelting at that time. Copper is still available in the Khetri mines. One of the most distinctive feature of the Ahar people was their black and red ware decorated with white designs. They also made tools of copper. They had trade relation with their neighbouring communities of Malwa and Gujarat. The Chalcolithic people worshipped Mother Goddess. However, the bull cult was predominant among the Ahar people.

MIND MAP



EXERCISE



I. Tick (✓) the correct answer.

1. Fire was discovered :

- (a) about 10000 BC (b) about 8000 BC (c) about 4000 BC (d) about 5000 BC

(MCQs)

2. Agriculture began :
 (a) around 10000 BC (b) around 8000 BC (c) around 4500 BC (d) around 3500 BC
3. The first animal to be domesticated was :
 (a) dog (b) horse (c) cow/ox (d) elephant

II. Fill in the blanks.

- Bronze is an alloy of and
- paved the way for settled life.
- The invention of was a major achievement of man in his march towards civilisation.
- The invention of potter's wheel facilitated the making of

III. Write 'True' or 'False'.

- Domestication of plants and animals began in the Palaeolithic ge.
- Copper was mixed with tin or zinc to produce bronze.
- Sheep was the faithful animal of the Neolithic man.

IV. Answer the following questions briefly.

- What paved the way for man's settled life?
- Which animals were domesticated by Neolithic man?
- What is meant by Chalcolithic Age?
- Which two discoveries brought a revolution in the early man's life?

V. Answer the following questions in detail.

- How did man's life change with the beginning of agriculture?
- List the discoveries of the New Stone Age. How did these discoveries help the early man to lead a settled life?
- Describe how the Stone Age man turned from 'food gatherer' to 'food producer'?
- In what ways did the domestication of animals prove helpful to early man?



Skills Enrichment Zone

PICTURE STUDY



- The wheel is one of the greatest inventions of early humans. Look at the picture and write a few lines on the early wheel and how it is used today.

HD Observation



PROJECT



- Collect cuttings from newspapers and magazines on the discoveries of pre-historic man and paste them in your scrapbook.

21st CS Information

Out of the Box !

21st CS Critical Thinking

- How do you think the Neolithic man spent his day? How was work divided between the men and women?





4.

HARAPPAN CIVILISATION: THE RISE OF URBANISM



PRIOR KNOWLEDGE

- Early humans gradually evolved from being hunter-gatherers to food producer.
- They started settled life.

LEARNING OBJECTIVES

- The Indus Valley Civilisation or the Harappan Culture
- The Environment of the Indus Valley Civilisation
- Sources of the Indus Valley Civilisation
- Main Features of the Indus Valley Civilisation
- Art, Craft and Architecture
- Social and Economic Life of Indus Valley People
- Contributions of the Indus Valley Civilisation

GET GOING

When you think of the ancient cities, what image comes to your mind? How different do you think they would have been from our modern cities? Share your views in the classroom on the basis of your imagination.



Urbanism is a concept, mostly used by sociologists as the process by which a section of population adopts an urban way of life while residing in a rural area. Urbanisation means a process of transformation from rural to urban. It is a socio-economic process by which an increasing proportion of an area becomes concentrated into towns and cities.

From about 5000 BC, increasing numbers of settlements began to appear throughout the Indo-Iranian borderlands. These were village communities of settled agriculturists who cultivated wheat, barley and other crops and in raised cattle, sheep and goats. They used stone, copper and bronze and high quality painted pottery.

Toward the middle of the fourth millennium BC agricultural settlements began to spread more widely in the Indus Valley itself. Around 2600 BC, the full urban society emerged at Harappa and other sites. For this reason, this stage has been named the Early Harappan or Early Indus culture.

As man settled down in small villages, he evolved new occupations like pottery, carpentry, smithy, weaving, etc. It led to the emergence of a number of communities of craftsmen. The surplus produced by farmers and craftsmen was exchanged through a barter system. As trade developed, people started



to move from one place to another. Small villages turned bigger and big villages developed into towns. Craftsmen and traders from neighbouring areas assembled there for trade and these towns became prominent cities. Language, script, social organisation, government, etc., also developed. The early civilisations of Egypt, Mesopotamia, Indus Valley and Hwang Ho Valley grew along the rivers, because the rivers provided an **abundant** supply of water to support a large population and irrigate the fields. Besides, rivers provided cheap means of transport. These river valley civilisations gave the first scripts, calendars, numerals and codes of law to the world.

Thought Shot

HD Curiosity

What do you think the early civilisations flourished on the river banks?

THE INDUS VALLEY CIVILISATION OR THE HARAPPAN CULTURE

Till the beginning of the twentieth century, historians were unaware of an ancient civilisation that flourished in northwestern India about 4500 years ago. The Archaeological Department, Western Circle discovered in 1921 the site of Harappa on the bank of the Ravi in Montgomery district of west Punjab (now in Pakistan). In 1922, another city in ruins, *i.e.* Mohen-jo-Daro was unearthed in the Larkana district of Sind Province (now in Pakistan).

Several excavations were then made along the Indus river and its tributaries and brought to light many more sites. The **relics** of the Harappan culture were discovered at various places, viz. Rupar on the river Satluj in Punjab, Kalibangan in Rajasthan, Lothal, Rangpur and Rojadi in Gujarat, Amri and Chanhu-Daro in Sind, Banawali in Haryana, Alamgirpur in western Uttar Pradesh, etc. A couple of years ago, two Harappan sites were unearthed at Daksha Khera and Bedua villages in Rohtak district, Haryana.

Harappa is a city in Punjab, Northeast Pakistan. The city existed from about 3300 BC until 1600 BC. The town was believed to have as many as 40,000 residents.



The extent of Harappan culture in India

THE ENVIRONMENT OF THE INDUS VALLEY CIVILISATION

The present climate of the Indus Valley region is hot and dry. But in ancient times, the region had moist and humid climate, dense forests and a rich wildlife. Annual flooding of the Indus provided rich and fertile lands for growing various crops.

MY DICTIONARY

abundant : available in large quantities

relics : an object, tradition, etc. from the past that still survives today


SOURCES OF THE INDUS VALLEY CIVILISATION

Our knowledge about the Harappan culture mainly depends upon the archaeological evidences found at various sites in the Indus Valley, Gangetic basin and Gujarat. As the Indus script has not been deciphered so far, there are no literary sources. Ruins of ancient cities, buildings, pottery, seals, toys, ornaments, tools and weapons, etc. throw a great deal of light on the Harappan culture.

Mohen-jo-Daro was a city located some 80 km southwest of modern Sukkur, Sindh, Pakistan and is a UNESCO World Heritage Site. "Mohen-jo-Daro" in Sindhi stands for "Mound of the Dead".

Try It!

Make a list of ten important Harappan cities and identify the state and country of each site.

28 CS Information 

MAIN FEATURES OF THE INDUS VALLEY CIVILISATION

The Indus Valley Civilisation was an advanced civilisation. The people led a luxurious urban life. Some of the distinct features of this civilisation are given below :

Town Planning : The Indus Valley people had a remarkable skill in town planning. They lived in well planned towns. The city was divided into two main parts— the citadel and the lower town.

The citadel or the 'acropolis' : This was the raised part of the city and looked like a fort. It was perhaps the administrative block inhabited by the ruling class (priests and wealthy merchants). Massive and high walls protected the citadel from recurring floods of the Indus river. The citadel enclosed important buildings like the Great Bath, the Granary and the Assembly or Town Hall.

The lower town : The lower town was inhabited by the common men, (petty merchants and craftsmen). It was divided into rectangular blocks by wide streets and lanes cutting each other at right angles and forming a grid. The roads were provided with lamp posts, meant for lighting them. The streets were paved with fire baked bricks. They were kept clean. Factories and bakeries were not permitted to be built within the limits of the town to avoid pollution.

Well Planned Drainage System : The Indus Valley people had great concern for sanitation. They built an underground drainage system. The main drain was lined with bricks. The sullage water was discharged through well covered street drains. Manholes were provided for periodic cleaning.

Majestic Buildings : The cities of the Indus Valley had majestic public buildings, places of worship, granaries, etc. The citadel had the following main buildings :

The granary : It was the largest building in the citadel at Mohen-jo-Daro. This rectangular building stood close to the river to facilitate easy transport of grains. It measures 45.7 metres in length and 15.2 metres in width. Harappa had six granaries. To the south of the granaries, there existed brick platform, meant for threshing grain and barracks for labourers. These huge granaries were meant for storing surplus grains.

The town hall : It was an imposing structure measuring 69 metres in length and 23.4 metres in width. It was a high pillared hall. Its walls were 1.5 metres thick. This building might have been used either as administrative block, an assembly hall, a prayer hall or for cultural purposes.



Drainage system

The Great Bath : At Mohen-jo-Daro, it was a rectangular tank which resembles the tanks of south Indian temples. It measured about 12 metres × 7 metres and was 2.4 metres deep. The Bath had two flights of steps on either sides, made of baked bricks and bitumen. It was cleaned periodically. There were small rooms around the Bath which were used as changing rooms. The Great Bath was used for ritual bathing during religious ceremonies.



The Great bath

Houses : The dwelling houses had one or two storeys. Brick, wood and stone were used for making buildings. Every house had two or more living rooms, a bathroom, a kitchen and a courtyard. Every house had its own well.

Thought Shot



How the properly planned and structured dwellings of Harappan Civilisation were different from the Early humans?

ART, CRAFT AND ARCHITECTURE

Pottery : The Indus Valley people excelled in the art of pottery. They made glazed and colourful clay pottery.

Painting : The Indus Valley people painted **exquisite** designs on earthen wares. They drew the figures of birds, animals and human beings and geometrical designs.



The painted pottery

Art of carving : The Indus Valley people engraved animal figures on numerous seals. Most of the seals had carved pictures of the **humped** bull, buffalo, tiger, rhinoceros, goat and elephant. Several female deity and male gods were also engraved on the seals.

Metal casting : Metal smithy was also prominent art as well as craft. They made bronze tools and weapons. Statuette of a dancing girl in bronze found in Mohen-jo-Daro reveals their mastery in bronze casting.



Bronze dancing girl



Terracotta figurines

Sculpture : The Indus Valley people made 'terracotta' (burnt clay) toys, figures of animals and figurines. The statue of the shawl-clad Yogi (found in Mohen-jo-Daro) reveals the artistic skills of the Indus Valley craftsmen.

Seal making : A large number of over 2000 seals circular and cylindrical in shape have been discovered. Human and animal figures are depicted on the seals. These seals were used by different guilds or merchants and traders for stamping purposes. They give us information about the artistic skill, religious beliefs, dresses, ornaments, trade contacts, commercial relations and the script of the Indus Valley people. The seal of a deity sitting in a Yogi posture and surrounded by animals has been identified with God Pashupati, i.e. Shiva.



Seals of the Indus Valley

MY DICTIONARY

exquisite : extremely beautiful and pleasing

hump : a large round lump, on the back on the of an animal

SOCIAL AND ECONOMIC LIFE OF INDUS VALLEY PEOPLE

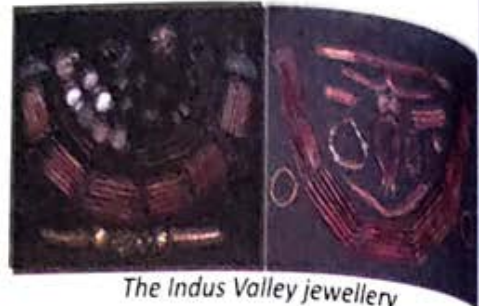
The ruins of Harappa and Mohen-jodaro throw a good deal of light on the socio-economic life of the Indus Valley people. There was a big improvement in their food habits, dress style and amusements. The political and social organisation of society became more definite. Many of our religious practices had their beginnings in this period.

Food

Wheat and barley was the staple food of the people. They consumed milk, meat, fish, fruits and dates.

Dress and Ornaments

The discovery of a large number of spindles indicates that cotton and woollen thread were used to weave cloth. *Dhoti* and *shawl* were worn by men and women alike. Ornaments were worn by rich and poor alike. Women wore necklaces, bangles, bracelets, earrings and waist bands made of silver, bone, stone, ivory and shells. Women combed their hair in various styles. Men too adorned themselves with ornaments like earrings and armlets.



The Indus Valley jewellery

Occupations

Agriculture was the main occupation of the Indus Valley people. They irrigated their lands with flood waters. Villages were generally located near the flood plains. Their fields were situated close to the river banks where flood waters could easily reach. They built dams, embankments and channels to control the flood waters. They grew wheat, barley, mustard, sesamum, cotton, millets, vegetables, etc. They were the earliest people to grow cotton. Pottery, smithy, spinning and weaving were other occupations. The jewellers produced exquisite jewellery of metals, shells, bones, etc.

Trade and Commerce

Trade, both internal and external was flourishing. Several Mesopotamian seals have been found at various sites of the Indus Valley. Indus Valley seals have been found in Mesopotamia, indicating that foreign trade across the seas existed. The remains of a dockyard at Lothal in Gujarat confirm the maritime activities for trade and commerce. Mesopotamian records also mention 'Meluha', a term that they used for the Indus Valley seaports. The Indus Valley people had trade relations with southern India, central Asia and some western countries. They traded with Balochistan, Persia and Sumeria (Mesopotamia). The main items of trade were tin, copper, gold, timber, silver and precious stones. Goods were generally transported on bullock-carts and by boat.

Pastimes and Amusements

The Indus Valley people were fond of indoor games like 'dice' and 'marbles'. They took interest in music and dance too. They made terracotta toys for the amusement of children.

Religion

Our knowledge of the religious beliefs of the Indus Valley people has been derived mainly from the seals, figurines and the Great Bath. The sacred 'Pipal tree' was used as a religious symbol in those times. The three headed figure of a male god and that of a male god in a Yogic posture surrounded by animals have been considered to be forerunners of Shiva or Pashupati. These people worshipped



Shiva in the form of Linga also. They also worshipped mother goddess who represented fertility. However, no temple structures have been discovered from the ruins. The Indus Valley people believed in life after death. They buried their dead along with food, ornaments and articles of personal use. Some of them practised 'urn burials'. The dead were disposed by cremation as well.

Social Organisation

There were three distinct social groups :

- (i) The ruling class lived in the citadel and comprised wealthy merchants and the high priests.
- (ii) The second group consisted of petty merchants, artisans and craftsmen.
- (iii) The third group consisted of labourers who lived in the small huts and barracks in the outer limits of the city. The farmers lived in the villages around the cities.

Political Organisation

There are no evidences of one single ruler or king. The city was probably administered by a group of wealthy merchants and priests. There definitely existed some kind of municipal organisation which took care of sanitation, regulated trade, collected taxes and maintained law and order in the city. Thus, a priestly oligarchy controlled the economy and civil government.

Decline of the Indus Valley Civilisation

The Indus Valley Civilisation flourished for about a thousand years. The cities did not change during this long period. The city of Mohen-jo-Daro, however, was destroyed over and over again and was rebuilt at the same site nine times. The great civilisation disappeared by about 1500 BC when the Aryans began to arrive in India.

The exact causes of the decline of the Indus Valley Civilisation are not known. The following reasons have been suggested by various historians :

- (i) It might have been destroyed by regular floods.
- (ii) An epidemic might have killed the people.
- (iii) Due to deforestation on a large scale, the climate began to change and the region became dry like a desert.
- (iv) The earthquakes might have rocked the entire region resulting in the total destruction of the civilisation.
- (v) The Aryans invaded their cities and destroyed them.

CONTRIBUTIONS OF THE INDUS VALLEY CIVILISATION

The Indus Valley people were peace loving people. They enjoyed beauties of nature and comforts of life. They made remarkable contributions to the world enumerated below :

- (i) The Indus Valley people gave to the world its first urban civilisation.
- (ii) Its town planning was superb and unsurpassed.
- (iii) Its drainage system and engineering works were also exemplary and perhaps the first of their kind.
- (iv) The art of pottery was excellent.
- (v) They invented the device of cart to harness the animal power for the benefit of man.

Thought Shot

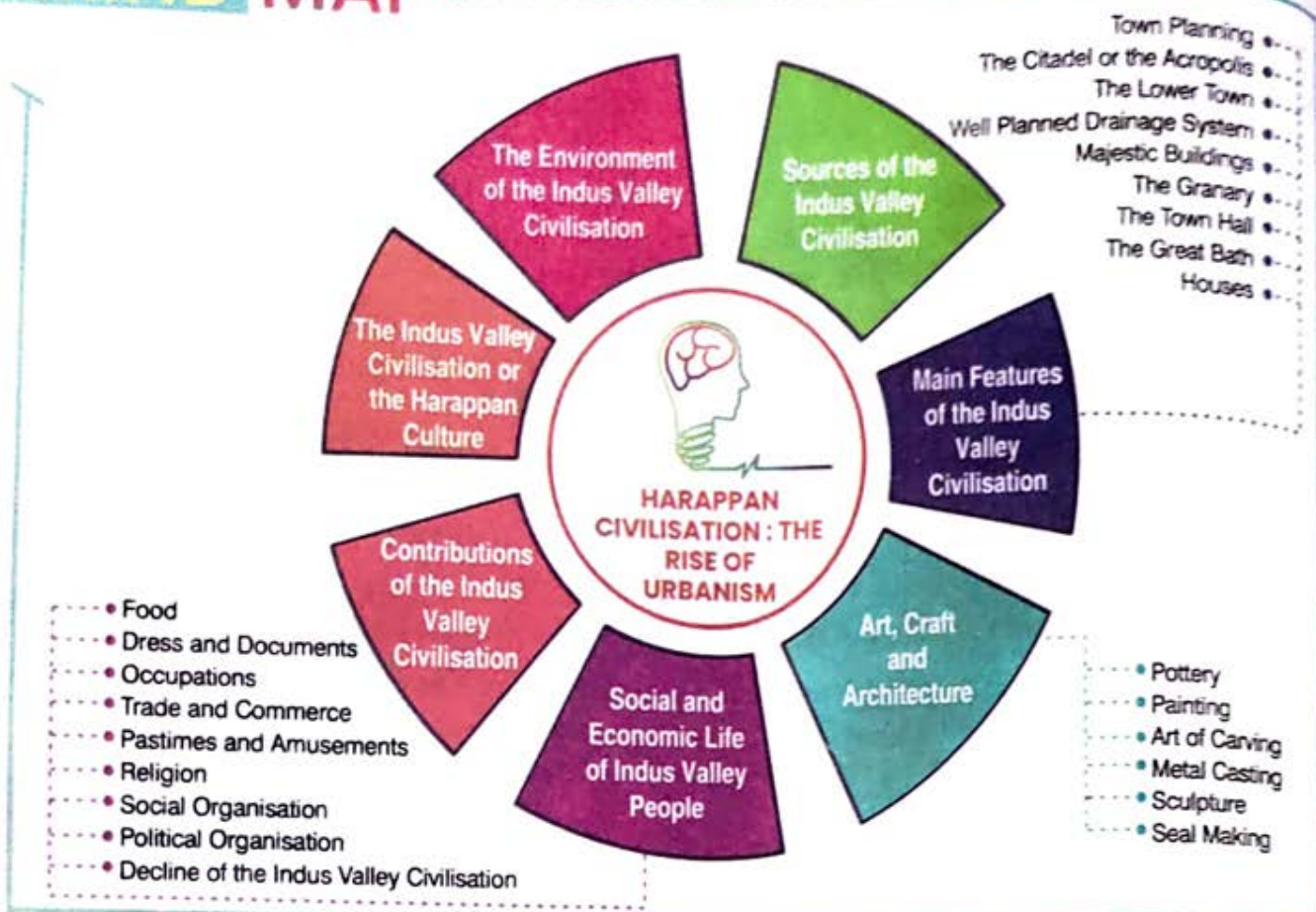


Curiosity

Which things have helped archaeologists to know about the artistic skills, trade contacts, dress ornaments, religious beliefs and the script of Harappan people and why?



MIND MAP



EXERCISE



I. Tick (✓) the correct answer.

(MCQs)

- The Harappans had no knowledge of :

(a) elephant	<input type="checkbox"/>	(b) ox	<input type="checkbox"/>	(c) horse	<input type="checkbox"/>	(d) lion	<input type="checkbox"/>
--------------	--------------------------	--------	--------------------------	-----------	--------------------------	----------	--------------------------
- The first site of the Indus Valley Civilisation to be discovered was :

(a) Mohen-jo-Daro	<input type="checkbox"/>	(b) Harappa	<input type="checkbox"/>	(c) Lothal	<input type="checkbox"/>	(d) Rupar	<input type="checkbox"/>
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- In Mohen-jo-Daro, the largest building is the :

(a) granary	<input type="checkbox"/>	(b) great bath	<input type="checkbox"/>	(c) lower town	<input type="checkbox"/>	(d) none of these	<input type="checkbox"/>
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- The Indus Valley seals have been found in :

(a) China	<input type="checkbox"/>	(b) Mesopotamia	<input type="checkbox"/>	(c) Rome	<input type="checkbox"/>	(d) Greece	<input type="checkbox"/>
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II. Fill in the blanks.

- The city of Harappa was situated on the bank of the Ravi in district of west Punjab.
- The city of Mohen-jo-Daro was excavated in



- The Harappan people had trade relations with
- The people of Indus Valley worshipped Lord
- The Indus Valley Civilisation was an civilization.

III. Write 'True' or 'False'.

- Harappan script has been deciphered.
- The famous statue of Yogi has been identified with Shiva.
- The Indus Valley people worshipped Shiva-Pashupati.
- A dockyard was discovered at Lothal.
- Seals were mainly used for trading.

IV. Answer the following questions briefly.

- Where did the Harappan civilisation develop?
- Name some of the important buildings of the Harappan civilisation.
- Why is the Indus Valley Civilisation also called the Harappan culture?
- Name any five cities of the Indus Valley Civilisation.
- Who brought the cities of Harappa and Mohen-jo-Daro to light?

V. Answer the following questions in detail.

- Write a brief note on the town planning of the Indus Valley people.
- Describe the drainage system of Mohen-jo-Daro.
- What were the chief occupations of the Indus Valley people?
- What is the importance of the seals?
- What were the causes of the decay of the Indus Valley Civilisation?
- The Harappans can be called great architects and engineers. Do you agree? Give reasons in support of your argument.

Skills Enrichment Zone

FUN ACTIVITY



AI

Art Integration

- Make the clay models of animals, toys and articles used by Harappan people and display them in your class.

MAP WORK



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Information



- On an outline map of India, mark the area (extent) and main centres of the Indus Valley Civilisation.

PROJECT



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Information



- Collect photograph related to Indus Valley Civilisation and paste them in your scrapbook.

Out of the Box !

21st
CS

Critical Thinking



- How do you think the deciphering of the Indus valley script would be beneficial?



5. THE AGE OF THE VEDAS

PRIOR KNOWLEDGE

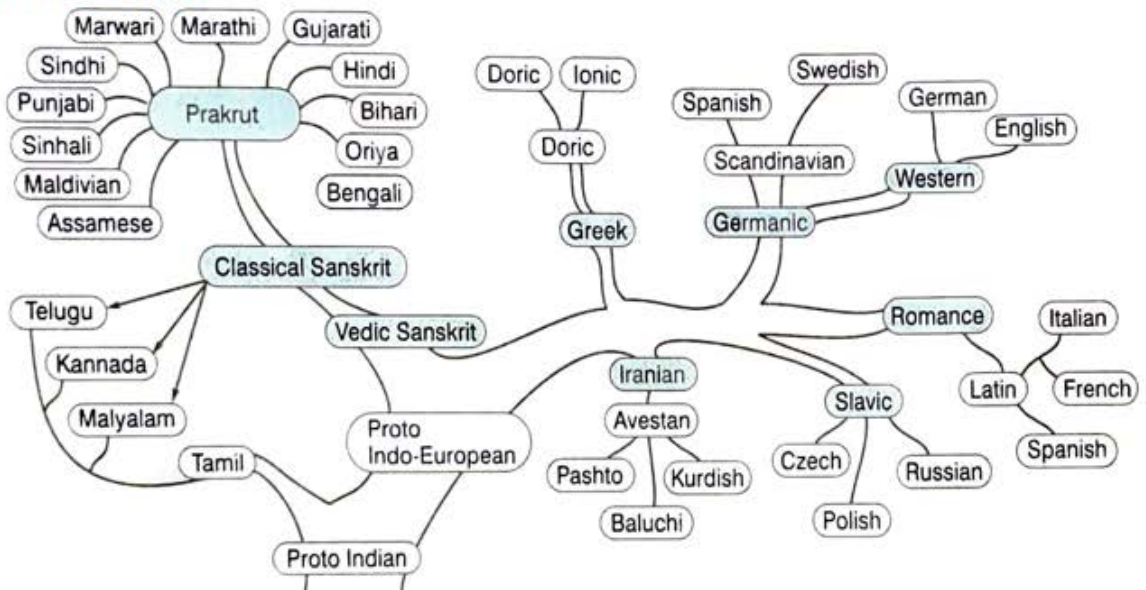
- Until the discovery of the Indus Valley Civilisation in 1921-22, the Vedic period was considered to be the beginning of Indian history and civilisation.

LEARNING OBJECTIVES

- The Vedic Age
- The Vedic Literature
- The Early Vedic Period (1500 BC-1000 BC)
- Later Vedic Period (1000 BC-600 BC)

GET GOING

It is said that Sanskrit is the mother of most languages dialects. English, too, finds its origin in Sanskrit.



This language tree will help you observe how the different languages of the world are connected to each other, and where is Sanskrit positioned among them.

Read the words given below. Can you guess which English words are derived from these Sanskrit words?

Matr : Mother

Bhratr :

Tri:

Manu:

Ashtra:

* The languages given in coloured screens are bigger linguistic groups, containing many other languages/dialects.



Surprisingly, our past was revealed to us by a few European scholars like **William Jones** and **Max Mueller**, who were greatly influenced by the richness of Sanskrit language and literature. These scholars found many common words of Sanskrit and European languages and concluded that in the past, Indian and Europeans shared a common homeland, probably in Central Asia. They were called **Aryans**.

According to some historians, one group of Aryans migrated to Europe and the other one called the **Indo-Aryan** moved eastward into Iran and India during the late third and second millennia BC. The Indo-Aryans were a pastoral (cattle breeding) people. They were militarily superior to the original inhabitants of India. They entered India through passes in the north-western mountain ranges. They came to India over a long period of time, culturally interacted with the native people and settled here permanently. They are the Aryans as described in the Rigveda.

THE VEDIC AGE

The Vedic Age is an important period in the history of India, because there was a gradual transformation in the pastoral nomadic life of the Aryans who eventually became land **tillers**. The age that began around 2000 BC was a marked development in political systems, religion and society. It is called the Vedic Age, because much of the knowledge about this period is derived from the Vedas which were composed during this period.

The Aryans occupied northern India through a gradual process covering many centuries. Initially, they settled in the region called the **Sapta-sindhu** (the land of seven rivers—the Indus, the Ravi, the Beas, the Chenab, the Jhelum, the Satluj and the Saraswati, the lost river). They named this region as 'Brahmavarta'. This period is known as the **Early Vedic Period** or the **Rigvedic Period**, because the Rigveda, the first of the four Vedas, was composed.

THE VEDIC LITERATURE

Our knowledge of the early Aryans is based on their religious literature called the Vedic literature. The early Vedic literature consists of the Vedas, the Brahmins, the Aranyakas and the Upanishadas. The word 'Veda' means knowledge. The Vedas are considered the oldest literature in the world. There are four Vedas—the *Rigveda*, the *Samaveda*, the *Yajurveda* and the *Atharvaveda*. These Vedas were composed verbally and passed from generation to generation, orally.

They are also called 'Shruti', which are believed to have been revealed to the ancient 'Rishis' by God Himself. The **Brahmins** are explanatory notes on the *Vedic Mantras*. The **Aranyakas**, composed in forests, deal with the philosophy of life and creation. The **Upanishadas** are the concluding parts of the Brahmins and form the source of Indian philosophy.

The Vedic literature is a great source of information about the customs, beliefs and life of the Aryans.



Rigveda is the oldest Veda. It contains 1028 hymns in praises of nature. It gives the information about the life of people who lived in period 1500 BC-1000 BC.

Samaveda known as 'book of music' have the records of music and indicate the way of chanting the hymns. Yajurveda known as 'book of sacrifice' contains hymns, describing sacrifices and rituals to be performed while chanting.

Atharvaveda known as 'book of magic' contains hymns whose chanting can cure diseases and dispel dangers.

MY DICTIONARY

tillers : an implement or machine for breaking up soil



Try It!

Have you ever read the Vedas? Find out the most popular verses from the Rig Veda. Write them down and also find out their translation.

THE EARLY VEDIC PERIOD (1500 BC- 1000 BC)**The Home of the Aryans**

The earliest settlements of the Aryans in India were set up in valleys of the Sindhu, Saraswati and Drishadvati. They were mainly confined to the present day Punjab. Their outer settlements reached further eastward, to the banks of the Ganga and the Yamuna. Some Aryan tribes still lived on the western side of the Sindhu, on the banks of the Kabul, the Swat, the Kurram and the Gomul rivers. The Aryans gave up their nomadic habit and started living in permanent houses which were made of wood and bamboo. They developed a healthy family life, the prototype of what we see around us today.

Political Organisation

The Aryans lived in several tribal groups called 'Janas'. In the Rigvedic period, they were divided into five tribes called the 'Panchajanas'. A group of families formed a clan or 'Vish'. Several 'Vish' formed a 'Jana'. The 'Grama' was the smallest unit of the Jana. The 'Gramini' was the head of the village. The tribes were cattle breeders. There were frequent wars over the possession of cattle and the grasslands. The tribal chief was called the 'Rajan' (the king). He was responsible for maintaining law and order and to lead his tribe to victory. He received a 'balli' (voluntary donation) from the people in return for his services. His position was hereditary, but his powers were not absolute.

The Rajan (king) was assisted by a number of officers in the administration of the Jana. The 'Purohita' (Priest) performed religious ceremonies for the Rajan. The 'Senani' was the commander of the army.

The king frequently discussed the problems of the Jana with the entire tribe. The council of the tribe was called the 'Sabha'. He also took the advice of the 'Samiti' which consisted of prominent members of the tribe. The Sabha and the Samiti exercised control on the autocratic powers of the king.

Social Life of the Aryans

The foundation of the social life of the Aryans was the patriarchal joint family. The family or the 'Kulapa' was headed by the seniormost male member called the 'Kulapa'. Women enjoyed a respectable position in the society. They were free to choose their husbands through 'Swayamvara'. Women like Ghosha, Apala, Viswarara, etc., are renowned for their wisdom.

The Varna system : The 'Dasas' or 'Dasyus' were the original dark skinned inhabitants of India. The first division of society based on 'Varna' (colour) was between the fair skinned Aryans and the dark skinned Dasas or Dasyus. The Dasas were generally treated as inferior and had to perform menial jobs. In the course of time, the word Dasa came to be used for slaves. The word 'Arya' meant any person who was noble and respected. The Varna later meant caste and social divisions were made on the basis of the work done. The 'Brahmans' or the priests looked after spiritual or religious matters. The 'Kshatriyas' or the warriors protected the tribe. The 'Vaishyas' or the rest of the 'Vish' were mainly the cultivators and craftsmen. The 'Shudras' comprised the Dasas.



Religion : The Aryans were great worshippers of nature. They worshipped the forces of nature, e.g. 'Prithvi' (Earth), 'Agni' (fire), 'Vayu' (wind), 'Indra' (rain), 'Surya' (sun), 'Varun' (water), 'Akash' (sky) and 'Vriksh' (trees) such a *pipal*. They did not worship idols. There were no rituals or sacrifices. They simply performed 'Yajnas' and chanted hymns in praise of their gods and sought their blessings.

Food : Both animal and vegetable foods were taken by the Aryans. The animal food consisted of fish, birds, goats, hens, horses, buffaloes and even bulls. The vegetable food consisted of wheat, barley, rice, vegetables, fruits, meat, honey, mild butter, ghee, etc. 'Soma' and 'Sura' were their popular drinks, used mostly on religious occasions.

Dress : The Aryans wore one lower and one upper garment made of wool and skin and a turban on head. They were fond of ornaments made of gold, silver and precious stones. The men kept beard and moustache but sometimes, they also shaved them.

Amusements : Music, dancing, hunting, horse and chariot racing and gambling were the favourite pastimes of the Aryans. They had a great fascination for gambling with dice.

Economic Life (Occupation) of Aryans

Agriculture was the chief occupation of the Aryans. They ploughed the field by means of a pair of oxen bound to the yoke and irrigated their fields. Cows and bullocks still formed their chief wealth. Much attention was devoted to cattle rearing.

Other occupations included cloth weaving, carpentry, blacksmithy, goldsmithy, leather work, etc. Trade and maritime activities were also prevalent. Navigation was carried out into the open sea. There was commercial intercourse with Babylon and other countries of Western Asia.

Villages used to be self-sufficient economic units. They exchanged articles on the barter basis. The cow was regarded as the standard value. A sort of coin, called the '**Nishka**' was also prevalent in those days.

Expansion of the Aryans

From the Sapta-Sindhu region, the Aryans gradually expanded towards the east and the south. They occupied whole of Northern India from the Himalaya to the Vindhya, and named it 'Aryavarta', i.e. the land of the Aryans. The spread of the Aryans over the whole of India was completed before 400 BC; through military conquest and missionary propaganda. The earlier inhabitants were either pushed back or resigned themselves to the fate of the *Sudras*. For a long time, the Vindhya range marked the southern limit of the Aryan settlements. Some historians have named this age as the Epic Age, as the two great epics—the *Ramayana* and the *Mahabharata* were composed during this period.

Try It!

Imagine that you are a member of one of the first Aryan families to have reached the Indian subcontinent. Write a brief account of what prompted your family to leave your ancestral home in central Asia, and what type of problems and challenges you faced while setting down in the 'Land of the Seven Rivers.'



Information



LATER VEDIC PERIOD (1000 BC-600 BC)

During the Later Vedic Age, the Aryans were known to have occupied the Gangetic plains. This period dates between 1000-600 BCE. Moving along the banks of the Yamuna river, the Aryans reached Kurukshetra and Hastinapur, and further settled along the Northern Gangetic plain.



of their choice. Women of the upper classes even received education, but, in general, they were considered to be inferior to men.

Ashrama system : According to *Dharmashastras*, the average span of life of man was considered to be hundred years. It was divided into four 'Ashramas' or stages of 25 years each, i.e. 'Brahmacharya', 'Grihastha', 'Vanaprastha' and 'Samnyasa'.

Religion : The Early Vedic gods, e.g. *Indra*, *Varun* and *Agni* began to lose importance and were now replaced by Prajapati (Brahma—the Creator), (Vishnu—the Preserver) and (Shiva—the Destroyer). Hinduism, as it exists today, began to take shape in the Later Vedic period.

Now worship was accompanied by sacrifices. Emphasis was laid on the chanting of *Mantras* and performance of the various intricate rituals. The Brahmins performed these rituals and sacrifices. The Later Vedic people believed in 'Karma', 'Moksha' was necessary to relieve man from the agony of rebirth and it could be attained by performing various sacrificial rites.

Education : The education system was formalised in this period. The king's sons were sent to the 'Gurukulas' where they received education with other students belonging to the ordinary families. Most of the teaching was oral. Mathematics, 'ganita' included Arithmetic (*anka ganita*), Geometry (*rekha ganita*) and Algebra (*bija ganita*). Subjects like archery and the science of warfare were also taught. Women too had access to knowledge. Gargi excelled herself as a great scholar.

Thought Shot

IE

Indian Ethos

Why do you think the Vedic Age gurus took guru dakshina as their fees and not money?

Economic life of the people : Agriculture was the chief means of livelihood. During this period, agriculture was improved due to artificial methods of irrigation, improved iron-ploughs and the use of cowdung as manure.

The Aryans attached great importance to cattle rearing. Among all animals, cow was given the most sacred and important place. It was called *Aghnya* and was not to be killed or injured.

Trade was another important occupation of the people. The merchants now organised themselves into guilds. Coins in the form of 'Nishka', 'Satmana' and 'Krishmana' also came into existence.

Crafts like weaving, leather work, pottery, smithy, smelting, carpentry, jewellery making, etc. were further developed and improved. The distinctive pottery of this period is known as 'painted grey ware'. Lead, tin, silver, gold, copper and iron were used in making ornaments, vessels, implements, etc. There was a large number of other occupations like making of jewellery, dyes, chariots, bows and arrows and smelting. The 'srenis' (guilds) of craftsmen also emerged. The heads of these guilds were called 'shresthis'. Metals like copper (*lohita ayas*) and iron (*syam ayas*) also became prevalent.

Impact of Aryan Culture

Our main source of information on the Vedic period is primarily the religious literature of the Aryans.

- (i) The Aryans gave to India the Sanskrit language which has been a unifying force in the subcontinent for many centuries. It also served as a mother language for many vernacular and regional languages of India.
- (ii) They cleared the jungles and formed a strong agrarian base for the Indian economy.
- (iii) They produced a rich literature.
- (iv) They gave to us the philosophy which provides the foundation of the present day Hindu religion.



6. THE EARLY KINGDOMS

PRIOR KNOWLEDGE

- ⊙ In earlier days, rajan was chosen by the people (jana)
- ⊙ The king the supreme ruler of his kingdom and commander of his army.

LEARNING OBJECTIVES

- ⊙ Janapadas
- ⊙ Mahajanapadas

GET GOING

We live in a democratic republic in the present times, but India was once ruled by kings. Imagine that in our present time, we are being ruled by a king. How different do you think our lives would have been?

About 2,500 years ago, big kingdoms developed in the Ganga Valley. Each had a well defined territory and government. Some of these kingdoms later grew into powerful empires. The later Vedic, Buddhist and Jain literature are our chief sources of information about this period. Besides this, archaeological sources from excavations carried out at ancient sites like Pataliputra, Kashi, etc., also provide some information about this period.

JANAPADAS

The end of the Vedic Age is highlighted by many socio-economic and political changes in northern India. The Aryans had extended their habitation from Punjab to Bihar, and made permanent settlements. The tribal structure of Vedic society was on the wane. Regionalism was growing with the increase in population. Growth in trade, use of coins and rise of cities dominated the economic life of the people of this age. Territories now came to be identified by the names of the ruling tribes or groups of tribes, e.g. Kamboj, Kuru, Panchal, etc. These territories were called 'Janapadas'.

Thought Shot

How do you elect your class monitor? Is the process similar to the manner in which rajans were chosen by janas in the Early Vedic Period. Discuss with your classmates.

21st
CS

Communication

MAHAJANAPADAS

With the passage of time, various Janapadas conquered the neighbouring territories and formed the Mahajanapadas (the larger and more powerful Janapadas). Prior to the birth of Buddha, around 600 BC, there were sixteen Mahajanapadas in northern India, viz.

MY DICTIONARY

wane : decrease in size

- Assaka in Godavari, ● Avanti in Malwa, ● Kashi in Varanasi, ● Koshala in Ayodhya, ● Kuru in Thaneshwar, ● Magadha in South Bihar, ● Malla in Gorakhpur region, ● Surasena in Mathura, ● Panchala in Uttar Pradesh, ● Vajji in North Bihar, ● Vatsa or Vamsa in Allahabad, ● Chedi in Yamuna and Narmada belt, ● Gandharva in Peshawar and Rawalpindi, ● Kamboj in Kashmir and Afghanistan, ● Anga and Vanga in East Bihar, ● Matsya in Jaipur.

While some of the above said states were monarchies, ruled by kings, other were democratic republics known as the 'Ganas'. The republics were ruled by the elected representatives of the people. All these states fought against one another. The powerful states conquered the weaker ones, as a result of which, four important kingdoms became the most powerful states : (i) Vatsa, (ii) Avanti, (iii) Koshala and (iv) Magadha.

Besides the above *Mahajanapadas* in northern India, several other states were situated, mostly in the foothills of the Himalayas. These states were republics, e.g. the Shakya with its capital at Kapilvastu, Koliya of Ramgram, Bhaga and Moriya.

System of Government in Mahajanapadas

System of Government in Mahajanapadas

Two systems of government were prevalent in those days—the monarchy or a kingship and the republic.

(i) **Monarchy or kingship** : It was hereditary. It was passed on from father to son. The king was the most important and powerful figure in the government. He was considered protector of the society and religion. The Brahman priests helped the king to frame laws and regulations to maintain social and political order. The 'Purohita', gained prominence in a monarchy. The council of ministers called 'Amatyas', helped the king in administration.

(ii) **Republics** : According to Pali literature, there were about ten republics in northern India during the times of Buddha. The republics of Kapilvastu, Vaishali, Pawa, Mallas, Kushinagar, etc., were some of them. The executive head of these republics was called the *Raja* and was chosen by the people themselves. He was



The Mahajanapadas around 600 BC



Aristotle, the ancient Greek philosopher, gave the classification of state in a scientific way. On the basis of number of rulers, he divided the states into :

- Monarchy, i.e. a rule by one man (king).
- Aristocracy or oligarchy, i.e. a rule by a few and
- Polity or democracy, i.e. a rule by many. Some historians consider democratic republics or 'Ganas' as 'Oligarchy' as these were ruled by a chosen few. In these republics, only the *Kshatriya* families owned the land and held the political power.



responsible to the people. Important matters were discussed by the Assemblies whose members were also chosen by the people. Some historians call these ancient Indian Republics, 'Oligarchies', i.e. the rule of the chosen few. Only the *Kshatriyas* were represented in the assembly.

Difference between a Kingdom and Republic

- (i) The kingdoms often had a **despotic** ruler while the republics had a democratic set up.
- (ii) The kingship was hereditary, while the head of a state in a republic was elected by the people.
- (iii) In a kingdom, the king was the law-maker. In a republic, on the other hand, it was the Sabha or the Assembly of people which framed the laws.
- (iv) In a kingdom, the king used his authority and resources for his personal ends. But in a republic, the authority was exercised for the welfare of the people.
- (v) In a republic, the people could change their ruler when they so desired. But, in a kingdom the people had no such authority.

Thought Shot

21st
CS

Critical Thinking

If you were a monarch, what are the other welfare activities that you would have carried out during the Iron Age?

CASE STUDY : Magadha (Bihar)

The Haryanka Dynasty (547 BC)

Imperialism was growing in the Age of the Janapadas. Magadha emerged as the most powerful kingdom. The first prominent king of Magadha was Bimbisara who belonged to the Haryanka dynasty. He ascended the throne in 547 BC and ruled over Magadha for 52 years. He was a contemporary of Buddha and Mahavira. He was an ambitious and **shrewd** king. He extended his territories by conquests and matrimonial alliances with Koshala, Vaishali and Madra. He conquered Anga and extended his empire to the riverine port of Champa, an important centre of trade.

Bimbisara founded a strong administrative system. There were about 80,000 villages under him and all of them were ruled by their own assemblies, headed by their '*Gramikas*'. He encouraged trade and industries. He built many roads to connect towns and villages and bridges over the rivers. In fact, Bimbisara was the first Indian king who brought a large part of India under a single political control. He built his capital at Rajgriha (near Patna). He was killed by his ambitious son Ajatshatru.

Ajatshatru ruled for about 32 years. He was an over ambitious king and, as such, did not care for relations even. He defeated Koshala, Kashi and Vaishali. He built a fort in the village of Patligrama on the confluence of the Ganga and the Son rivers. This place later developed into Pataliputra (modern Patna).

MY DICTIONARY

despotic : having unlimited power over people, and using it cruelly

shrewd : able to make good decisions

The Nanda Dynasty (361 BC)

The last ruler of the Haryanka dynasty was overthrown in 414 BC by Shishunagas, who, in turn, was overthrown by the Nandas. During the reign of the Shishunagas, the capital was shifted from Rajagriha to Pataliputra. The Nanda dynasty was established by Maha Nandin of Mahapadma Nanda was the most powerful ruler of this dynasty. He captured large areas of the Deccan and Kalinga and expanded his empire to the Kuru region. Thus, the entire Gangetic Valley came under his control. The Nandas organised a large army and an effective government. Pataliputra, their capital, soon became a famous political, economic and educational centre.

Causes of the Rise of the Magadha Empire

The Magadha Empire owes its rise and glory to several factors enumerated below :

- (i) **Ambitious rulers** : The ambitious rulers like Bimbisara, Ajatshatru and Mahapadma Nanda adopted all kinds of methods to expand their empire. They annexed neighbouring states by matrimonial alliances and by conquests.
- (ii) **Fertile and prosperous land** : The fertile Ganga plains were agriculturally prosperous. This prosperity played a vital role in providing a sound economy to the kingdom of Magadha.
- (iii) **Rich natural resources** : Magadha had vast iron ore deposits which contributed to the growth of industries and weapons for warfare.
- (iv) **Strategic situation of capital cities** : Rajagriha, the former capital of the Magadha Empire was surrounded by five hills. It was impregnable. The new capital at Pataliputra, a true 'waterfort', was situated on the confluence of the Ganga, the Gandak and the Son. It was strategically located and favoured the growth of trade.
- (v) **Growth of trade** : The Magadha rulers immensely gained from the brisk trade. Roads and rivers provided easy transport facilities for the growth of trade.

Economic Life of the People

Importance of taxes : To meet the expenses of military expansion and maintain a strong army of well-trained and salaried soldiers, taxation was introduced. Cultivators had to pay one-sixth of their produce. Similarly, artisans, craftsmen and merchants were also taxed. The revenue from taxes was used to meet military expenditure and maintenance of royal families. The surplus revenue was used for welfare measures to improve the conditions of the people. Roads, bridges and canals were also constructed.

Village organisation : Village was the smallest administrative unit. The king owned many villages. The land was tilled by hired labourers. The king often gave villages free to Brahmans. The administration of villages was done by headman who enjoyed considerable importance and access to the king. In fact, he served as a link between the king and the villagers. He assessed and collected tax from the villagers and maintained law and order.

Craft : There was specialisation in various crafts based on wood, metal, stone jewellery, etc. The craftsmen had formed 'Shrenis' (guilds).

Trade and commerce : The craftsmen sold their goods to traders. Credit transactions were common. Farm produce was also sold by traders. Money was now introduced. Silver and copper coins were easy to carry to far off places. Merchandise was taken to distant places like Taxila (Takshashila) and to the ports on the west coast like Bhrigukachcha (Broach). Trade was carried on with countries like 'Swarnabhumi' (Myanmar) and 'Baveru' (Babylon).

Rise of cities : As population grew in villages, they became larger and important centres of trade. Big villages turned into cities. Merchants and traders helped the growth of towns and cities. Kaushambi, Ayodhya, Kapilvastu, Varanasi, Vaishali, Rajagriha, Pataliputra, Champa, Tamralipti, Bhrigukachcha, Ujjain, Pratisthana, etc. were flourishing between 600 BC–300 BC, at least 60 towns and cities were existing in northern India.

Social Life of the People

Society was rigidly divided into four main castes—*Brahmans*, *Kshatriyas*, *Vaishyas* and *Shudras* which were hereditary. There were strict laws governing each of these classes and had to be strictly followed. Intercaste marriages were not allowed. The life of people was almost similar to that of the Later Vedic Age. Untouchability was prevalent.

The merchants and craftsmen adopted their hereditary profession. They formed their '*Shrenis*' which were regarded as castes. The *Brahmans* enjoyed esteem in society. The women did not enjoy their earlier status. They could not inherit property. Polygamy was prevalent in the society. Widow remarriage had become rare. Besides the four main castes, several other castes were emerging. There was no intermingling between the various classes.

Religion : People followed the Vedic religion. Religious rites had become complicated and expensive. Animal sacrifices were made essential to please the gods. The *Brahmans* performed the religious rites and, as such, assumed great prominence in the society. Many thinkers felt dissatisfied with the existing religious practices. They gave up their worldly life and meditated to seek enlightenment. It gave rise to nearly sixty-two religious sects.

VAJJI CONFEDERACY

The Vriji or Vajji formed a confederacy of eight different '*ganas*' (republics) which existed in the northern part of modern Bihar. It included Videha, Lichchavi and Jnatrika *ganas*. Mithila was the capital of Videha which became the centre of political and cultural life of northern India in the times of king Janaka. Vaishali was the capital of Lichchavi, as well as the entire Vajji confederacy. Vaishali, located in the present district of Muzaffarpur in Bihar was a prosperous city. It had many gateways, minarets, parks, sports complexes and high rising buildings. The Lichchavi as well as the Vajji confederacy was a powerful state. It existed in the times of Mahavira and Gautam Buddha also. Due to their mutual conflicts and lack of unity, the states of the Vajji could not face the rising power of the Magadha and finally Ajatshatru of the Magadha annexed Vajji in his empire.

The greatest achievement of the Lichchavi is their adherence to the republican form of government which was based on democratic principles. They had an 'assembly' for deliberations.

There was a smaller Council of Ministers to carry out administration. The *Raja* (King), *Uparaja* (Deputy king), *Senapati* (Commander) and the *Bhandarika* (Treasurer) were the members of the council. There was a special committee of members to look after the foreign affairs. Another committee of 8 members dealt with law and justice.

The Lichchavis had made great advancement in the cultural field. They were great lovers of art. They built several *Chaityas* and *Viharas* and laid beautiful gardens.



MIND MAP



Monarchy or Kingship,
Republics

System of Government
in Mahajanapadas

Difference Between a
Kingdom and Republic

EXERCISE



Tick (✓) the correct answer.

1. The small tribes of the earlier period gave way to large kingdoms called :

(a) Janapadas

(b) Mahajanapadas

(c) Republics

(d) Monarchies

2. Around 600 BC, there were :

(a) 10 Mahajanapadas

(b) 12 Mahajanapadas

(c) 4 Mahajanapadas

(d) 16 Mahajanapadas

3. Which one of the following had a republic?

(a) Kapilvastu

(b) Magadha

(c) Kamboj

(d) Kuru

4. The Haryanka dynasty arose in :

(a) Koshala

(b) Magadha

(c) Vaishali

(d) Madra

Fill in the blanks.

1. The capital of Malla Ganasangha was _____.

2. Nandas were rulers of _____.

3. The most important ruler of the Nanda dynasty was _____.

4. _____ was an important port on the west coast.

5. _____ was the capital of Lichchavis.

Write 'True' or 'False'.

1. Ajatshatru was the king of Koshala.

2. Gramini was the head of village administration.

3. Pataliputra was surrounded by a chain of hills.

4. Champa was a seaport.

Answer the following questions briefly.

1. What are sources that tell us about the early kingdoms?

2. What is a Janapada? Name any two Janapadas.



3. Name any two *Mahajanapadas*.
4. Who was the first prominent king of Magadha empire?
5. Who was the most prominent ruler of the Nanda dynasty?

V. Answer the following questions in detail.

1. Distinguish between kingdom and republic.
2. What was the social system during the *Mahajanapada* period?
3. Which factors contributed to the richness and success of Magadha?
4. What led to the growth of towns and cities during the *Mahajanapada* period?

Skills Enrichment Zone

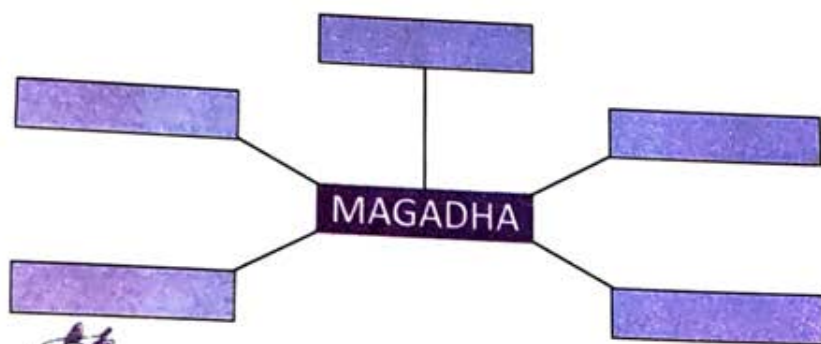
THINK SMART



HD

Problem Solving

- i. Magadha became powerful due to different reasons. Fill up the blocks with the keywords given (Choose the correct ones).
 marriage alliances, not protected from enemies, iron deposits, wars, fertile areas, use of horses, bad rulers, lot of taxes.



FUN ACTIVITY



EL

Experiential Learning

- ii. In your classroom, choose one student as a king, one as his tax collector and form various groups for farmers, traders, herders, etc. Now perform a role to have a clear understanding of the taxation system emerged in the *Mahajanapadas* of India.

MAP WORK



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Information

- iii. 1. On the map of India, locate the sixteen *Mahajanapadas* and their capital cities.
2. On the map of India, locate the important cities of this period (600–100 BC).

Out of the Box !



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Critical Thinking

- Veditam wanted to take the toy car of his friend, Nirbhay. Nirbhay agreed to give him toy car but demanded some amount of money in return. Since Veditam did not have money, so he gave his new pen to him. Do you think there is any resemblance in this system of exchange of things and any old system or trade? If yes, name it.



7. GROWTH OF NEW IDEAS

PRIOR KNOWLEDGE

- Later vedic period became rigid in terms of religion.
- The period between 600 and 300 BCE witnessed the emergence of new ideas and religions.

LEARNING OBJECTIVES

- Upanishads
- Rise of Jainism and Buddhism
- Jainism
- Buddhism

GET GOING



This is the prayer of the Jain religion.

Do you know any other prayer, like the one above, which talks about the ideas of love, kindness, peace, etc.? Recite it in the class.

After the Vedic Age, many thinkers and nobleman spread the ideas of love, peace, unity and kindness. The political struggles and frequent conflicts among the mahajanapadas led these thinkers to encourage a simple life. These new ideas could be learned from the Upanishads and the Jain and Buddhist texts.

UPANISHADS

During the Vedic period, the Aryans composed the four Vedas, Brahmins, Aranyakas and Upanishads. The Upanishads are the most important Vedic texts, as far as the later Hindu tradition is concerned. The *Brihadaranyaka* and *Chhandogya*, the earliest of the Upanishads, date from the sixth or seventh century BC.

The name 'Upanishad' implies sitting at the feet of the teacher. The Upanishads, of which 108 are known, record the views of Hindu teachers and sages. The Upanishads are usually called *Vedant* (the end of the Vedas).

Dara Shikoh, the eldest son of the Mughal Emperor Shah Jahan, was so much impressed by the Upanishads that he got translated 50 of them in his language.

The Upanishads **vehemently** condemn the ceremonial religion. The spirit of the contents of the Upanishads is anti-ritualistic. They explain various theories of the creation of this universe. According to the Upanishads, God is the ultimate cause of the universe. God and soul are fundamentally identical. There is the identity of *Brahman*, the highest and *Atma* which is individual self. The goal of life is to renounce the world and attain the salvation. The Upanishads explain the doctrine of the transmigration of souls and the ethical doctrine of Karma. They have influenced Indian thought and philosophy considerably. All the philosophical systems and religions of India have **sprung** from the Upanishad. The theological philosophical systems of Shankaracharya, Ramanuja and other saints are founded on the Vedanta Sutras, which, in turn, are reared on the doctrines of the Upanishads.

The 11 main Upanishads are

- *Katha Upanishad*
- *Kena Upanishad*
- *Svetasvatara Upanishad*
- *Mandukya Upanishad*
- *Brihadaranyaka Upanishad*
- *Chhandogya Upanishad*
- *Isa Upanishad*
- *Mundaka Upanishad*
- *Prashna Upanishad*
- *Aitareya Upanishad*
- *Tattiriya Upanishad*

Try IT!

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Communication



Ask about more such stories from the Upanishads, from your parents and older siblings or cousins, and share with your classmates.

RISE OF JAINISM AND BUDDHISM

During the Epic Age, the Vedic religion of the early Aryans was universally followed in the northern India. It regulated the life of the society. With the passage of time, however, the Hindu religion degenerated and gave rise to two new religions (during the 6th century BC) namely Jainism and Buddhism.

The causes of the rise of the two religions were the following :

- The simple Vedic religious ceremonies became complex and expensive.
- Yajnas* and sacrifices came to be performed elaborately.
- The *Brahmans* who performed the rites and rituals began exploiting the common people to satisfy their own greed for wealth and power.
- Vedic religion lost its purity and simplicity and common people began to believe in charms, spells and magic. Therefore, many progressive thinkers lost faith in such a religion. People also yearned for a simple religion.
- Sanskrit, the language of the Vedic texts, was no longer understood by the common people.
- The simple *Varna* system had degenerated into a rigid caste system. The whole society was divided into high caste and low caste people.
- The high caste people scorned the low caste people whom they branded as untouchables. These untouchables suffered humiliation at the hands of the so called high caste people. They were not allowed even to draw water from the public wells or to visit temples.

MY DICTIONARY

vehemently : in a forceful manner
sprung : taken over by



(viii) The *Vaishyas*, the main trading caste, had accumulated a vast amount of wealth. Yet, they held a low position in society.

Thus, religious degeneration and social persecution of the common people led to the rise of two new religions, i.e. Jainism and Buddhism that were based on the simple path of love, kindness and piety.

JAINISM

Along with Hinduism and Buddhism, Jainism is one of the three most ancient of India's religious traditions still in existence. In its essence, Jainism teaches a path to spiritual deliverance through a disciplined way of life founded upon non-violence to all living creatures. It also evolved into a developed cultured system that made significant contributions to philosophy and logic, art and architecture, mathematics, astronomy and astrology, and literature.

History

Jainism originated around the seventh-fifth centuries BC in the Ganga basin of north India, the scene of intense religious speculation and activity at that time.

Parshvanath, the twenty-third '*Tirthankara*' who lived in the seventh century, founded a community based upon abandonment of worldly concerns. Vardhamana, who is known as '*Mahavira*' was the twenty-fourth and last *Tirthankara* of this cosmic age while Rishabh Deva was the first *Tirthankara*. Mahavira (599–527 BC) was near contemporary of the Buddha.

Mahavira, the son of a chieftain of the Jnatrika tribe, was born at Kundagram near Vaishali in Bihar. At the age of 30, he renounced his princely status to become an ascetic. For a period of twelve and a half years, he followed a path of solitary and intense asceticism, at the end of which he gained *Kaivalya* (Enlightenment).

Mahavira preached the new religion over a vast region including Magadha, Anga, Mithila and Koshal. Mahavira taught in Prakrit, a language which the common people spoke. He died at Pawapuri near Rajagriha. His religion became especially popular in western India, Rajasthan, Gujarat and Malwa (Madhya Pradesh).



Lord Mahavira

About two centuries after the death of Mahavira, the Jains got divided into two sects:

(i) **The Digambaras** : They were the orthodox followers of Mahavira who preferred to lead a life of self-torture and remained naked.

(ii) **The Shwetambaras** : They were the followers of Bhadrabahu who wore white cloths.

Teachings of Jainism

Teachings of Jainism are very simple :

- (i) **Ahimsa** : The first great teaching of Jainism is '*Ahimsa*' (non-violence). He asked all his followers to walk barefoot, filter water before drinking and even tie a piece of cloth around their mouth so that no insect may be inhaled or killed.
- (ii) **No Faith in Yajnas, Sacrifices and Ritualism** : He had no faith in God, Vedas, Yajnas, sacrifices, etc. In fact, he rejected all rituals as superfluous.



- (iii) **Attainment of Salvation** : Human life is full of miseries. Man is surrounded by unlimited worldly desires. Man gets results according to his 'Karma' (deeds). He should try to attain 'Nirvana' or 'Moksha' from all worldly desires. For this purpose, man must observe 'Tri-ratna' or the three fold path of : (i) Right belief, (ii) Right knowledge, (iii) Right conduct. Man must lead a pure life.
- (iv) **Severe Penance** : Mahavira believed and taught his followers to curb their desires and impulses by undertaking severe penance.
- (v) **Theory of 'Karma' and Transmigration of Soul** : Jainism too, like Hinduism, believed in next life and transmigration of soul. According to them, one acquires a new life according to his actions (Karma) in the previous lives. Therefore, one should do good actions during his life time.
- (vi) **Equality of Human Beings** : Jainism strikes a deadly blow at the caste system and class distinctions. It preaches equality of human beings.
- (vii) **Social Code of Conduct** : Mahavira preached that all evils in the society could be removed if every one led a pure life. Pure life meant that one should not lie, steal or kill. He also laid stress on austerity, i.e. a simple life with minimum comforts and property.

At one time, Jainism became one of the most popular religions. Some kings also followed the teachings of Mahavira. They also built beautiful Jain temples. Dilwara temple at Mount Abu (Rajasthan) and another at Palitana, Shatrunjaya Hill (Gujarat) are famous Jain temples. The religion became popular particularly among the trading community, because it laid stress on the equality and dignity of all castes. So, they gave huge donations to spread the new religion.

However, Jainism failed to attract the masses on a large scale because : it did not condemn the Varna system. There was over-emphasis on non-violence which prevented large sections from becoming Jains. Farmers could not become Jains, because cultivation involved killing insects and pests. Craftsmen and many other people faced similar problems.

Thought Shot

HD Curiosity

Whom do you think Mahavira considered himself to be a Brahmin, a Kshatriya, a Vaishya or a Shudra and Why?

BUDDHISM

Buddhism is a religion and philosophy that developed from the teachings of Gautam Buddha, who lived in the sixth century BC. Buddhism played a central role in the spiritual, cultural and social life of the Eastern world and during the twentieth century spread to the west.

The Foundations of Buddhism

Buddhism came into existence in north-eastern India during the period from the late sixth century to the early fourth century BC, a period of great social change and intense religious activity. Most scholars believe that the Buddha lived from about 563 BC to about 483 BC. The Japanese, however, believe that he lived from about 448 to 368 BC. At this time, people were not content with the external formalities of Brahminic sacrifice and ritual. There was a new emphasis on renunciation and **transcendental** knowledge. Religiously, this was a time of doubt, **turmoil** and experimentation.

MY DICTIONARY

transcendental : relating to a spiritual

turmoil : a state of great disturbance



History

Gautama Buddha, the founder of Buddhism, was born around 563 BC in Lumbini grove near Kapilvastu in the foothills of Nepal. He was the son of a Shakya chief. His mother died when he was barely seven days old. He was brought up by Gautami, so he was called Gautama. Ever since his early childhood, Siddhartha was of a contemplative nature.

Siddhartha left home at the age of thirty. This event is known as 'the great renunciation'. He practised severest penance in the Urvavela jungles near Gaya for six years. He finally sat under a Banyan tree at Bodh Gaya and resolved not to get up until he found answers to his questions. He remained in 'Samadhi' (deep meditation) for forty-nine days, after which he attained enlightenment or 'bodh'. He came to be known as 'the Buddha' or 'the Enlightened One'. He was also called *Tathagata* (one who possesses the truth). On the site where Gautama Buddha got the enlightenment, there exists the Mahabodhi Temple, which is a centre of pilgrimage for all the Buddhists in the world.

Gautama Buddha delivered his first sermon in the Deer Park at Sarnath, near Varanasi and converted five disciples to Buddhism. This event is known as 'Dharma Chakra Pravartana' (Turning of the Wheel of Law).

Buddha spent the rest of his life in preaching his religion, i.e. Buddhism. A large number of people of Magadha and Koshala including their kings embraced Buddhism. He also laid the foundation of the Buddhist *Sangha* (Order of the *Bhikshus*) which contributed a lot to popularising the Buddhism. Buddha died at the age of eighty at Kushinagar, in eastern UP.

After the death of the Buddha, Buddhism split into two branches—the *Hinayana* (Lesser vehicle) and the *Mahayana* (Greater vehicle). Vajrayana was another sect developed later.



Lord Buddha

Thought Shot



Information



Women could also be a part of the sanghas and become Bhikkunis. What does it tell you about the status of women during the Later Vedic Age?



Teachings of Buddha

Buddha preached in Pali, the common man's language. His main teachings are the following :

- (i) **Four Noble Truths and Eightfold Path** : According to Buddha, there are Four Noble Truths : (i) This world is full of misery and sorrow; (ii) The main cause of human sufferings is desire; (iii) Sufferings can be minimised by killing the desire; (iv) This desire can be killed by following the 'Ashtamarg', i.e. Eightfold Path.

The Eightfold Path; also known as the middle path, consists of the following eight principles which are based on high morals and righteous conduct : (i) Right View, (ii) Right Thinking, (iii) Right Speech, (iv) Right Action, (v) Right Living, (vi) Right Effort, (vii) Right Recollection, (viii) Right Meditation.

Buddha hated the too much dogmatic life of the Brahmans and disliked the grim austerity of the Jains. He avoided the extremes and followed the middle path.

- (ii) **Ahimsa** : Like Mahavira, Buddha too believed in Ahimsa or non-violence. He believed in the sanctity of all living beings.

MY DICTIONARY

penance : voluntary self-punishment

- (iii) **Nirvana (Salvation)** : The main aim of man's life is to attain 'Nirvana' or ultimate 'Salvation'. It could be achieved by following the 'Eightfold Path' of virtuous living.
- (iv) **Faith in the Theory of Karma** : Buddha too believed in the theory that man reaps the fruits of his deeds.
- (v) **No Faith in Rituals** : Buddha had no faith in yajnas, sacrifices and rituals. He even questioned the authority of the Vedas.
- (vi) **Equality of Man** : He believed that all men are equal. He embraced even the low caste into his fold. He denounced the caste system.
- (vii) **Existence of God** : Buddha was silent over the existence of God as he wanted to avoid controversy. His teachings are recorded in the *Tripitakas* (Three Baskets). He offered his followers *Tiratna* (three jewels) in which they could find peace : (a) *Buddha* (the enlightened), (b) *Dharma* (absolute truth) and (c) *Sangha* (community of enlightened ones).

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Critical Thinking

Thought Shot

What according to you can be achieved by following the eight fold path? For example, Right speech could make everyone appreciate your behaviour and manners.

Spread and Decline of Buddhism

Buddhism became popular as it was a simple religion without emphasising useless rituals and expensive sacrifices. It believed in the equality of man and rejected the division of society on the basis of caste. It became popular especially among people of so called low castes. Several kings including Ashoka and Kanishka patronised Buddhism. They build *Chaityas*, *Viharas* and *Stupas* to popularise Buddhism and even propagated 'Dhamma' outside the country. The ancient Indian universities of Nalanda, Taxila (Takshashila), etc. became great seats of Buddhist learning. Buddhism spread from its place of origin in Magadha and Koshala up to Mathura and Ujjain in the west. In the early centuries AD, it was especially flourishing in north-western India and from there it spread rapidly into Central Asia and China.

Outside India, Buddhism is a dominant religion in Sri Lanka, Myanmar, Thailand, Kampuchea and Laos—the Theravada countries while the Mahayana and Vajrayana sects are dominant in China and Tibet. Buddhism is popular in Nepal, Bhutan, Mongolia and Japan also. The Buddhist monks who propagated the religion outside India, also carried the Indian culture to many parts of Asia. During the rule of the Guptas (4th–7th century AD) Nalanda became a leading centre for the study of Mahayana. Later the Pala kings (8th–12th century AD) patronised Buddhism (Vajrayana sect or Tantric Buddhism). After the collapse of the Pala dynasty in the twelfth century, Buddhism could not recover. At the beginning of the twentieth century, Buddhism was virtually extinct in India.

Try IT!

The ideas of Lord Mahavira and Lord Buddha teach us a path to live a selfless life. Some statements are given below, read them and tick (✓) the ones that you think you can follow and adopt in your life.

- ◆ Lead a simple life.
- ◆ Do not injure any living being.
- ◆ Do not steal.
- ◆ Always speak the truth.

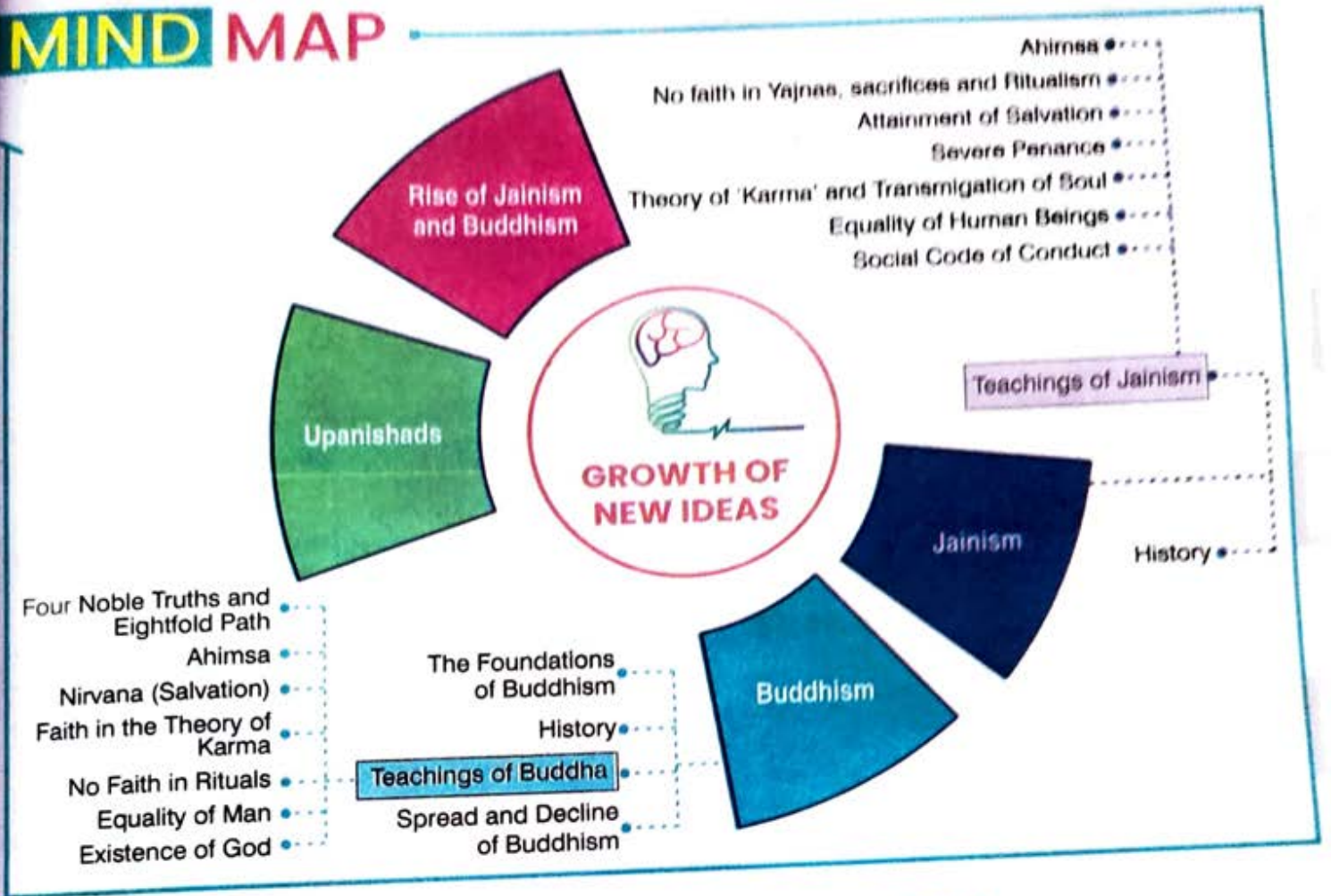


SEL

Social Emotional Learning



MIND MAP



EXERCISE



(MCQs)

I. Tick (✓) the correct answer.

- The upnishads are usually called

<input type="checkbox"/> (a) vedant	<input type="checkbox"/> (b) epic	<input type="checkbox"/> (c) story	<input type="checkbox"/> (d) novel
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- Mahavira was born at :

<input type="checkbox"/> (a) Rajagriha	<input type="checkbox"/> (b) Kundagrama	<input type="checkbox"/> (c) Lumbini	<input type="checkbox"/> (d) Ujjayini
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- Buddhist monks stayed together in

<input type="checkbox"/> (a) temples	<input type="checkbox"/> (b) forests	<input type="checkbox"/> (c) sangha	<input type="checkbox"/> (d) caves
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II. Fill in the blanks.

- The spirit of the contents of the is anti-ritualistic.
- Mahavira was the Tirthankara.
- Gautam Buddha's father was the chief of clan.
- Buddha's teachings are recorded in



III. Write 'True' or 'False'.

1. The name upanishad implies sitting at the feet of the teacher.
2. Parshvanath was the first Jain *Tirthankara*.
3. The Buddhism believes in the existence of God.
4. Buddha preached in Pali language.

IV. Answer the following questions briefly.

1. What are Upanishads? What do they give importance to?
2. Who was Vardhaman Mahavira?
3. Who were shwetambaras?
4. Name the countries where Buddhism spread.

V. Answer the following questions in detail.

1. What were the causes of the rise of Jainism and Buddhism?
2. What are the main teachings of Jainism?
3. What are the main teachings of Buddhism?
4. What was the 'Middle path' taught by Buddha?



Skills Enrichment Zone

PICTURE STUDY



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Health & Well Being



- I. Both Mahavira and Buddha attained enlightenment during meditation. Have you ever tried doing meditation. Wake up 15 minutes before your daily time routine and meditate at a peaceful place.

Do it daily and notice the changes you have been feeling physically and mentally.



PROJECT



IE

Indian Ethos

- II. Collect pictures of Lord Mahavira and Lord Buddha and paste them in your scrapbook.

FUN ACTIVITY



EL

Experiential Learning

- III. Divide the class into 3-4 groups and hold a group discussion on the topic "The common teachings of the Buddha and Mahavira." You can include the following points for discussion.

1. *Moksha* 2. Good deeds 3. *Nirvana* 4. *Ahimsa* 5. Social equality.

Out of the Box !



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Critical Thinking



- Is there any relevance of the principles of the Jainism and Buddhism in today's life? If yes, what?





8.

THE FIRST EMPIRE— THE MAURYAS

PRIOR KNOWLEDGE

- In a Mahajanapada the ruler had control over a smaller area, whereas an empire brings a number of Mahajanapadas

LEARNING OBJECTIVES

- Sources of History
- Ashoka, the Great (273-232 BC)
- Downfall of the Mauryan Empire

GET GOING

A tribute is a way of showing gratitude to a person in the form of gift, cash or kind. This act has been prevalent as a custom since ancient times. Write a poem or short message as a tribute to the person you admire the most in your life.

The Mauryan period (322–185 BC) is of special interest and significance in the political and cultural history of ancient India. The rise of the Mauryan dynasty ushered in a new era in the political and cultural history of India. The whole of India was politically united for the first time under one head and rule. A uniform system of administration was set up throughout the empire that also brought in the cultural unity of the country.

Chandragupta Maurya (321-297 BC) was the scion of the Mauryan clan of Pippalivana. His ancestry and early life is unknown. Probably, he was the Commander-in-Chief of the Nanda forces. With the assistance of Kautilya (also known as Chanakya or Vishnugupta), he brought about the downfall of Dhanananda, the last Nanda ruler and established his sway over Northern India. In 305 BC, Seleucus Nicator, a general of the Greek king Alexander, invaded India and was defeated by Chandragupta. Consequently, the territory of Afghanistan was ceded to him. Chandragupta built a vast empire which included Bihar, Bengal, large parts of Orissa (Odisha), Gangetic plains, central India and parts of Deccan. Chandragupta was succeeded by his son Bindusara (297-273 BC). He defeated the rulers of 16 kingdoms and added their lands to his empire. Under him, the Mauryan empire spread across the whole of the Indian subcontinent except for Kalinga and a few kingdoms in the south. The Mauryas were friendly with the kingdoms of the south.

SOURCES OF HISTORY

Indica written by Megasthenes and Arthashastra by Kautilya (real name Vishnugupta) are the two great historical sources that give a vivid and authentic account of the reign of Chandragupta.

Indica : Seleucus sent Megasthenes as his ambassador to the Mauryan court at Pataliputra. Megasthenes extensively toured the Mauryan empire and wrote down his experiences in Indica. These accounts contain a lot of information about the socio-economic and political conditions in Chandragupta's empire.

MY DICTIONARY

- ushered** : to take somebody where to go
- scion** : a young member
- sway** : impact

Arthashastra : Chanakya or Kautilya was the guide and mentor of Chandragupta. He was a wise and shrewd Brahman. He wrote 'Arthashastra' which is a treatise on administration, politics and military systems of those times. Besides, it is a great source of information on the events and socio-economic conditions of those times.

On the basis of these two works, the past history of the Mauryan times can be reconstructed.

Thought Shot

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Critical Thinking

The Greek general, Seleucus Nicator, gave his daughter to Chandragupta Maurya in Marriage. Do you think such marriage alliances were beneficial? How?

MAURYAN ADMINISTRATION

According to 'Indica' and 'Arthashastra', Chandragupta provided an efficient administration to the country.

Central Government

The king was the highest authority of the state. He was the Supreme Commander of the army as well as the supreme judge. He appointed efficient and loyal ministers in his council of ministers, called the *Mantri Parishad*. Each minister was individually responsible for his department. There were other officers like *Adhyakshas* (Superintendents), *Amatyas* (Executive Officers), *Mahamatyas* (Governors), *Pradeshakas* (Revenue Officers), *Rajukas* (Judicial Officers), *Yuktas* (Treasury Officers) and *Gopas* (Head of Several Villages).

Provincial Government

The whole empire was divided into four provinces : (i) Magadha, (ii) Takshashila, (iii) Ujjain, (iv) Swarangiri. The important provinces were put under the charge of a prince or a member of the royal family known as *Kumara*. The small provinces were placed under *Rajukas*. The departmental chiefs were known as *mukhya* or *mahamatras*. The administration of the districts was looked after by 'Sthanikas' and that of the villages by the village headmen, called the 'Gramikas' or 'Graminis'.

City Administration

Pataliputra and other cities like Kaushambi, Ujjain, Takshashila, etc., were administered on a similar pattern. The city was divided into four parts, each under an official. The mayor of the city was called the 'Nagarika'. The administration was run by six boards, each of them looked after different departments, viz. (i) industries, (ii) foreigners, (iii) records of births and deaths, (iv) sanitation, (v) weights and measures and (vi) public utilities.

Pataliputra—The Capital City : The Mauryan capital was located at Pataliputra on the banks of the Ganga river. Megasthenes was highly impressed by the **grandeur** of the city and the efficiency of its administration.

Army : The Mauryan empire was very vast. Chandragupta maintained a huge army of 6,00,000 infantry, 30,000 cavalry, 9,000 elephants and 8,000 chariots. The 'Senapati' was head of the army and reported to the king.

Spy System : The Mauryan rulers maintained a large number of spies who were spread all across the country and kept the king informed about any conspiracy or revolt.

MY DICTIONARY

grandeur : splendor and impressiveness

Revenue System : Agriculture was the main source of revenue. Water for irrigation was regulated by the state. Water tax was also imposed. Besides land revenue, other sources of revenue included customs, sales tax, taxes on crafts and trade, etc. The revenue so collected was used for maintaining the army, implementing welfare measures and for payment of salaries to officials.

Welfare Measures : Chandragupta laid great emphasis on the construction of roads, wells, canals, rest houses, hospitals, etc.; for the welfare of public. He also built the Sudarshan Lake. Ashoka planted fruit bearing trees on both sides of the roads for the comfort of travellers. He also set up hospitals and made provisions for irrigation.

Socio-Economic Life of the People

Economy : The majority of people were farmers. There were shepherds and herdsmen too in the villages. Artisans included carpenters, weavers, metal workers, potters, etc. Many people earned their livelihood by trade and commerce.

Society : The Mauryan society was divided on the basis of professions. The scholars, especially Brahmins, held a position of esteem in the society. The Brahmins and the Jain and Buddhist monks did not have to pay taxes. Officials, soldiers, merchants, craftsmen and farmers were other classes. During this time, Takshashila, Kashi, Pataliputra and many other places were great centres of learning.

Try It!

HD Intra-personal

Suppose that you are a soldier in the Mauryan Army. How do you spend your time? How do you keep fit?

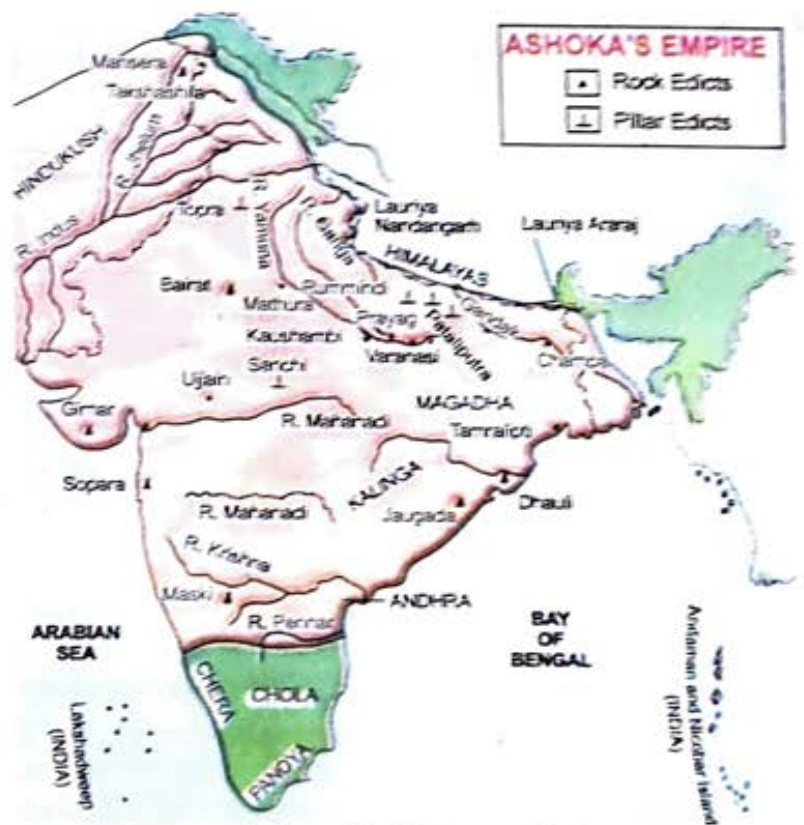
ASHOKA, THE GREAT (273-232 BC)

Ashoka ascended the throne in 273 BC. His actual coronation took place in 269 BC.

He is remembered as an illustrious emperor of India. But it is quite surprising that people in India were unaware of him until the nineteenth century.

The Kalinga War (261 BC)

Kalinga (modern Odisha) occupied a strategic position commanding the trade route to south India. It was ruled by a tribal chief. In 261 BC, Ashoka launched a vigorous attack on Kalinga which offered a tough resistance. Ultimately, Kalinga was annexed to the Mauryan empire. But the enormous loss of life and blood shed filled the heart of the king with utmost remorse. The battle of Kalinga was a turning point in the life of Ashoka. He followed the policy of 'Dharma Vijaya' (conquest by Dharma).



India under Emperor Ashoka

Influence of Buddhism on Ashoka

After the Kalinga war, Ashoka embraced Buddhism and constructed a number of 'Viharas' (monasteries). He sent missionaries to distant places to spread the message of the Buddha. He sent his son Mahendra and daughter Sanghamitra to Sri Lanka for this purpose.

Ashoka's Dhamma

'Dhamma' in Prakrit language means religion. Though himself a Buddhist, Ashoka preached only good things of human conduct. His preachings included the following:

People should live in peace and harmony irrespective of their religion and should abstain from violence and should follow *ahimsa* (non-violence). A true and disciplined society can be established if elders are given due respect. Masters should be kind to their servants and subordinates. People should be tolerant.

One should not differentiate or condemn someone on the basis of caste or creed (religion). The *Brahmans* and *Shramanas* should be treated alike. People should lead a simple, pure and chaste life and should give charity to the needy people, especially. One should always speak the truth.

Ashoka organised digging of wells, building of shelters and planting trees on roadsides. He appointed officers to supervise charitable work, founded hospitals, etc. He did these and many other things to make the life of his people comfortable.

Efforts to Spread Dhamma

Ashoka adopted the following measures to spread his 'dhamma':

He set an example by leading a simple and virtuous life and practised '*ahimsa*'. After the Kalinga war, he gave up war altogether. His edicts spread the message of Dhamma. These were written in local scripts. He toured his kingdom widely to ensure that his subjects were living in accordance with 'Dhamma'. '*Dharmamahatras*' were deputed to ensure that the teachings on the edicts were being followed. He convened the Buddhist council at Pataliputra to sort out differences in the interpretation of Buddhist teachings. He sent missionaries not only to different parts of India but also to foreign countries, to spread the teachings of Buddha.

Ashoka's Edicts and Inscriptions

Most of our knowledge about Ashoka's reign is derived from a large number of Rock Edicts and Inscriptions. These rock and pillar edicts reveal Ashoka's ideas on religion and government and his



The Mauryan empire and the Hellenistic realm were contemporary. Ashoka's Hellenistic contemporaries included Antiochos II, (Theos of Syria 261-246 BC), Ptolemy II (Philadelphos of Egypt, 285-247 BC), Antigonos (Gonatas of Macedonia, 276-239 BC), Magas (of Cyrene, 300-258 BC) and Alexander (of Epirus, 272-255 BC).

Try It!

EL

Experiential Learning

Do you think Ashoka was a great ruler? Do a role play in the class with three students acting as Emperor Ashoka, Kautilya and Megasthenes, respectively. The rest of the students of the class can become the citizens in Ashoka's kingdom. The citizens may come up with usual or unusual problems like, insufficient water supply, harassment by public officials, bad roads, high taxes etc.



60

Social Studies-6



concern for his people. There are forty-four edicts, engraved on rocks, on polished stone pillars and in caves. These inscriptions were composed in Prakrit, the spoken language of the people and were written in Brahmi script. Some of the edicts were written in Kharoshti script.

MAURYAN ART

During the Mauryan period, stone began to be used for sculpture and architecture. The craftsmen of this period gave a fine polish touch to stone. While wooden buildings have perished, stone pillars, *stupas* and monasteries have survived through the ages. They are considered masterpieces of art.

1. Monolithic Pillars : These pillars are about twenty to thirty metres high. These are found at various places in Bihar, e.g. Lauriya Nandangarh and Lauriya Araraj. These bear beautifully carved animal figures at the top, called 'Capitals'.



Capitals of Ashokan Pillars

There is a bell-shaped lion capital at *Sarnath*, near Varanasi. This capital consists of four parts :

- At the base there is an inverted lotus with long petals.
- Above this, there is a drum-shaped **pedestal** bearing four '*chakras*' (wheels) facing four directions. Between the *chakras* there are four animals—a horse, a lion, an elephant and a bull.
- Above this, there are four beautifully carved and polished lions sitting back to back so that they face four directions. The lions represented the power of the emperor.
- Originally, the lions supported a huge '*Dharma-Chakra*' (Wheel of Law) which represented the law of the Buddha. This wheel is in fragments.

The Lion Capital and the wheel are of special significance to us. The Lion Capital has been adopted as the National Emblem of India which appears on our currency and government documents. The Wheel appears in our National Flag.

2. Stupas : Ashoka built a large number of '*Stupas*'. These were hemispherical dome-shaped monuments built on Buddha's relics. These were made of brick and earth. The side railings and the umbrella at the top of the *stupa* were made of stone. Ashoka is believed to have built 84,000 *stupas* throughout the country. The *Sanchi Stupa*, near Vidisha, Madhya Pradesh is one of the most well preserved *stupas*.

3. Statue of Yakshini : It was found at *Deedarganj* in Patna. It is a sculpture of rare beauty and grace. It is now on display in the museum at Patna. The Mauryas also started the practice of digging caves. These served as residences for monks. Some of the prominent caves are in Barabar and Nagarjuna hills.

DOWNFALL OF THE MAURYAN EMPIRE

The Mauryan empire fell within a period of fifty years after the death of Ashoka who died in 232 BC. In 185 BC, Brihadratha, the last of the Mauryas, was assassinated by his Commander-in-Chief Pushyamitra, who founded the Shunga dynasty.

Some historians maintain that the disintegration of the Mauryan empire was an aftermath of Ashoka's policies and actions and his pro-Buddhist policy which caused a revolt among the Brahmans. It has also been said that Ashoka's insistence on non-violence resulted in the **emasulation** of the army which could not meet the threat of invaders from the Northwest. There may have been weakening of the economy that had acted as an economic pressure on the empire. Above all, the weak successors of Ashoka could not contain the vast empire.

MY DICTIONARY

pedestal : the base on which a statue stands

emasulation : to deprive of strength

Try IT!

There are many stone pillars with animal figure at various places of India. Have you ever seen any of them? Share your experience in your class.

EL

Experiential Learning

MIND MAP



EXERCISE



I. Tick (✓) the correct answer.

- The Mauryan empire was founded by :
 (a) Chandragupta (b) Bindusara (c) Bimbisara (d) Chanakya
- defeated Seleucus Nicator, a general of the Greek king Alexander.
 (a) Bindusara (b) Chanakya (c) Bimbisara (d) Chandragupta Maurya
- The great historical sources for the Mauryan period include the Indica and the :
 (a) coins (b) pillar edicts (c) rock edicts (d) Arthashastra
- Which script was used in Ashoka's edicts?
 (a) Brahmi (b) Prakrit (c) Hindi (d) French

II. Fill in the blanks.

- First ruler of Mauryan dynasty was
- Megasthenes was a Greek
- Ashoka became a follower of
- Most of Ashoka's edicts were in script.
- Sudarshan Lake was built by



III. Write 'True' or 'False'.

1. Sarnath Pillar Capital is the National Emblem.
2. Ashoka sent his son and daughter to Sri Lanka.
3. The Kalinga war was fought in 271 BC.
4. Pliny wrote 'Indica'.

IV. Answer the following questions briefly.

1. Name two sources of information on Chandragupta.
2. Who was Kautilya?
3. Who was Megasthenes?
4. Who established the Mauryan empire?

V. Answer the following questions in detail.

1. Describe Mauryan administration.
2. Describe the art and architecture of Mauryan period.
3. What do you know about Ashoka's 'Dhamma'?
4. What were the causes of the downfall of the Mauryan empire?
5. Why was the Kalinga war a turning point in the life of Ashoka?

Skills Enrichment Zone

PICTURE STUDY



I. Look at the picture and answer the following questions :

- What has been depicted in this picture?
- Where does this symbol come from?
- What relevance does it have today?



HD

Observation

MAP WORK



II. In an outline map of India, show the extent of Chandragupta Maurya's empire along with the important towns.

21st
CS

Information



PROJECT



III. Collect pictures of Ashoka's pillars and edicts and paste them in your scrapbook.

AI

Art Integration

Out of the Box !

21st
CS

Critical Thinking



- Suppose you had the power to inscribe your orders, what four commands would you like to issue?



9. LIFE IN TOWN AND VILLAGES 600 BC TO 300 AD

PRIOR KNOWLEDGE

- ◉ The beginning of first urbanisation in Indian subcontinent goes back to 2350 BC in the Indus Valley region. The Harappan culture was essentially an urban culture, wherein the urban society was supported by rural villages around the larger urban centres.

LEARNING OBJECTIVES

- ◉ Urbanisation in North India
- ◉ Urbanisation in South India

GET GOING
Various professions were practised in ancient India, which led to the settlement of urban towns and cities. Find out about these different professions and make a list, comparing them with the professions people have in today's time.

After the decline of the Harappan Civilisation, the second phase of urbanisation in India began around 600 BC. The architects of this phase were the Aryans in the north and the Dravidians in the south. The second phase of urbanisation is, in many ways, important to us, because from this time onwards urbanisation became a permanent feature of the Indian landscape. The old existing cities in India—Varanasi and Patna in the north and Madurai and Kancheepuram in the south, originated around 500 BC and are symbolic of India's long urban heritage. The early historical period covers a thousand years of urban history which may be divided into three parts in northern India : (i) Post-Vedic period, (ii) the Mauryan period and (iii) the Post-Mauryan period. These periods indicate the early origins of urbanisation, its climax in the Mauryan period and later its decline. In southern India, urbanisation originated in the Pre-Sangam period and rose to great heights during the Sangam period.

URBANISATION IN NORTH INDIA

The Post-vedic Period

The *Rigveda* describes the Aryans as a pastoral and agricultural people of rural origin and the proud destroyers of an alien culture. They first settled in the valleys of the Indus and its tributaries and later in the post Rigvedic-period their domain was extended to the upper Yamuna and Ganga plains. For nearly a thousand years from 1500 to 600 BC, the pre-urban Aryans lived in enclosed villages. The lands around the village were communally owned and used for cultivation and grazing. By the post-Vedic period, 800-600 BC, the centre of the Aryan homeland had shifted to the upper Yamuna and Ganga basin which was inhabited by two principal Aryan tribes—the Kuru (around Delhi) and the Panchala (near Bareilly). There were many other Aryan tribes who fought among themselves.

and with the non-Aryan groups. The territorial **feuds** led to the emergence of small kingdoms and it led to the rise of capital cities, e.g. Hastinapur, Shravasti, Kapilvastu, Ujjain, Mahishmati, Champa, Rajagriha, Ayodhya, Varanasi and Kaushambi.

About a dozen of cities existed in the Post-Vedic period.

The emergence of cities in the Post-Vedic period is to be attributed to economic forces. The Aryans were essentially an Iron Age people. Iron was used for making axes, saws and agricultural implements. It also made possible to clear the thick forests of the Ganga plains for cultivation. The use of iron ploughs helped to generate a large surplus of food which could sustain a large population. Moreover iron was used in the manufacture of horse-driven chariots for warfare and ox-driven carts for transportation. It also contributed to the increased mobility of population and helped trade and commerce, which led to urbanisation.

THE MAURYAN PERIOD

Kautilya's *Arthashastra*, the Buddhist texts and the travel accounts of Fa-Hien and Megasthenes form the literary sources of information on this period. The archaeological excavations provide far more convincing evidence of urbanisation during the period.

The Growth of Cities : From the post-Vedic period to the Mauryan period, there was a major eastward shift in the position of the Indian cultural heartland. By this time, the lower Ganga plains had been fully inhabited and the centre of gravity shifted from Kuru and Panchala to the Magadha region in Bihar. The smaller *Janapadas* gave way to the *Mahajanapadas* around 600 BC. The *Janapadas* and empires encouraged urbanisation. The cities increased in number, size, structure and functions.

Types of Towns : According to the Buddhist texts, there were eight important categories of towns : (i) *Rajdhaniya nagara* (Capital Town), (ii) *Sthaniya nagara* (capital of *Janapada*), (iii) *Kharvata nagara* (focal point of about 200 villages), (iv) *Kheta nagara* (a smaller town than the *Kharvata*), (v) *Putabhedana* (a large commercial centre), (vi) *Nigama* (ordinary market centre), (vii) *Pattana* (coastal trading town) and (viii) *Dronamukha* (a riverine port). Besides the above, there were *Khandawara* (a military camp) and *Nivesa* (an encampment) both of a temporary nature.

In addition, there were religious and educational cities. Takshashila and Nalanda belonging to the Post-Mauryan period, were well-known educational centres.

The Post-Mauryan Period

The urban society of this period was stratified along the lines of the rural society. The major segments of the urban society were : (i) the king and his high officials, (ii) priests, (iii) lower officials, (iv) independent professionals, (v) merchants, (vi) artisans and craftsmen, (vii) public entertainers such as musicians, dancers, actors, etc. and (viii) persons performing a variety of services, such as *dhobis*, barbers, domestic servants, etc.

Cities began to decline from around the fifth century AD as revealed by Fa-Hien and Hieun-Tsang and further supported by Vatsyayana and archaeological evidence. A number of well-known cities including Takshashila, Mathura, Shravasti, Kaushambi and Pataliputra were in utter ruins and abandoned. Kanauj and Nalanda, however, continued to maintain their splendour. Natural calamities, decline of empires, the rule of feudal chiefs, foreign invasions, particularly those of the Hunas, wars between feudal chiefs, etc. were the chief factors of the decline of cities.

MY DICTIONARY 

feuds : an angry and serious argument



Thought Shot

HD

Coordination and Cooperation with others

You are a part of an archaeological team and discover a megalithic treasure of tools and crafts. You want the fame and glory of being the discoverer but decide against it and tell the team about the discovery. What value do you have?

URBANISATION IN SOUTH INDIA

The extreme southern part of India, which comprises the two states of Tamil Nadu and Kerala witnessed an independent process of urbanisation resulting in the emergence of a distinctly Dravidian culture.

The first phase of urbanisation in India, i.e. the Harappan phase, had resulted in the establishment of urban centres as far south as the mouths of the Narmada and Tapti and in the Malwa plateau. The Harappan culture spread deep into the Deccan plateau. The origins of the Dravidian phase of urbanisation may be traced to around the 5th century BC.

As revealed by the Sangam literature, the Dravidian culture attained a very high level, with urbanisation as a concomitant process. The two major Tamil epics, i.e. *Silppadikaram* and *Manimekhala* deal with urban societies in the Pandya and Chera kingdoms. The classical Tamil literature provides ample evidence of an independent urban civilisation in the South. The major Tamil cities were—Madurai, Vanji, Uraiyur, Puhar and Korkai, which served as the capital cities of the early Tamil kingdoms of the Pandyas, Cholas and Cheras. Megasthenes and Kautilya also mentioned the cities of Madurai and Kancheepuram.

The major cities of the period were **Puhar**, the Chola port and coastal capital; **Uraiyur**, the Chola inland capital; **Korkai**, the Pandya coastal capital; **Madurai**, the Pandya inland capital; Musiri, the Chera port; and **Vanji** or **Karur**, the Chera inland capital. Thus, a distinctive feature of the southern kingdoms was the existence of two capital cities for each kingdom. Kanchi was the inland capital of the Tondaimandalam, the fourth territorial unit of the Tamil country.

CASE STUDY : TAMIL NADU

The region lying south of the Krishna-Tungabhadra and Kaveri rivers is known as the Tamil region. Megalithic burials and habitation sites as well as the Sangam literature form the sources of ancient history of Tamil Nadu. Between 200 BC and 300 AD, three dynasties of the Cholas, Pandyas and the Cheras ruled over south India. The Cholas and the Pandyas ruled over Tamil region, while the Cheras ruled over the neighbouring state of Kerala.

Administration in the Southern Kingdoms

The king was assisted by a council of ministers and a large number of officials. There used to be a 'Sabha' (assembly) of tribal chiefs which was an advisory body to the king. The king maintained an army consisting of elephants, chariots, cavalry and infantry. The Pandya rulers used to import horses. The rulers were benevolent. They took up various measures for the welfare of their people. Land revenue and trade were the main sources of income.

Trade : Taking advantage of their coastal location, all the three kingdoms developed their maritime power. Many port towns like Puhar (of the Cholas), Muziris (of the Cheras) and Arikamedu (of the Pandyas) developed under the patronage of the rulers. The rulers encouraged both internal and external trade. They maintained fleets of ships and carried on trade with Egypt, Arabia and Rome in the west and with Malaya and China in the east. Tondi, Muziris, Korkai and Kaveripattanam were some of the main trade centres. The



Romans were particularly fond of Indian goods and exchanged them for pure gold. The main items of trade were pearls, precious stones, spices, textiles, timber, ivory, etc., which were in great demand in western countries. The Romans brought to India articles such as copper, tin, lead, glass, wire, ornaments, pottery, gold and silver coins.

Life of the people : Sangam literature mentions five ecological or geographical zones. The pattern of living in each zone was different. These zones were *kurinji* (hills and forests), *mullai* (pasture land), *marutam* (fertile agricultural plains), *neytal* (sea-coasts) and arid zone.

Agriculture was the main occupation of the people. Iron ploughshare was used to cultivate fields. Rice, sugarcane, pulses, fruits and spices were grown. Most of the people lived in villages. The people of the coastal regions were engaged in trade and industry. People had to pay taxes on their crafts, trade and for roads and canals. Music, dancing, gambling, etc., were their favourite amusements.

Religion : During the period (200 BC–300 AD), the southern kingdoms were greatly influenced by Hinduism which was especially patronised by the rulers. They performed elaborate Vedic sacrifices. The Brahmans received land grants in return for their services and held positions of esteem in society. Vishnu was widely worshipped by the upper classes. Murugan, known as Kartikeya or Skanda in the north, was the most popular God in the south. The coastal people worshipped sea God. Besides Brahmanism, people of the south were aware of the doctrines of Buddhism and Jainism.

Christianity is said to have been introduced in this part of India in the first century. St. Thomas, an apostle of Jesus Christ, reached Malabar in 52 AD and set up many churches there. People raised memorial stones in the honour of brave heroes who fought and died during the war. These memorial stones are called virakkal.

MIND MAP



EXERCISE



I. Tick (✓) the correct answer.

(MCQs)

1. The most popular God in south India was :

(a) Shiva

(b) Vishnu

(c) Indra

(d) Murugan



2. Arikamedu was the capital of the :
 (a) Cholas (b) Pandyas (c) Cheras (d) Gangas
3. 'Silappadikaram' and 'Manimekhala' were famous epics written in :
 (a) Sanskrit (b) Telugu (c) Kannada (d) Tamil

II. Fill in the blanks.

- In India, urbanisation originated in the pre-sangam period.
- According to Buddhist texts, there were important categories of towns.
- The region lying south of the Krishna-Tungbhadra and Kaveri rivers is known as the
- known as or in the north, was the most popular God in the south

III. Write 'True' or 'False'.

- Hastinapur, Shravasti, Ayodhya, etc. were the earliest capital cities.
- Dronamukha was a riverine port.
- Kaveripattanam was known as Puhar.
- Madurai was the capital of the Pandyas.

IV. Answer the following questions briefly.

- When did the second phase of urbanisation begin in India?
- What are the sources of information about early urbanisation in India?
- Name the kingdoms which arose in south India.
- Name three ancient cities which still exist.

V. Answer the following questions in detail.

- Name the different types of towns in ancient times.
- Which factors led to the growth of cities in India?
- What are the chief characteristics of urbanisation in south India in ancient times? Name some major cities.
- Write a note on the administration in the Southern Kingdoms.



Skills Enrichment Zone

FUN ACTIVITY



21st CS

Communication

- Divide the class into 3-4 groups and hold a group discussion on the topic "How rich and prosperous people have always lived in the cities—then and now?"

PROJECT



21st CS

Information

- Collect pictures of some literary sources and archaeological sources of ancient history and paste them in your scrapbook.

Out of the Box !



HD

Curiosity

- Before the introduction of proper coinage system or money, how did people carry out trade?



10. CONTACTS WITH DISTANT LANDS

PRIOR KNOWLEDGE

- India, civilisation and culture is one of the oldest in the world. Ever since the dawn of civilisation till about the tenth century, India has had cultural relations with a number of countries.

LEARNING OBJECTIVES

- North-West India and Foreign Invasions
- New Kingdoms in the South

GET GOING

Do you remember about any two place that you recently visited? Make a list of a few specialities of those places and the things you or your parents bought from there.

Indian traders, scholars and missionaries spread the Indian philosophy, religion, art and architecture in distant lands. Similarly, foreign traders and scholars came to India and carried with them the rich and varied culture of the land. Military adventures too have been a major factor in cultural exchange between India and foreign countries.

The following factors have been responsible for motivating cultural contacts between India and foreign countries :

(i) **Trade** : History testifies to the fact that India had trade relations with the western countries as far back as 4500 years ago. During the period of the Indus Valley Civilisation, India had trade relations with the people of Babylonia and other contemporary civilisations. Subsequently, the Mauryas, Kushanas, Guptas, Shakas, Satavahanas, Cholas, Cheras, Pandyas, Pallavas and Chalukyas encouraged foreign trade.

(ii) **Military Conquests** : Military adventures too have been a major factor in cultural exchange between India and foreign countries. During the Mauryan period (4th century BC) and even earlier, India had cultural interaction with the Greek civilization when the Greeks invaded India. Subsequently, the Bactrian Greek and Parthian invasions too brought the two cultures closer to the Indian culture. Sometimes, adventurous princes sailed to distant lands and established kingdoms as in Indo-China.

(iii) **Missionary Activities** : India is a land of various religions. The Hinduism, Buddhism and Jainism, along with their different sects have been prevalent here. Buddhist missionaries particularly spread the Indian culture to various countries like Sri Lanka, China, Central Asia and South-East Asia. It is, however, worth noting that the Hindu culture did not spread in the wake of a world conquering king. India did not enforce her culture aggressively. Her world conquest was the conquest of truth and law. The empire that India built overseas and overland was conquered by piety and the spiritual energy. Indian colonial empire differed fundamentally from those of the western nations. The Indian rulers never exploited their colonies in South-East Asia.

NORTH-WEST INDIA AND FOREIGN INVASIONS

After the decline of Mauryans, many foreign tribes invaded India from the north-western area.

MY DICTIONARY

piety : the quality of being religious

The Indo-Greeks or the Bactrian Greeks

The Indo-Greeks or the Bactrian Greeks were the descendents of the Greek generals who ruled over Bactria (Balkha) and Parthia (modern Persia, Herat, Samarkand and Khwarizm). Among the Greek rulers, Demetrius, Menander, Heliccles, etc., were notable. **Menander** was the most powerful Greek king. He is known as '**Milind**' in the Buddhist scriptures. He conquered the Indian territories up to Kathiawar and Broach. His empire stretched from Afghanistan to Mathura. He embraced Buddhism.

Greek Influence on India The Greeks, termed as Yavanas in Indian literature, were a highly cultured people. They left their influence on Indian life and society in many ways, especially in the field of astronomy, coinage and sculpture. The Greek were, in fact, the originator of the **Gandhar School of Art**. The Greek dramas also influenced Indian drama. Some of the Indo-Greek kings worshipped Lord Vishnu. Their stay in India brought about a healthy exchange of knowledge and ideas between the Greeks and the Indians.

The Sakas

During the second century BC, the Sakas were a nomadic tribe of Central Asia. They conquered large parts of the Indo-Greek territories. The Saka rulers called themselves as '**Kshatrapas**'. They established their rule in various parts of India, e.g. in Takshashila, Mathura, Nasik and Ujjain. **Rudradaman** of Ujjain was the most powerful Saka ruler who assumed the title of '**Mahakshatrap**'. He resisted the expansion of the Satavahanas to the north of the Narmada river. They also started the Saka calendar in India in 78 AD.

Indo-Parthians

By the first century AD, the Indo-Parthians, also called the (Pahlavas), a tribe in Central Asia, occupied Bactria. **Maues** (90 BC to 70 BC) was the first Parthian ruler in India who held the Swat Valley and Gandhar in north-western India. But the most powerful Pahlava ruler is **Gondo Phernes** (20–41 AD). The Pahlava rule was short-lived; it was overthrown by the Kushanas.

The Kushanas

The Kushanas were a nomadic tribe of Central Asia. It was a branch of the Yeuh-Chi tribe of Chinese-Turkestan. Under the leadership of Kujula Kadphises, they left their home and captured Bactria and Parthia. According to Chinese historian Ssu-ma-Chien, Kui-Sang, later known as the Kushanas, marched into India and established their rule in Kabul and Kashmir. Later on, they crossed the Indus river and occupied Takshashila and Punjab.

Kanishka was the greatest of the Kushana kings. He ascended the throne in 120 AD. He conquered Kashmir and snatched Punjab and Mathura from the Sakas and occupied certain parts of Magadha. He defeated the Chinese General Pan Chiang, and annexed Kashgar, Khotan and Yarkand. His empire extended from Bactria in the north to Ujjain in the south and from Banaras in the east to Afghanistan in the west. He made Purushpur (modern Peshawar) as his capital. The Kushana empire held a strategic location between China in the east and Parthia in the west. At this time, the Roman empire was rising in the west. The Romans wanted friendship with the Kushanas who controlled the famous '**Silk Route**' of China. As a result, north-western India developed into the most important trade centre of that period.

Kushana Influence on India

It flourished in Mathura during the reign of Kanishka. It was purely Indian in spirit as well as in style. Images of Buddha and Bodhisattvas were made in this style. The headless statue of Kanishka is a unique example of the **Mathura School of Art**.

Try IT!

In groups of two have a debate on the topic 'Foreign Invasions'. One team may talk about the ill-effects of such invasions while the other may talk about the benefits. You may use the historical invasions you read in this chapter to put your arguments, as well as the contemporary incidents. Ask the teacher to provide clues.



Communication



NEW KINGDOMS IN THE SOUTH

During the period when people from distant land settled in northern India, South India, was ruled by many dynasties.

The Cholas

The Cholas kingdom was situated between the Pennar and the Velur rivers and was popularly known as **Cholamandalam**. Its chief centre of political power was Uraiyyur, a place famous for its cotton trade. In the 2nd century BC, a Chola ruler, named Elara conquered Sri Lanka and ruled there for about 50 years.

The most powerful Chola king was Karikala. He fought against the Cheras and the Pandyas. He even attacked Sri Lanka and occupied a part of it. He constructed many roads and encouraged trade with other regions Puhar or Kaveripattanam was an important port-city during this period.

The Cheras

The Cheras were also known as **Keralaputras** who ruled over parts of Kerala and Tamil Nadu. Vanji was their capital. Udaryanjerala was the first king of this dynasty. The most powerful Chera ruler was Senguttavana. He defeated all his enemies, built strong navy and gave patronage to poets and writers.

The Pandyas

The Pandyas controlled the region around Madurai. According to Megasthenes, the kingdom was ruled by a woman who had a large army. One of her successors, Nedunchezhiyan was a successful warrior. He is said to have defeated both the Cholas and the Cheras. He was also a patron of arts and literature. The third sangam at Madurai was probably held when he was the king.

The Satavahanas

The Satavahanas, also known as Andhras, ruled the Deccan for nearly 300 years. Pratisthana (modern Paithan in Maharashtra) was their capital. Some powerful rulers were Sri Satakarni, Vasishtiputra Pulumayi, Yajnasri Satakarni and Gautamiputra Sri Satakarni, the most powerful of them all. He fought against the other kingdoms and enlarged his empire. The Satavahanas established a powerful empire. Continuous military conflicts, especially against the Shakas, however, gradually weakened them. Eventually, the empire broke up into many smaller kingdoms.



Spread of Religion

The spread of trade is closely related to the spread of religion to distant lands. All the foreign travellers who came to India brought in their faiths and ideologies and the same reached with the Indian travellers travelling to distant lands.

In early periods, Vaishnavism was also known as Bhagvatism.

Buddhism

During the Sunga-Kanva period, Buddhism suffered a minor setback as the rulers of both these dynasties followed the Brahmanical faith.

During the time of Indo-Greeks and Kushanas, Buddhism gained a strong foothold as many of their rulers adopted Buddhism. During Kanisha's rule, Buddhism reached a supreme position. Taxila, Mathura, Benaras and Nalanda emerged as centres of Buddhist learning. In the south, the Satavahana kings patronised Buddhism and built many *stupas*. They regularly gave gifts to the Buddhists. In the south, Nagarjunakonda and Amaravati were the famous centres of Buddhism. Buddhism also spread towards South-East Asia to Sri Lanka, Thailand, Myanmar and Indonesia. Here, the original form of Buddhism, Theravada Buddhism was more popular.

Shaivism and Vaishnavism

The concept of Bhakti emerged when individual deities like Shiva and Vishnu became a central figure of Hinduism during the period after the Mauryas. The bhakti of such gods lead to the emergence of Shaivism (devotion to Shiva) and Vaishnavism (devotion of Vishnu). Shaivism was quite popular in the Deccan. The Tamil Sangam works refer to Shiva as the greatest of all gods (*Mamudu Mudalvan*).

The followers of Vaishnavism identified with various incarnations of Vishnu and worshipped them. In the south, the devotees of Lord Shiva were called the *Nayannars* and those of Lord Vishnu, the *Alvars*. In the north, they were known as *Shaivas* and *Vaishnavas*.

Try IT!

2nd CS

Technology / Digital Resources



Do some research work and find out about the culture of the Cheras and the Pandyas.

MIND MAP



EXERCISE



Tick (✓) the correct answer.

(MCQs)

- Who assumed the title of 'Mahakshatrap' ?
(a) Rudradaman (b) Maues (c) Gondo Phernes (d) Menander
- Who was the first Parthian ruler in India?
(a) Darius (b) Cyrus (c) Gondo Phernes (d) Maues
- The Pandyas controlled the region around:
(a) Bamiyan (b) Takshashila (c) Madurai (d) Kashgar

Fill in the blanks.

- Indian civilisation and culture is one of the in the world.
- and were the most notable Greek rulers who conquered Indian territories.
- Menander is also known as in Buddhist scriptures.

Write 'True' or 'False'.

- Charaka was the court physician of Kanishka.
- During the reign of Kanishka, Buddhism got divided into 18 sects.
- The Greeks and the Parthians were arch enemies.

Answer the following questions briefly.

- Who were the Indo-Greeks? Why were they famous?
- Who was Menander?
- Which two schools of art flourished during the reign of Kanishka?

Answer the following questions in detail.

- How did the Greeks influence Indian society and culture?
- What were the achievements and contributions of Kanishka?
- How did Buddhism spread from India to other places?



Skills Enrichment Zone

FUN ACTIVITY



- Divide the class into 3-4 groups and hold a group discussion on the topic "Importance of sea trade between the two countries".



Communication



MAP WORK



- On an outline map of Asia, draw the Silk Route.
 - On an outline map of Asia, locate the places/countries where Buddhism spread.



Information



Out of the Box !



- How did the trading with the west in ancient times benefit India?



Critical Thinking



11.

NEW EMPIRES AND KINGDOMS

PRIOR KNOWLEDGE

- After the fall of the great Mauryan empire, India was occupied by Indo-Greeks, the Sakas and the Kushanas for a long time.
- These foreigners merged with the mainstream of Indian life. They permanently settled in India and adopted the religion and culture of the Indian. At the same time, they introduced new elements into Indian culture.

LEARNING OBJECTIVES

- Gupta Empire
- Vardhana's Empire
- Chalukyas and Pallavas

GET GOING

You have read about how some people were ill-treated as the subordinate castes by the rich and mighty. This practice is prevalent even today in the rural and backward areas. Prepare a write-up on this issue connecting the past, also suggest certain remedial measures that can be adopted to get rid of this problem.

GUPTA EMPIRE

In the post-Mauryan era, the Kushanas were, by far, the most important rulers of the northern India. The Kushana dynasty was, however, very short lived. The process of political disintegration began with the fall of the Kushanas. At this time, three dynasties emerged in India—(i) The Naga in the western part of central India, (ii) The Vakataka in the Deccan and (iii) The Gupta in eastern India. Due to the diplomatic efforts of the Gupta rulers, all the three dynasties joined together and under the leadership of the Guptas a powerful empire in India was established. The origin of the Gupta dynasty is shrouded in mystery. It was the golden period of History. Believably, Srigupta founded the Gupta dynasty. He was a **feudal** chief in Magadha empire.

The Guptas

Chandragupta-I (320 – 335 AD)

Chandragupta-I was the most illustrious ruler of the Gupta dynasty. He ruled over Magadha for fifteen years (320–335 AD). He expanded his empire up to the central Gangetic Valley and assumed the title of 'Maharajadhiraja'. He married Kumardevi, a princess of the powerful Lichchavi clan of Vaishali. By this marriage, his political influence extended from Magadha to Prayag (Prayagraj).

MY DICTIONARY

feudal : connected with the system of feudalism.

Samudragupta (335 – 375 AD)

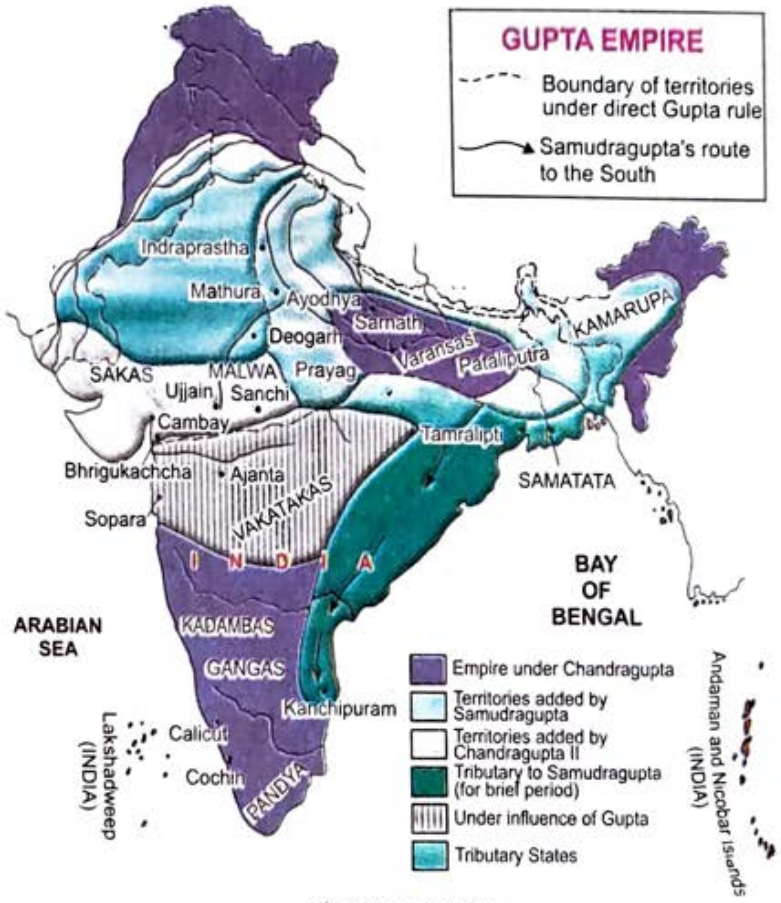
Chandragupta-I was succeeded by his son, Samudragupta, who is regarded as the greatest ruler of the Gupta dynasty. He was a great military commander. We learn about his various military conquests from 'Prashasti', composed by his court poet Harisena. He defeated many rulers and annexed their territories. His direct rule extended from Bengal to Delhi, while his indirect rule extended from the north-west frontier in the west to Asom in the east, and from the Himalayas in the north-east to Kanchi in the south. Samudragupta has been rightly called the 'Napoleon of India'. He was not only great warrior but also a poet, a musician and a good administrator. Although, a Hindu, he was tolerant towards other religions too. He was a generous patron of fine arts and learning. He had many poets and scholars in his court.

Chandragupta Vikramaditya (375 – 414 AD)

Samudragupta was succeeded by his son, Chandragupta-II, who is also known as Vikramaditya. Several inscriptions at Udayagiri, Mathura, Sanchi and Mehrauli (Delhi) throw a good deal of light on the works and achievements of Vikramaditya. He strengthened his empire through matrimonial alliances.

The western Sakas of Gujarat, Saurashtra and Malwa region were very powerful and prosperous. Chandragupta-II, with the help of the Vakatakas, defeated the Sakas. The Saka territories came under his direct control. Chandragupta-II was, therefore, rightly termed as the 'Sakari' (which means one who conquered the Sakas). He made Ujjain his second capital.

Chandragupta-II is known for cultural advancement during his reign. He patronised artists and scholars. He had nine gems or 'navaratnas' in his court. Kalidasa, the great Sanskrit poet, was one of his 'navaratnas'.



The Gupta Empire

Later Guptas

Kumaragupta (414 – 455 AD)

Chandragupta Vikramaditya was succeeded by his son Kumaragupta. He kept the empire built by his forefathers intact. His reign was marked with peace and prosperity.

Skandagupta (455 – 467 AD)

During his reign, the Huns were a powerful nomadic tribe of central Asia. They were seeking new homes in all directions. Some of them attacked India but were thwarted by Skandagupta.

Imagine that you are a person living in the place of a Gupta king. How do you spend your time? What do you do? Who are your friends?

The Fall Of Gupta Empire

The following were the main causes of the decline of the Guptas :

- (i) **Weak Successors** : Skandagupta's successors were weak and inefficient rulers. They failed to contain the great empire of their forefathers.
- (ii) **Revolt of Governors** : Many governors of the far flung regions of the empire revolted and declared themselves independent rulers.
- (iii) **The Huna Invasions** : The Huns became a fierce power towards the end of the fifth century. The Huns dealt a severe and final blow to the Gupta power.

Fa-Hien's Account

Fa-Hien, a Chinese pilgrim and a great Buddhist scholar, set out for India in 399 AD. He crossed the Gobi desert and entered India through the Northwest frontier. He travelled through Peshawar and Takshshila to Pataliputra. He spent six years (405– 411 AD), touring the Gupta empire and returned to China sailing from the port of Tamralipti (Bengal). He wrote vivid accounts of his stay in India and particularly of the Mauryan empire. He was highly impressed by the prosperity of Magadha and especially its capital city Pataliputra. The capital had many stately palaces and buildings. There was amity between the people of different castes and religions.

The Guptas were benevolent and efficient rulers. They undertook many welfare programmes. There were rest houses along the various routes. The roads were well maintained. The people were law abiding and honest. Most of them were vegetarians. The rulers gave liberal grants to Buddhists and Brahmins.

Administration : The Guptas were able administrators. The empire was divided into 'Bhuktis' (provinces), which were further divided into 'Vishayas' (districts), and 'peth' (villages).

For local administration, the rural areas were governed by village headmen, while the urban areas were governed by a council consisting of the head of the city corporation and the representatives of various guilds of merchants, artisans and the chief scribe. The Gupta administration was decentralised. For revenue administration, taxes like the 'bhaga' and the 'bhoga' were levied on the land, which was owned by the king. Merchants, craftsmen, mines, etc. were also taxed.

Society : Most of the people lived in villages and led a simple life. The caste system had become very rigid. Besides the four main castes, a number of sub-castes also emerged. Merchants and craft guilds were also referred to as castes. The *Chandalas* or untouchables performed all the menial jobs in society. They lived outside the city and were considered inauspicious.

The status of women further deteriorated and several restrictions were imposed on them. They were not allowed to receive formal education or participated in the social and political activities. They were not entitled to property except their '*streedhan*'. Early marriage and the '*sati system*' had started.

Religion : The Gupta rulers were Hindus and most of them were Vaishnavites. Vishnu, Shiva and several other gods and goddesses like Ganesha, Kartikeya and Durga were also worshipped. Coins of this period bear images of these gods and goddesses. The rulers performed yajnas like '*Rajasuya*' and '*Ashwamedha*'. The Brahmins framed rules and regulations of religion and society which were compiled in the '*dharmashastras*'.



The Gupta rulers were tolerant towards Buddhism and Jainism. They gave liberal donations for these religions. Yet, Buddhism was on the decline and Hinduism was gaining its appeal.

Economic Life : Agriculture was the mainstay of the economy. Besides agriculture, forests and their produce provided source of livelihood to people. Cattle rearing was a dominant occupation. People knew various minerals and metals. Weaving, spinning, sewing were prevalent crafts. Several guilds of craftsmen had come into existence.

Trade : The Gupta period registered a slight decline in international trade, as well as money system. The common people exchanged goods through barter system. The disintegration of the Roman empire also dealt a blow to the trade between India and the West. However, India's trade with China and Sri Lanka continued to flourish. Indian goods were exchanged for silk from China. Tamralipti was a port on the east coast (Bengal) that handled trade with the countries of southeast Asia like Suvarnabhumi (Burma, now called Myanmar), Yavadwipa (Java) and Kamboja (Kampuchia). Broach and Sopara ports on the west coast handled the trade with west Asia.

Art and Architecture Art and architecture flourished during the Gupta Period. In the field of sculpture, great progress was made under the Guptas. A large number of images and sculptures at Sarnath depict the scenes from Buddha's life and subjects from Puranic mythology as well. Numerous temples, e.g. Shiva temple at Bhumra (Nagod State), Vishnu temple at Tigawan, Parwati temple at Nachnakuthara, Dashavatar temple at Deogarh, Bhitargaon temple, Lakshaman temple at Sirpur, Vishnu temple at Udaygiri, were constructed. Cave temples at



Gupta coins

Udaygiri are an exquisite example of the Brahmana cave temple, while Buddhist cave temples exist at Ajanta near Aurangabad, and at Bagh near Gwalior. Beautiful paintings illustrating Buddhist legends adorn the walls of some caves. These are masterpieces of art.

Education : During the Gupta period, the universities of Nalanda (Bihar), Takshshila, Ujjain and Vikramashila were famous. Students from India and abroad received higher education at these universities. The kings and wealthy people financed these universities by liberal donations.

Science : Great progress was made in the fields of astronomy, mathematics, astrology, botany, geography, medicine and metallurgy, etc. About these developments you will read in a subsequent chapters.

In the wake of all-round development, Gupta period has been rightly termed as the 'Golden Period of Indian History.'

Try IT!

21st
CS

Communication



Though the Gupta Empire was not as widespread as the Mauryan Empire before it, their period is popularly known as the Golden Age of Ancient India. Discuss in class.

VARDHANA EMPIRE

After the fall of Gupta empire, India split into a large number of small kingdoms. It was brought about by the growing tendency of decentralisation of power and the feeling of regionalism. The Vardhan rulers of Sthaneshwar, the Chalukyas of Vatapi, and the Pallavas of Kanchi gained prominence, and contributed greatly to literature, religion and architecture.



The Vardhanas

Prabhakar Vardhana (580–605 AD)

He was the founder of the Vardhana dynasty, ruled over Sthaneshwar (Thaneshwar near Kurukshetra in modern Haryana). After his death, his elder son, Rajyavardhana ascended the throne in 605 AD. He was murdered by Shashank, the ruler of Bengal.

Harsha Vardhana (606 – 647 AD)

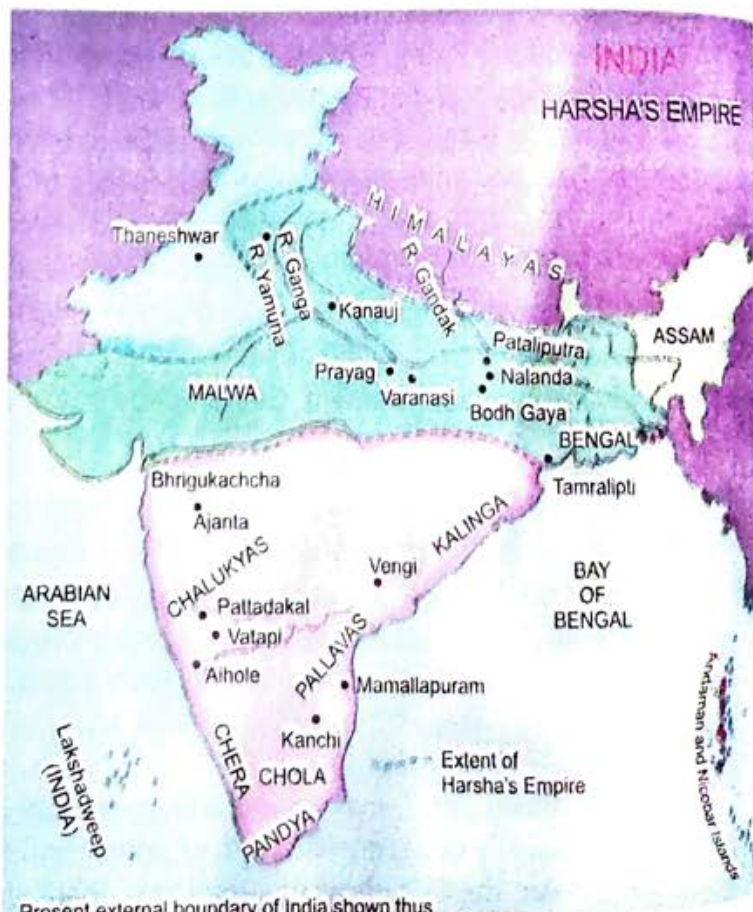
After the death of Rajyavardhana, his younger brother Harshavardhana ascended the throne at the tender age of sixteen, in 606 AD. He united the kingdoms of Thaneshwar and Kanauj and moved his capital from Thaneshwar to Kanauj which had two geographical advantages :

- (i) Kanauj was centrally located which enabled better supervision and administration.
- (ii) Unlike Thaneshwar, it was not very close to the vulnerable borders of the northwest.

Harsha ruled for forty-one years and was successful in establishing a mighty empire. In the first years of his reign, he carried out military campaigns against the neighbouring kingdoms. His empire extended from the Himalayas in the north to the Narmada river in the south, and from Punjab in the west to Bengal in the east. He was recognised as the most powerful ruler of the north. The neighbouring rulers accepted his suzerainty. He established diplomatic relations with China and sent an envoy to the Chinese court in 641 AD. Chinese missions arrived in India in 643 AD and 646 AD. Harsha dreamt of conquering the Deccan. In 620 AD, he led a campaign to the south, but he was defeated by Pulkeshin-II, the Chalukya ruler of Vatapi.

Hiuen-Tsang Account

Hiuen-Tsang, a Chinese pilgrim, came to India to collect Buddhist literature and visit Buddhist holy places. He spent fifteen years in India. He stayed at Harsha's court for some time. He travelled widely throughout the country and visited various places in Assam, Kashmir, Nepal, Bodh Gaya, Prayaga, Varanasi and Kanchi. He visited Buddhist monasteries and shrines, many of which were in ruins. Hiuen-Tsang wrote a detailed account of his experiences in India and compiled them in his book named 'Si-Yu-Ki' which meant '**Records of the Western World**'. This book gives a vivid description of the socio-economic conditions of the people. Besides this, Banabhatta's '*Harsha Charita*' and other works, coins and inscriptions of those days also provide us information on the administration and life of the people.



Present external boundary of India shown thus

Harsha's empire

Administration : According to Hiuen-Tsang, Harsha was a just and benevolent ruler. He frequently toured his empire to see things personally. He was assisted in his work by a council of ministers called the '*Mantri Parishad*'. He divided his empire into provinces and placed them under governors, who were paid in '*Jagirs*' or lands. In return, they had to provide military help to the king whenever needed. It was a kind of feudalism that prevailed in Europe during the Middle Ages.

Harsha's penal code was severe. In some crimes death sentence was also awarded. Harsha maintained a strong army which included infantry, cavalry, elephants and boats.

Revenue and Welfare Measures : Land revenue was collected at the rate of one-sixth of the total produce. The merchants and craftsmen also had to pay tax. The revenue so collected was spent on administration, welfare measures, religious donations and awards to learned men. Hospitals and rest houses were maintained, although the roads were not very safe. Robberies were frequent.

Social Life : The people were simple, honest and hospitable. They were generally vegetarians. They wore untailed garments and walked barefooted. The rich lived in big houses made of bricks, while the poor lived in thatched house made of mud. There was a high sense of cleanliness among people.

The caste system continued to be very rigid. The castes were divided into a number of sub-castes. Brahmans were held in high esteem. The practice of untouchability was prevalent. The outcastes performed all the unclean work in the society. They lived outside the city limits.

The custom of *sati* was also practised but there was no '*purda*' system. Hinduism, Buddhism and Jainism were the chief religions. People were tolerant and lived amicably. Farming, cattle herding, crafts and trade were the main occupations of the people.

Religion : Initially, Harsha worshipped Shiva and Surya. Later, he embraced Mahayana sect of Buddhism. He called special assemblies of the Buddhist monks to publicise the doctrines of the Mahayana faith. He held religious festivals (Magha Mela, presently known as Kumbha Mela) every five years at Prayaga. He organised the fifth Buddhist Council at Kanauj in 641 AD which was attended by Hiuen-Tsang. He distributed alms and gifts to Buddhist monks, Brahman heretics, the poor, the orphans and the destitutes.

Literature and Education : Harsha was a learned scholar and a great patron of learning. He wrote three Sanskrit plays '*Ratnavali*', '*Priyadarshika*' and '*Nagananda*'. His court was adorned with scholars like Banabhatta, Dandin and Subandhu. Banabhatta's '*Harsha Charita*', is a famous biographical work on Harsha's life and serves as a useful source material for the study of the history of those days. His another work is '*Kadambari*'.

Harsha gave liberal financial grants to the university at Nalanda (in Bihar). It was a famous centre of higher education and Buddhist learning. Subjects like literature, philosophy, mathematics,



Ruins of Nalanda

science, astronomy and religion were taught here through sanskrit medium. Students from all over Asia came to study here. At its peak, Nalanda had about ten thousand students and fifteen hundred highly qualified teachers. Shilabhadra was the head of the university. Students were provided free education, boarding and lodging. Hieun-Tsang also studied here for five years. Nalanda remained a famous centre of learning till the twelfth century when it was destroyed by Turkish invaders. Takshashila, Ujjain and Gaya were other famous universities of this time. Harsha is regarded as the last great Hindu ruler of India. After his death, his kingdom declined rapidly.

Try IT!

Prepare a report about the kingdom of Harshavardhana. You can include the travellers who travelled India during his reign and their role with respect to him, etc.



Creativity



CHALUKYAS AND PALLAVAS

After the decline of the Guptas (around 550 AD), the peninsular India emerged as the centre of political domination. Magadh, which had been a centre of political activities for about a thousand year, was now overshadowed by the Deccan and the South. For the next two centuries, the Chalukyas of the Badami or Vatapi and the Pallavas of Kanchi dominated the political scene. Both the dynasties were mutually warring.

THE CHALUKYAS (550 – 757 AD)

During Harsha's rule in the north, the Chalukyas had established their powerful empire in the north Deccan. They had risen after the decline of the Satavahanas. They established a powerful kingdom which extended from the Vindhyas in the north to the Krishna river in the south. Badami or Vatapi (northern Mysore) was their capital city. Aihole was another important city where many archaeological remains have been unearthed.

Pulakeshin-I (550–566 AD)

Pulakeshin-I was the founder of the Chalukya dynasty. He ruled for sixteen years. He made Vatapi (modern Badami) as his capital. Badami lies in Bijapur district of modern Karnataka. He laid the foundation of the fort of Vatapi and then performed the *Ashwamedha yajna*. He assumed the title of 'Prithvi Vallabha'.

Pulakeshin-II (611– 642 AD)

He was the grandson of Pulakeshin-I. He ruled for about thirty-two years. He was the most renowned ruler of the Chalukyas. He defeated Harsha Vardhana on the banks of the Narmada in 620 AD. He then added Gujarat, Malwa, Vengi and Kanchipuram to his empire. His empire now stretched from the Arabian Sea in the west to the Bay of Bengal in the east, and from the Narmada river in the north to the Palar river in the south. The region ruled by Pulakeshin-II was fertile and yielded rich agricultural produce. It had a great advantage of having ports on both the coasts which promoted trade and contacts with the foreign countries.

Subsequently, Mahendra Varman's son, the Pallava ruler, defeated and killed Pulakeshin-II, regained Vengi, and captured Vatapi in 642 AD. After the death of Pulkeshin-II, the Chalukyas power declined.



Art and Architecture

Pulakeshin-II worshipped Shiva and Vishnu, yet he was tolerant towards other religions. He gave liberal land grants to Jains. A number of temples of Vishnu and Shiva were built at *Vatapi*, *Aihole* and *Pattadakal* (in Bijapur district). The most famous temples are the *Papanatha* and *Virupaksha* temples. A cave temple of Vishnu has recently been discovered at *Vatapi*. Buddhist monasteries too were built in large numbers. *Aihole* is known as '**Cradle of Indian Temple Architecture**'.



Ceiling slab of the Vishnu Temple, Aihole

Art and architecture received encouragement from the Chalukyas. Most of the paintings in the *Ajanta* caves have been done during the Chalukya's rule.

Try IT!

Make a list of the Chalukyan kings in a chronological order and write down in your notebook.

21st
CS

Information



THE PALLAVAS

The Pallavas were petty officers under the Satavahana kings. **Bappadeva** was probably the founder of the Pallava dynasty.

Singh Vishnu (575 – 600 AD) : Singh Vishnu began a new era in the history of the Pallavas. He defeated the Cholas, the Pandyas, the Keralaputras and the Simhalese ruler and thus established his supremacy in the entire Tamil region.

Mahendra Varman-I (600 – 630 AD) : With his reign began the period of continuous wars that lasted for about one hundred fifty years. Mahendra Varman-I was defeated by the Chalukya ruler Pulakeshin-II and had to cede Vengi to the Chalukyas.

Narasimha Varman-I (630 – 660 AD) : He defeated the Chalukya ruler, Pulakeshin-II and assumed the title of 'Mahamalla'. He defeated the rulers of Simhala, Cholas, Keralas and Pandyas too. He built many rock cut temples. He founded the city of Mahabalipuram. He was the greatest ruler of the Pallava dynasty.

Aparajita was the last Pallava ruler who was defeated by the Cholas. With his fall, the Pallava dynasty came to an end.

Conditions under the Pallavas : The Pallavas patronised learned scholars and artists. Under them, Tamil culture reached new height. Mahendra Varman himself was a poet and a dramatist. He was a Jain, but later was converted to Shaivism by the Tamil saint Appar. Under the Pallava rulers, Kanchi became a great centre of Sanskrit and Tamil studies. Dandin, the famous Sanskrit scholar, belonged to that period.

Religion and Role of Temples : The people were, by and large, Hindus who worshipped Shiva and Vishnu. The temples of southern India acted as educational and cultural centres. The Brahman priests imparted Vedic education here. The religious hymns sung at the temples were popularised by the bhakti saints. Dancing was also a part of worship. The Bharatnatyam style of dancing was developed and perfected here only. The *shudras* were forbidden to enter the temple premises. The temples received royal patronage.



Shore temple, Mahabalipuram



Bhakti Movement : Although the rulers patronised Brahmanism, there were some enlightened saints who began to lay emphasis on 'bhakti' (personal devotion to God). The Alvar saints followed Vaishnavism, while the Nayanar saints worshipped Shiva. They preached in Tamil, the local language. The Brahman priests, on the other hand, chanted mantras in Sanskrit which were not understood by the common men. The popularity of the Bhakti cult increased in south India.

Art and Architecture : The Pallava rulers were also great patrons of art and sculpture. Narasimha Varman-I built beautiful rock-cut temples at Mamallapuram (Mahabalipuram) near Chennai (Madras). These temples are built like 'rathas' (chariots). Therefore, they are called 'Ratha-temple'. He built cave temples at Trichy and Pudukottai. Rock temples were also built at Kanchipuram. These temples have a tall sky rising tower known as the 'Shikhara'. The *Kailasanath temple* at Kanchi is famous for its beautiful sculptures. *Shore temples* at Mahabalipuram, Mukteshwar and Matangeshwar temples at Kanchipuram and Parashurameshwar temple at Gudimallam are made in different styles.

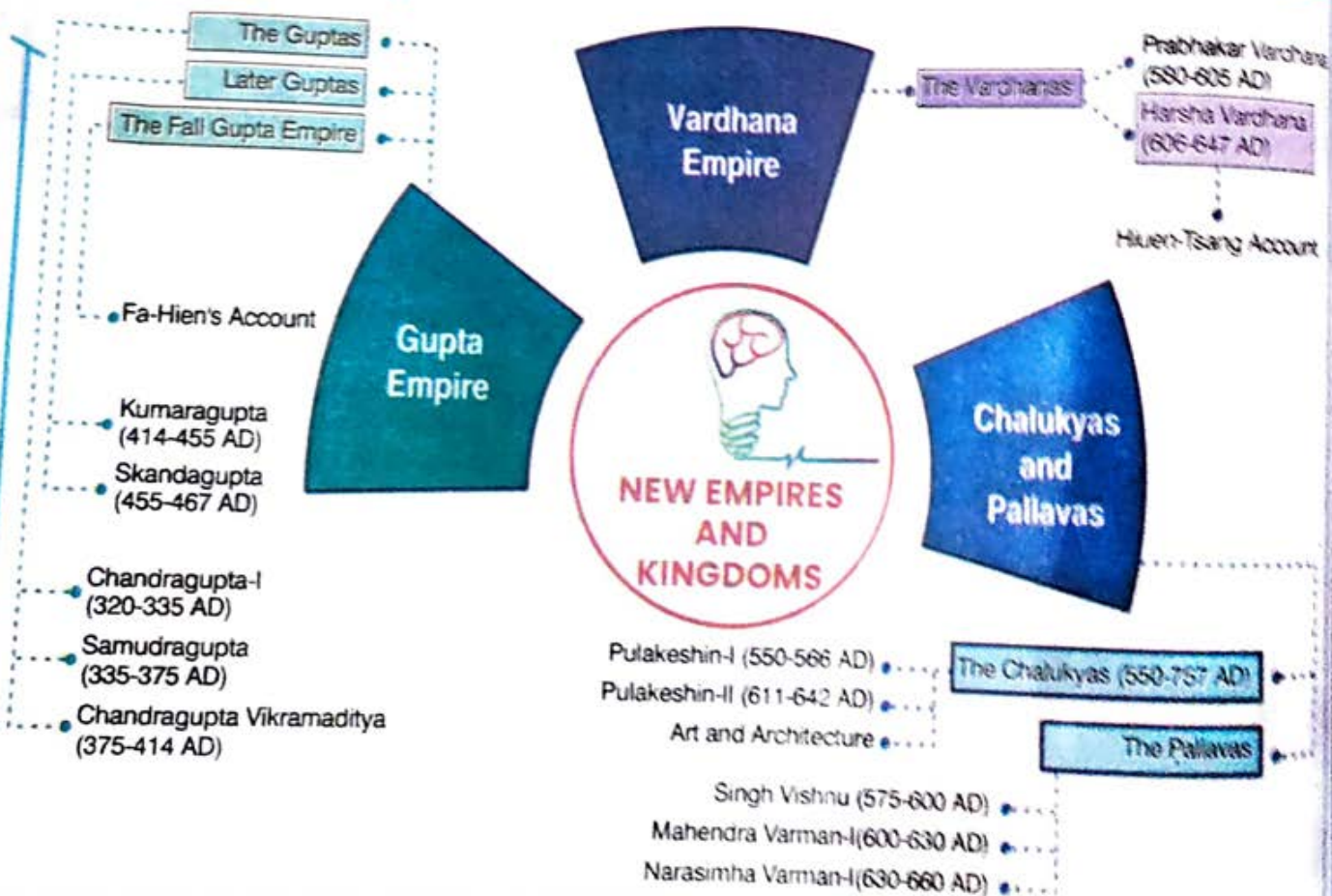
Try IT!

EL

Experiential Learning

Divide the class into three groups. The members of the first group shall put forward points about the Gupta Empire; the members of the second group shall prepare points about Harshavardhana; and the third group shall present details about the Chalukyas of southern India. Members of each group should present the strengths and weaknesses of the dynasties they represent.

MIND MAP



EXERCISE



I. Tick (✓) the correct answer.

1. The Gupta dynasty was founded by : (MCQs)
(a) Srigupta (b) Chandragupta (c) Vikramaditya (d) Skandagupta
2. Kalidasa, the great Sanskrit poet, lived in the court of :
(a) Chandragupta-I (b) Chandragupta-II (c) Samudragupta (d) Srigupta
3. Harsha gave liberal financial grants to the University at :
(a) Vikramshila (b) Ujjain (c) Takshashila (d) Nalanda

II. Fill in the blanks.

- was a port on the east coast (Bengal).
- Fa-Hien visited India during the reign of
- Hieun-Tsang came to to study Buddhism.
- Harsha ascended the throne in AD.
- Pulakeshin-II repulsed and defeated on the banks of the Narmada in

III. Write 'True' or 'False'.

- Gupta kings were followers of Buddhism.
- Samudragupta brought all kingdoms he defeated under his direct rule.
- Harsha embraced Mahayana sect of Buddhism.
- Harsha Charita* was written by Hieun-Tsang.



IV. Answer the following questions briefly.

- Which Gupta ruler is known as 'the Napoleon of India'?
- Name some important temples built during the Gupta period.
- Why was Nalanda famous?
- Which sect of Buddhism did Harsha embrace?
- Name the two temples built by the Chalukyas.

V. Answer the following questions in detail.

- Describe the development in the field of art and architecture during the Gupta period.
- Who was Fa-Hien? What does he tell us about the Gupta period?
- Mention the steps taken by Harsha for the spread of Buddhism.
- Describe the art and architectural activities of the Chalukyan period.



Skills Enrichment Zone

PROJECT



- Collect pictures of Ajanta and Ellora painting and paste them in your scrapbook.

MAP WORK



- (a) In the map of India, draw the extent of Harsha's empire and important cities.
(b) Collect information about Nalanda University.

AI

Art Integration



Information



12.

CULTURE & SCIENCE IN THE ANCIENT PERIOD

PRIOR KNOWLEDGE

- India has a rich heritage and culture
- Findings of India give a great base to the world.

LEARNING OBJECTIVES

- Literature
- Architecture
- Science

GET GOING

Aarya's class visited an ancient monument in Delhi for a class project. While looking around the structure of historical importance Aarya came across some people who were writing on the wall of the monument. Aarya immediately requested them not to do so. What value does Aarya depict here?

India can boast of its rich cultural heritage in the fields of language, literature, art, science, religion, education, etc. Evidences of its achievements in various fields from time immemorial are abundantly found.

LITERATURE

Indians made rich contributions in the field of language and literature. The Vedic literature is the oldest and unmatched in the world. Besides religious (sacred) Brahmanical, Buddhist and Jain literature, there is host of secular literature written in Sanskrit, Prakrit, Pali and Tamil languages.

The Vedas and Associated Texts

The Vedas are the earliest literary works that we have. The word 'Veda' means knowledge. There are four Vedas—*Rigveda*, *Yajurveda*, *Samaveda* and *Atharvaveda*. They contain hymns in praise of different gods and goddesses. These hymns were passed from one generation to the next orally until they were finally written down later.

Along with the Vedas, there was a series of texts called the *Brahmanas*. They are commentaries on the Vedas. Each Veda has a separate Brahmana. There are also **108 Upanishads**. The essence of Vedanta philosophy is contained in these Upanishads.

The Puranas

The *Puranas* are a store house of traditions, legends, myths, dogmas, rituals, moral codes and religious and philosophical principles.

According to well established tradition, the Puranas are eighteen in number. The Puranas served as the canon of a new religion, i.e. Hinduism and being composed in simple language were extremely popular. Some of them are sectarian in character and both Vaishnavites and Shaivites have special Puranas eulogising their peculiar deities. The more well known Puranas are *Vayu-Purana*, *Matsya-Purana*, *Vishnu-Purana*, *Markandeya-*

MY DICTIONARY

abundantly : more than enough
eulogising : to praise somebody something very highly

Purana, *Bhagawat-Purana* and *Skanda-Purana*, the first four of which were probably composed between 300 and 600 AD.

The **Buddhist** and **Jain texts** also form a part of Indian literature. The *Jataka* Tales are stories about the previous births of Lord Buddha.

The Epics

The Mahabharata was composed by Sage Ved Vyasa. It is the story of two sets of cousins—the Kauravas and the Pandavas. The name comes from the Battle of Mahabharata, fought between the two. The Mahabharata also includes the Bhagavad Gita. It is the conversation between Lord Krishna and Arjuna on the battlefield.

The Ramayana was composed by Sage Valmiki. It is the story of Rama, a prince of Kosala (capital was Ayodhya) and his war with Ravana, the King of Lanka.

Secular Literature

We have already understood the importance of Kautilya's Arthashastra and Megasthenes's Indica as sources of information about the Mauryan Empire.

The Sangam literature is also a part of secular literature belonging to ancient India. Composed in Tamil, it describes the kingdoms of South India. Historians believe that Sangam literature belong to the period extending from the second century BCE to the third century CE. Shilappadigaram and Menimegalai are two important ancient Tamil epics. Written thousands of years ago, they give us an idea about the towns, people and life in general.

Harshacharita by Banabhatta describes important events from the life of king Harshavardhana. Amarakosha by Amarasimha composed during the time of Chandragupta II, was a book of Sanskrit grammar. Panchatantra, a collection of moral stories composed by Vishnu Sharma, is another important work. Kalidasa was a great writer of the Gupta Age. Meghaduta, Abhijnana Shakuntalam, Ritusamhara and Raghuvamsha are some of his best known literary works. Shudraka was another famous playwright of this period. *Mrichchhakatikam* (Little clay cart) is his best-known work.

Tamil Literature

Tamil is the oldest of the Dravidian group of languages which include, besides, Kannada, Telugu and Malayalam. The earliest literary works in these three languages may be dated respectively in the 9th, 11th and 14th centuries. But the history of Tamil literature goes back to a **hoary** antiquity. Its earliest works are associated with three Sangamas, all of which flourished in the Pandya kingdom. Three Sangamas date between 500 BC and 500 AD. Most of these works are now lost. *Tolkappiyam* of the second Sangama is a grammatical treatise written in the form of Sutras.

Tamil classics of the third Sangama may be broadly classified as anthologies and the epics. Of the first category three are important : (i) *Pattupattu* (Ten Idylls), (ii) *Ettithokai* (Eight Collections) and (iii) *Padinenkikanakku* (Eighteen Minor Didactic Poems). *Tirukkural* of Tiruvalluvar is the best of the minor **didactic** poems.

Among epics, *Silappadikaram* and Manimekhalai occupy high place in Tamil literature. These two epics have been compared to the *Ramayana* and the *Mahabharata*. They are important source material of the history of the Tamils in the early centuries of the Christian era.

MY DICTIONARY

hoary : extremely old

didactic : to teach people a moral lesson



In what way did vedic texts and epics help in reconstructing history?

ARCHITECTURE

The history of Indian art practically begins from Ashoka's reign, who introduced the art of building in stone. The architectural achievements of Ashoka include : (i) *Stupas*, (ii) Pillars, (iii) Caves and (iv) Residential buildings.

Stupas : The stupas were solid domes of brick or stone masonry, erected by the Buddhists and Jains, either to commemorate a noted event or a sacred spot, or to deposit some **relics** of Buddha, Mahavira or other religious saints. Ashoka was a great builder of huge stupas who got built 84,000 including the great *stupa* at Sanchi.



Sanchi stupa

Pillars : The stone pillars are the most beautiful and characteristic specimens of Ashokan art. There exist 30 to 40 such pillars. The Lauriya Nandangarh Pillar represents one of the finest specimens. The pillar consists of two parts—the shaft and the capital. The shaft is monolithic, and the capital which surmounted the pillar was also monolithic and was chiefly remarkable for animal figures. The lion and the elephant on the capitals respectively of Rampurwa and Sankisa pillars are fine examples.

Caves : Ashoka excavated cave dwellings for the residence of monks (*Viharas*). A series of caves are situated in the Barabar Hills, north of Gaya.

Viharas : The residence of a religious community especially of monks, living in seclusion from society and bound by religious vows is called *Viharas*. Chaityas were meeting halls but near rock-out viharas with massive carved pillars on either side, *for example*, the Chaitya at Karle near Pune.

Temples : Idol worship became popular among Hindus in the Gupta period. Many temples were built for idol worship. Such temples usually had a small central room called the *garbhagriha*, where the idol was placed. Carved pillars supported the low roofs and a *shikhar* was also present. Temples at *Deograh*, *Sanchi* and *Bhitargaon* near Kanpur are famous temples of the Gupta period.

Many temples built by the Chalukyas are situated at Vatapi, Aihole and Pattadakal.

The temples built at Mahabalipuram show Pallava temple architecture. They are a group of five temples built in the shape of chariots. These chariots are named after the Pandavas and their wife *Draupadi*.

At Mahabalipuram, the Shore Temple was built with blocks of granite. The Shore Temple is a five-storeyed structural Hindu temple rather than rock-out as are the other monuments at the site. It is the earliest important structural temple in South India. Its pyramidal structure is 60 feet high and sits on a 50 feet square platform. There is a small temple in front which was the original porch. It is made out of finely-cut granite.

Sculpture : The stone sculptors of the Mauryan period mastered the art of polishing a stone. A polished female attendant known as the *chauri bearer* was found at Deedarganj near Patna.

MY DICTIONARY

relics : an object or tradition from the past that still survives

Under the influence of the Greeks two schools of sculpture evolved in northern India— the Gandhara School of art and the Mathura school of art. The Greek art style was combined with the Indian style under Gandhara School of art, whereas the Mathura School produced purely Indian style sculptures. The Sarnath School specialised in making Buddha statues seated in meditation.

Painting : Painting on rocks and cave walls began in India during the Stone Age. The art of painting walls grew under the Guptas and Chalukyas. Many lovely wall paintings are found in the Ajanta caves. The base of these paintings at Ajanta was prepared with clay, cow dung and powdered rock mixed with molasses. After applying this on the wall, a coat of lime was plastered on while still wet. Then colour was applied and the mural was polished by rubbing. The colours used to paint were made from plants and minerals. These murals show the stories of Buddha.



Mural in Ajanta

Try IT!

21st
CS

Technology / Digital Resources



Make a PowerPoint presentation on the topic 'Literature and Architecture of Ancient India'. Use five popular books and five popular structures for this project. Describing their main features and using their pictures, create a beautiful presentation in minimum ten slides.

SCIENCE

The Rig Vedic Aryans made rich contributions to **cosmogony**. In the *Rigveda* mention has been made to the origin of the universe from atom, which is quite close to the modern concept. The *Yajurveda* provides good information about the astronomy of the Vedic period. The *Jyotisha Vedang* is a later work of a practical utility of the astronomy. There are references to astronomical subjects in the *Brahmanas* and *Aranyakas*.

The science of medicine had also made some advance. Herbs, plants and drugs were discovered by the physician of the age to cure various diseases. Charaka, a contemporary of Kanishka (1st Century AD) was a celebrated authority on the Indian system of medicine. Great progress was made in the domain of scientific studies.

The *theory of zero* and the decimal system are credited to the thinkers of this age. Aryabhatta, Varahamihira and Brahmagupta were the foremost astronomers and mathematicians of the world.

It was Varahamihira who stated that the moon rotates.

Astronomy and Astrology

Aryabhatta : He was one of the greatest Indian scientists. In his *Surya Siddhanta*, he explains the causes of the solar and lunar eclipse. His calculation of the size of the earth is very near the figure estimated by modern astronomers. He was the first Indian astronomer to discover that the earth rotates round its axis. He worked out and explained the variations in planetary motions. He was the first to discover sine functions and utilise them in astronomy. He was the first to treat mathematics as a distinct subject and dealt with evolution and involution, area and volume, progressions and algebraic identities. Aryabhatta is famous for evolving the decimal system. His '*Aryabhattiyam*' deals with arithmetic, geometry, algebra and trigonometry.



Varahamihira : He was a famous astronomer and mathematician of his age, who flourished in the end of the fifth century AD. He divided Jyotish Shastra into three branches—*Tantra* (astronomy and mathematics), *Hora* (Horoscope) and *Samhita* (astrology). His *Panch Siddhantika* is a work on astronomy, while *Brihat Samhita* is a work on astrology and also provides knowledge of astronomy, physical geography, botany, natural history, movements of heavenly bodies and their effects on man.

Brahmagupta : He was a famous astronomer and mathematician of the Gupta period. He, long before Newton, declared the 'Law of Gravity'. His famous work *Brahma Siddhanta* in 628 AD, covers arithmetical operations, square and cube roots, interest, progressions, geometry, mensuration, algebra, etc.

Medicine

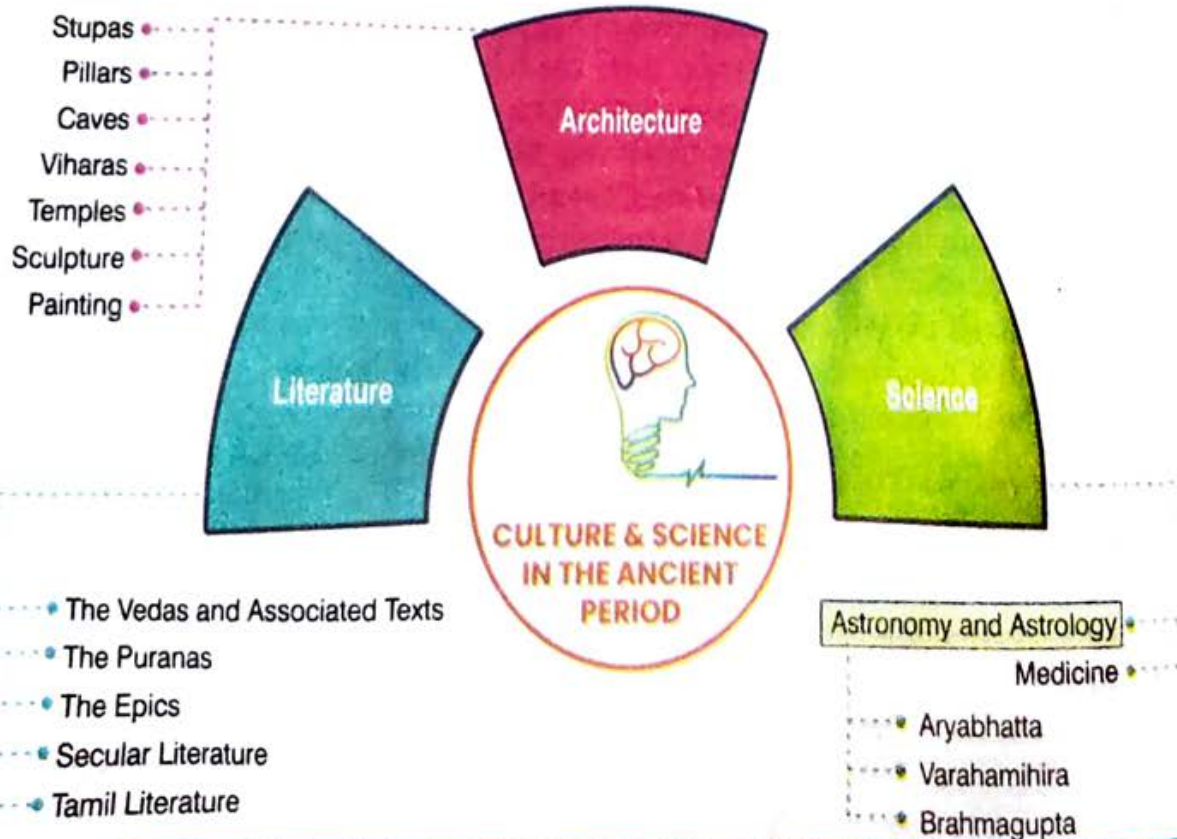
The medical school of Charak and Susruta continued to flourish in the Gupta Age. *Ashtanga Sangraha* and *Ashtanga Hridaya Samhita* written by *Vagbhata* are also famous works of medicine. *Salihotra* produced *Asvasastra*, a treatise on horses. *Palakapya* wrote *Haistyayurveda*, a work on veterinary science. *Nagarjuna* discovered the methods of distillation and disinfectants. Much attention was devoted to surgery and surgical instruments.

Thought Shot

HD Curiosity

Before Aryabhata's theory of astronomy come into picture, the common belief was that the sun moves around the earth. What according to you could have been the reason for this belief?

MIND MAP



EXERCISE



Tick (✓) the correct answer.

(MCQs)

1. The Ramayana was composed by :

(a) Sage Ved Vyasa

(b) Sage Valmiki

(c) Sage Parashar

(d) Sage Gautama

2. A work on veterinary science :

(a) *Ashtadhyayi*

(b) *Ashtanga Sangraha*

(c) *Ashtangahridaya Samhita*

(d) *Hastyayurveda*

3. mathematicians knew the use of zero.

(a) French

(b) Indian

(c) Greek

(d) Roman

II. Fill in the blanks .

1. made rich contributions in the field of language and literature.

2. The sangam literature is also a part of literature.

3. The temples built at Mahabalipuram show temple architecture.

4. Aryabhatta was a great

5. was a specialist in cosmetic surgery.

III. Write 'True' or 'False'.

1. The vedic literature is the oldest in the world.

2. The Mahabharata is the story of Lord Rama.

3. Tirukkural of Tiruvalluvar is the best of the minor didactic poems.

4. Painting on rocks and cave walls began in India during the stone age.

5. Vagbhatta discovered the methods of distillation and disinfectants.

IV. Answer the following questions briefly.

1. What are Puranas? Name some of them.

2. What do you know about the Mahabharata?

3. Name the great works of Kalidasa.

4. Name the great mathematicians and astronomers.

5. Name the two great personalities in the field of medicine.

V. Answer the following questions in detail.

1. What are the stupas and pillars? Give some examples.

2. Write a short note on the Ajanta caves painting.

3. Describe the progress made in the field of science during the ancient times.

4. Political stability leads to overall prosperity. Do you agree? Give reasons in support of your argument.





PICTURE STUDY



Information

i. Look at the picture of the Shore Temple, given here. Now read the 'Temple' section in the chapter again and answer the following questions.



- Where is the temple located?
- Under which kingdom was this temple built?
- Is this an example of Dravida or Nagara style of Architecture?
- What does the temple indicate about the rulers who got it made?

PROJECT



AI

Art Integration

ii. Collect photographs of temples in India and paste them in your scrapbook.

THINK SMART



HD

Problem Solving

iii. Find the correct answers from the word grid of the following clues:

1. Capital of Chalukyas
2. Worshipper of lord Vishu
3. Capital Pallavas
4. New Capital of Harsha
5. He wrote biography of Harsha
6. The Author of *Meghadutam*

K	O	V	A	B	C	D	I	E	F
A	P	A	L	L	V	A	S	I	G
N	Q	T	L	B	C	D	L	H	Q
N	K	A	L	I	D	A	S	A	M
A	M	P	H	W	A	R	M	O	Q
U	S	I	Z	V	S	F	G	H	I
J	Z	O	U	H	Z	M	U	V	Z
B	A	N	A	B	H	A	T	T	A
A	V	T	O	Z	W	V	U	Y	E
W	Q	K	A	N	C	H	I	Q	R

Out of the Box !



IE

Indian Ethos

- In what ways are the caves of Ajanta and Ellora different from the caves of the stone age? Elaborate.





13. THE UNIVERSE

PRIOR KNOWLEDGE

- The Universe is everything that we can ever know—all of space and all of time.
- It is unimaginably vast, endless and entirely empty, with small clusters of matter and energy.

LEARNING OBJECTIVES

- Galaxies
- Stars
- The Solar System
- Origin of the Solar System
- The Sun
- The Planets
- Satellites

GET GOING

Imagine you are an astronaut and you are going to visit the solar system soon, which planet would you choose to search to travel. Express your feelings about the journey you are about to take and about the preparations you have done.

Universe is probably 15 billion years old. It contains all the galaxies, stars, planets, asteroids, comets, meteors, etc., all of which are known as **celestial bodies** or **heavenly bodies**.

The science that studies stars and other heavenly bodies is known as **astronomy**.

The scientists believe that **Big Bang** explosion created the Universe some 15 billion years ago. First, there was a hot ball tinier than an atom. This ball cooled and grew to a football size. A split second later, a super force swelled the infant universe a thousand billion, billion, billion times. As it mushroomed out, the universe was flooded with energy and matter. Thereafter, atoms of hydrogen and helium gas were formed. Millions of year later, the clouds of gases combined together to form stars and galaxies.



Recent theories suggest that there may be many other universes which we can ever know.

The Universe is not fixed. It is getting bigger by the second. We know this because all the galaxies are zooming away from us in all directions. The further away they are, the faster they are moving.

GALAXIES

Galaxies are giant groups of millions or even trillions of stars. There may be 20 trillion galaxies in the Universe, but only three galaxies are visible to the naked eye from the earth besides the Milky Way (our own galaxy), the Large and Small Magellanic Clouds and the Andromeda galaxy. Galaxies are of different shapes, such as spiral, barred spiral, elliptical and irregular. They are often found in groups, called **clusters**. One cluster may have 30 or so galaxies in it.



The galaxy in which our solar system is located is called the **Milky Way** or **Akash Ganga**. It seems to be a river of stars. It is 100,000 light years long and 1,000 light years thick. Our Sun is tucked away in a corner of the Milky Way at a distance of about 30,000 – 35,000 light years from the centre of the galaxy. It is a spiral galaxy, made up of 100 billion stars.



Milky Way

STARS

Stars are balls of mainly hydrogen and helium gas. Nuclear reactions in the heart of stars like those in atom bombs, generate heat and light. They are of different size and brightness. Our **Sun** is a medium-sized star. Stars tend to form groups. Lone stars are rare, while double stars, called '**binaries**', and multiple stars comprise 75% of the total stars. **Alpha Centaury** is a group of three stars, closest (4.3 light years away) to the sun.

Try IT!



Look at the night sky on a clear night and observe the various patterns of stars. There are many constellations in the night sky. Observe them and try to look for some familiar constellations.

Try to make your patterns in the sky with different stars scattered around.

THE SOLAR SYSTEM

The Sun, eight planets, more than hundred satellites (moons), millions of asteroids, meteoroids, and countless comets make up the solar system. The solar system is a part of the Milky Way galaxy. It is about 27,000 light years away from the centre of the Milky Way galaxy. It is about 470 crore years old and is about 1,200 crore km wide.



The Solar System



ORIGIN OF THE SOLAR SYSTEM

Scientists believe that the Sun and the solar system has been formed from a rotating disc of gases and cosmic dust, called the **Nebula**. As the vast cloud of gas and dust spun and cooled material was drawn into the centre. The centre became denser and hotter and began generating energy by nuclear fusion. At the same time, due to the huge force of gravity, the rest of the material near the Sun came together to form the dense inner planets, while the cooler outer regions combined with rock, metal and gas to form the outer planets.

THE SUN

The Sun is the centre of the solar system around which all the planets revolve. The Sun is a medium sized star. It is 109 times the diameter of the earth and weighs about 333,000 times as much as the earth. It is so large that about 1,300,00 planet earths can fit inside of it. It is made almost entirely of hydrogen and helium, the lightest gases in the Universe. Its interior is heated by nuclear reactions to temperatures of 15 million °C.

THE PLANETS

Eight planets namely Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune revolve around the parent body, i.e. the Sun. It is interesting to note that all the planets, except the earth, are named after the Roman gods.

The planets are divided into two groups—'inner planets' and 'outer planets'. The inner planets include Mercury, Venus, Earth and Mars. These planets are also called 'terrestrial' (earth-like) planets, because they are dense rocky bodies consisting mainly of iron and rock. The outer planets include Jupiter, Saturn, Uranus and Neptune. Outer planets are big in size and have large satellite families. They are composed mostly of hydrogen, helium, ammonia and methane and as such, called 'gas giants'. All of them rotate very fast and have dense atmosphere.

All the planets revolve around the Sun in long elliptical paths, called the **Orbit**.

Motions of Planets

The Sun, by virtue of its mass and weight, controls the movements of the planets.

According to the **heliocentric**, or **Sun-centered theory**, all the planets revolve around the Sun in the same direction. However, the period of revolution is different for each planet.

Each planet moves round the Sun in an ellipse, or oval orbit. The **gravitational pull of the Sun keeps the planets orbiting in a fixed path**.



The temperature of the Sun's surface is 6000°C. Each centimetre burns with the brightness of 250,000 candles.

Until the 16th century, most people thought that the earth was the centre of the Universe and that everything—the moon, the sun, planets and stars—revolved around it. Nicolaus Copernicus, the Polish astronomer, was the first to suggest that the Sun was the centre and that the earth went round the Sun. This view is called as 'heliocentric'. The Roman Catholic Church banned the book containing these ideas, for nearly 300 years.



Gravity pulls the planet towards the Sun (red arrow)



Planets of solar system

- (i) **Mercury** : It is the closest planet to the Sun. It is the fastest orbiting planet, getting around the Sun in just 88 days. It means that a Mercurial year is of 88 days only. It takes 58.6 days to rotate around its axis, therefore a Mercurial day lasts nearly 59 times as long as ours. Temperatures on Mercury range from -180°C at night to over 430°C during the day. Mercury's surface is pocked by craters.
- (ii) **Venus** : Venus is the second planet out from the Sun. This planet is the brightest object in the sky after the Sun and the Moon. It is also called the '**Evening Star**' because it can be seen in the evening just after sunset. It is the hottest planet in the solar system with a surface temperature of more than 470°C . Its cloudy atmosphere is a thick mixture of carbon dioxide gas and sulphuric acid. A unique feature of Venus is its backwards rotation, *i.e.* east to west. Its day lasts 243 earth days – longer than its year which lasts 225 days. It has no moon.
- (iii) **Earth** : Earth is the fifth largest planet in the solar system. It is made mostly of rock, with a core of iron and nickel. It takes about 365 days to orbit around the Sun. It appears bright blue from space because of huge water bodies (oceans) on its surface, and hence called the **Blue Planet**. Presence of air, water and suitable temperatures make the earth a unique planet having life on it. It has one satellite called moon.
- (iv) **Mars** : Mars is the fourth planet out from the Sun. It is the nearest planet to the Earth, after Venus. It is the only planet to have an atmosphere with day-time temperature close to ours. It is rusty red colour, hence called the **Red Planet**. It spins on its axis once every 24.6 hours. Therefore, it has a day equal to ours. It takes 687 days to complete its orbit. It has two tiny moons named **Phobos** and **Deimos**.
- (v) **Jupiter** : It is the biggest planet in the solar system. Its surface is made mostly of hydrogen and helium. The planet has a giant 'Red Spot' on its surface. It has 60 moons, of which **Ganymede** is the largest. Jupiter spins on its axis once every 9.8 hours (Jupiter's day).
- (vi) **Saturn** : Saturn is the second biggest planet in the solar system—815 times as big as the earth. It revolves around the Sun in 29.5 years. It is one of the fastest spinning of all the planets, rotating in just 11.5 hours, at an enormous speed of 10,000 km per hour. Strong winds swirl around its equator. It is made almost entirely of liquid hydrogen and helium. The most spectacular feature of the Saturn is its rings which are made of ice, dust and tiny rocks. The planet has more than 60 moons, of which Titan is the second largest in the solar system.
- (vii) **Uranus** : Uranus is the third largest planet in the solar system. It was discovered by Herschel, an



Twice during its orbit, Mercury gets very close to the Sun and speeds up so much that the Sun seems to go backwards in the sky.

Pressure on the surface of Venus is 90 times greater than that on the earth !

The earth has a magnetic field stretching 60,000 km out into space, which protects the planet from Sun's radiation.

The Viking probes found no evidence of life on Mars, but the discovery of a possible fossil of a microorganism in a Mars rock means the hunt for life on Mars is on.

Saturn is so low in density that if you could find a bath big enough, you would be able to float the planet in the water.

On Uranus, in spring, the Sun sets every 9 hours—backwards !

Neptune's moon Triton is the coldest place in the solar system, with surface temperatures of -236°C .



English astronomer, in 1781. It tilts at an angle of 98° so that it seems to roll around the sun like a gigantic bowling ball. It takes about 84 years to complete its orbit. Uranus has 27 moons, **Ariel**, **Umbriel**, **Titania**, **Oberon**, and **Miranda** being larger one. Uranus has an icy atmosphere made of hydrogen and helium. Its surface is an icy cold ocean of liquid methane. It has very faint set of rings.

(viii) Neptune : Neptune is the fourth largest planet of the solar system and eighth planet out from the Sun. Neptune was discovered in 1846 by two mathematicians John Couch Adams of England and Urbain le Verrier of France. It is so far from the Sun that its orbit lasts nearly 164.8 earth years. It has a surface of icy cold liquid methane and an atmosphere of hydrogen and helium. It has 8 moons, of which Triton is the largest. Neptune has a Great Dark Spot, like Jupiter's Great Red Spot where storms whip up swirling clouds.

Try IT!

Make a model of the solar system by using stationery materials, such as thermocol, coloured chart papers, plastic balls of different sizes, colours and label it.

AI

Art Integration

SATELLITES (MOONS)

Satellites are objects that orbit planets and other space objects. They may be natural as well as artificial. Natural satellites are called moons. They need to be distinguished from artificial satellites (spacecrafts) sent up to orbit the earth and other planets. Moons are mostly small rock globes that continually orbit the parent planet. There are 102 known moons in the solar system.

The Moon

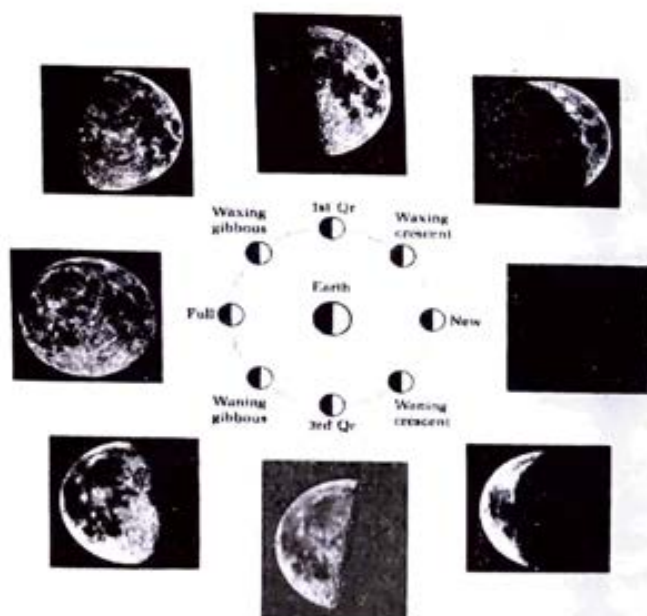
The Moon is the only natural satellite of the earth. It is 384,400 km away from the earth and about 25% of the earth's size. It orbits the earth once in 27.3 days and spins around once on its axis every 720 hours. It is the brightest object in the night sky, but it shines only because its light coloured surface reflects sunlight. One side of the Moon is always turned away from us and remains in dark. This is because the Moon spins around on its axis at exactly the same speed that it orbits the Earth.

As the Moon revolves around the earth, its shape seems to change every night. We see varying amounts of its sunlit part, called **Phases of the Moon**.

The phases follow a definite cycle from New Moon to Full Moon and then back to New Moon. The Moon goes through all these phases once every $29 \frac{1}{2}$ days.

The Moon has no atmosphere. Its surface is simply

The largest moon in the solar system is Jupiter's moon Ganymede. It is larger than the planet Mercury. The second largest is Saturn's moon, Titan. It is like a small frozen earth with a rocky core beneath a cold, nitrogen atmosphere. Three moons have atmosphere—Saturn's moon Titan, Jupiter's IO and Neptune's Triton.



Phases of the Moon

white dust, pitted with craters created by meteorites smashing into it. Its surface has large dark patches earlier called **seas**. They are, in fact, lava flow from ancient volcanoes. The Moon has no water or air.

Thought Shot

CC

Integrated with Mathematics

If a person could throw a ball up 5m on the earth what height would the ball go up on the moon?

Asteroids

Asteroids are tiny lumps of rocks that orbit the Sun. They are sometimes called the **minor planets**. Most asteroids— more than half a million, orbit the Sun in the Asteroid belt between Mars and Jupiter. Ceres, the biggest asteroid was discovered in 1801.

Meteors

Meteors are space objects that crash into earth's atmosphere. Most meteors are very small and burn up as they enter the atmosphere. They are also called **Shooting Stars**. Meteorites are larger meteors that penetrate right through the earth's atmosphere and reach the ground. When a large meteorite crashes to the earth, it produces a huge crater on the earth's surface.

The impact of a large meteorite may have chilled the earth and wiped out the dinosaurs. The moon's gravity is 17% of the Earth's so astronauts in space suits can jump 4m high.

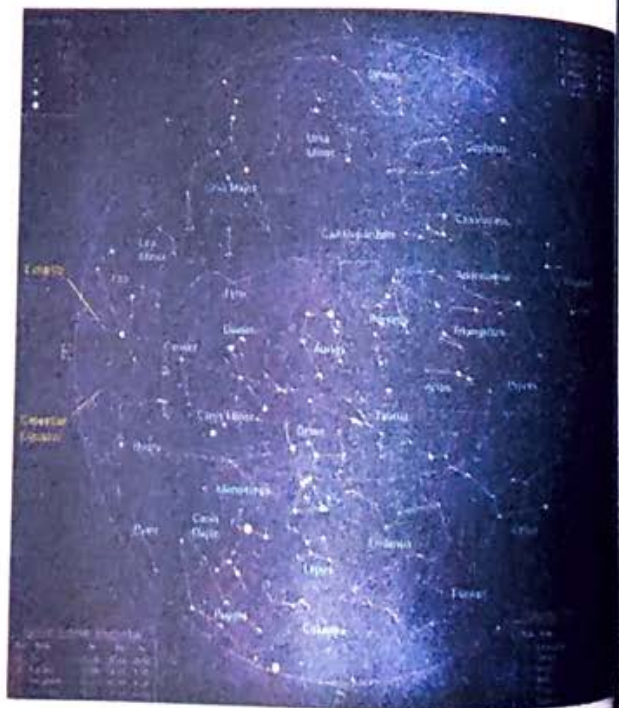
Comets

Comets are bright objects with long tails which are seen streaking across the night sky. Many comets orbit the Sun, but their orbits are very long. They form a tail when they come near the Sun. Periodic comets appear at regular intervals. Halley's comet, named after British scientist Edmund Halley, orbits the Sun every 76 years. It was last seen in 1986 and will be seen again in 2062. The **Hale-Bopp** comet which appeared in 1997 gave the brightest view of comet since 1811.

The Constellations

The Constellations are patterns of stars in the sky forming a certain shape. Most of the constellations were identified long ago by ancient Babylonians and Egyptians.

Astronomers today recognise 88 constellations. Different constellations



Different types of star groups

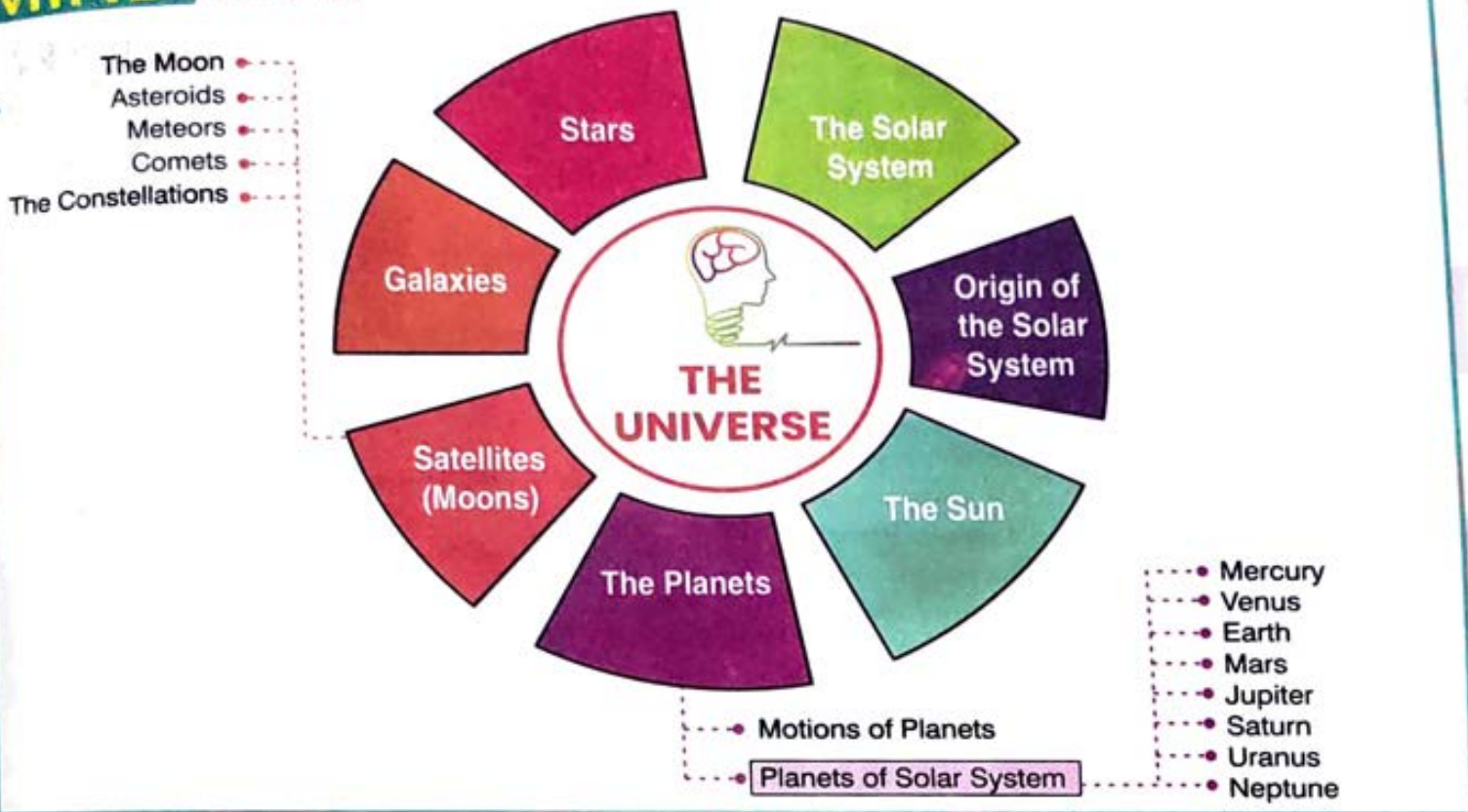
become visible at different times of year, as the earth travels around the Sun. The constellation of the Great Bear, also known as **Ursa Major**, contains an easily recognisable group of seven stars called the **Big Dipper** or the **Saptarishi**. The Polaris or the North Star always points to the north.

Thought Shot

HD Curiosity

What are the various purposes for which artificial satellites have been invented and placed into the space?

MIND MAP



EXERCISE



I. Tick (✓) the correct answer.

(MCQs)

- The solar system is a part of the galaxy.

(a) Big Bang	<input type="checkbox"/>	(b) Nebula	<input type="checkbox"/>	(c) Saptarishi	<input type="checkbox"/>	(d) Milky Way	<input type="checkbox"/>
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- The fastest orbiting planet is :

(a) Jupiter	<input type="checkbox"/>	(b) Mercury	<input type="checkbox"/>	(c) Neptune	<input type="checkbox"/>	(d) Uranus	<input type="checkbox"/>
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- The hottest planet is :

(a) Jupiter	<input type="checkbox"/>	(b) Venus	<input type="checkbox"/>	(c) Mercury	<input type="checkbox"/>	(d) Mars	<input type="checkbox"/>
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- The largest moon in the solar system is :

(a) Titan	<input type="checkbox"/>	(b) Triton	<input type="checkbox"/>	(c) Ganymede	<input type="checkbox"/>	(d) Deimos	<input type="checkbox"/>
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II. Fill in the blanks.

1. are also called shooting stars.
2. The asteroid belt lies between and
3. is called a blue planet.
4. The constellation which has a group of seven stars is called

III. Write 'True' or 'False'.

1. Planets have elliptical orbits.
2. The Polaris always points to the north.
3. Venus moves from east to west.
4. Milky Way is a spiral galaxy.

IV. Answer the following questions briefly.

1. What is solar system?
2. Name the galaxy in which our solar system is situated.
3. Which planet is known as the 'morning star'?
4. Name the planet that is our nearest neighbour.
5. What is a comet? Name any one.
6. Name the planet which has a reddish appearance?

V. Answer the following questions in detail.

1. Distinguish between inner planets and outer planets.
2. Distinguish between a star and a planet.
3. Why is the earth called a unique planet?
4. Describe the moon and its phases.
5. Why can the moon not support any form of life?



Skills Enrichment Zone

THINK SMART



21st
CS

Creativity



The moon has always fascinated humans and there have been many voyages to the moon. Get information on the voyages and write a paragraph about each of them. Put the best write-up on the display board in the class.

FUN ACTIVITY



21st
CS

Technology / Digital Resources



Find details on the internet about India's Chandrayaan-1, and share your information with each other in the class. Prepare a project on the same.

Out of the Box !

HD

Curiosity

- How are we able to see the comets which have no light of their own?



14. LATITUDES AND LONGITUDES

PRIOR KNOWLEDGE

- ◉ We need some reference points or important landmarks to find out a new place that we want to visit. Rivers, hills, temple, etc., are such important landmarks which serve as points of reference. On the earth, the North Pole and the South Pole are the two fixed points which serve as reference points. The imaginary axis of the earth joins the two poles.

LEARNING OBJECTIVES

- ◉ Latitudes and Lines of Latitudes
- ◉ Some Important parallels of Latitude
- ◉ Longitude and Meridians of Longitude
- ◉ Locating Places on the Globe
- ◉ Longitude and Time
- ◉ Local Time and Standard Time
- ◉ Time Zones of the World

GET GOING

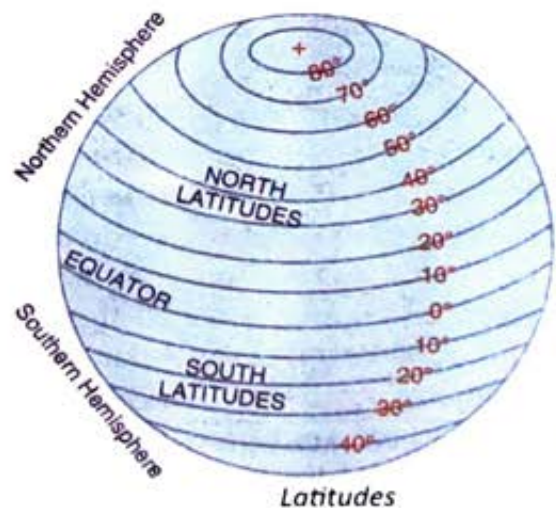
Dhaka is situated to the East of New Delhi and Islamabad is situated to the West of New Delhi. Will it be Pre-Moon or Post-Moon in these two places when New Delhi has moon? Give reasons to support your answer.

Watch a globe carefully. You will find two sets of imaginary lines drawn on it. One set of lines drawn as circles in between the two poles in an east-west direction is known as **Parallels of Latitudes**. The other set of line, drawn as semi-circles in north-south direction and joining the two poles is called **Meridians of Longitudes**. The network of these two sets of lines is called **Grid**. The intersection of a latitude and a longitude gives the position of a place on the earth. With the help of these two sets of lines, we can determine the position of a place on the earth.

LATITUDE AND LINES OF LATITUDES

If you cut the globe into two equal halves horizontally, the imaginary line thus formed is called the **Equator**. It divides the earth into two hemispheres—the Northern Hemisphere and the Southern Hemisphere.

By latitude, we mean the angular distance of a place from the equator. It is measured in degrees. Lines of latitude, also called **Parallels of Latitudes**, are drawn on globe and maps, joining all places having the same latitude. Each hemisphere



is divided into 90 degrees. Remember, 90° north latitude represents the **North Pole**, while the 90° south latitude represents the **South Pole**.

These 90° latitudes are not lines or circles as other latitudes, they are represented by a single point each. All the lines of latitudes are drawn as circles. There are 181 latitudes in all. To avoid any confusion, each latitude is marked as 'N' (North) in the Northern Hemisphere and 'S' as (South) in the Southern Hemisphere.

SOME IMPORTANT PARALLELS OF LATITUDE

(i) **Equator** : Equator is also known as the zero degree latitude. It is the most important parallel of latitude, as it divides the earth into two equal parts. It is drawn in the middle of the earth, half way between the two poles. It represents the greatest circle on the earth. All the lines of latitudes are measured from this line only.

(ii) **Tropic of Cancer** : This parallel of latitude represents 23½°N, an imaginary line in fact a circle drawn in the Northern Hemisphere, drawn at an angle of 23°30' from the equator.

(iii) **Tropic of Capricorn** : This line or circle represents 23½° S. It is an imaginary line drawn in the Southern Hemisphere at an angle of 23°30' from the equator.

(iv) **Arctic Circle** : It denotes 66½° N. It is drawn in the Northern Hemisphere, at an angle of 66°30' from the equator.

(v) **Antarctic Circle** : It denotes 66½° S. It is drawn in the Southern Hemisphere, at an angle of 66°30' from the equator.

You have already read that latitudes help us to find the location of a place. They also determine the temperature of a place.

Heat Zones of the Earth

The rays of the sun fall vertically on the equator. Therefore, equatorial regions experience high temperature throughout the year. As we move away from the equator towards the Poles, the sun rays become **slanting**. Therefore, there is a general poleward decrease in temperature. Accordingly, the following heat zones are found on the earth :

(i) **Torrid Zone** : This zone lies between the Tropic of Cancer and the Tropic of Capricorn. The sun's rays fall vertically on the Tropic of Cancer on 21 June, on the Tropic of Capricorn on 22 December, and on the equator on 21 March and 23 September. This zone, therefore, experiences high temperature round the year.

(ii) **Temperate Zone** : This zone lies between the Tropic of Cancer and the Arctic Circle in the Northern Hemisphere, and between the Tropic of Capricorn and the Antarctic Circle in the Southern Hemisphere. This zone never receives the vertical rays of the sun and therefore, it experiences moderate temperatures throughout the year.

(iii) **Frigid Zone** : This zone lies between the Arctic Circle and the North Pole in the Northern Hemisphere and between the Antarctic Circle and the South Pole in the Southern Hemisphere. This zone receives very slanting sun's rays, and therefore temperatures remain very low here throughout the year. In fact, this zone remains snow-bound for most part of the year. Hence, called the frigid zone.

MY DICTIONARY

slant : to take a diagonal course or direction

Try It!

With the help of your atlas, write down the names of the countries through which the following pass:

(a) Equator

(b) Tropic of Cancer

(c) Tropic of Capricorn



Information



LONGITUDE AND MERIDIANS OF LONGITUDE

By longitude, we mean the angular distance of a place east or west of a fixed meridian, which is known as Prime Meridian. Prime Meridian is considered as the zero degree longitude. It divides the earth into two hemispheres—the Eastern Hemisphere and the Western Hemisphere.

All the meridians are drawn as semicircles, joining the two poles. Unlike the parallels of latitudes, the meridians of longitudes are equal in length, but they are not parallel to each other. The distance between two meridians decreases polewards.

All meridians are drawn at an interval of 1° on both sides of the Prime Meridian. Thus, there are 180° meridians in each hemisphere. To avoid any confusion, each meridian is marked as E (East) or W (West). Remember, the 180° longitude in each hemisphere, coinciding with each other, is neither East nor West. This longitude with slight modifications is also called the International Date Line.

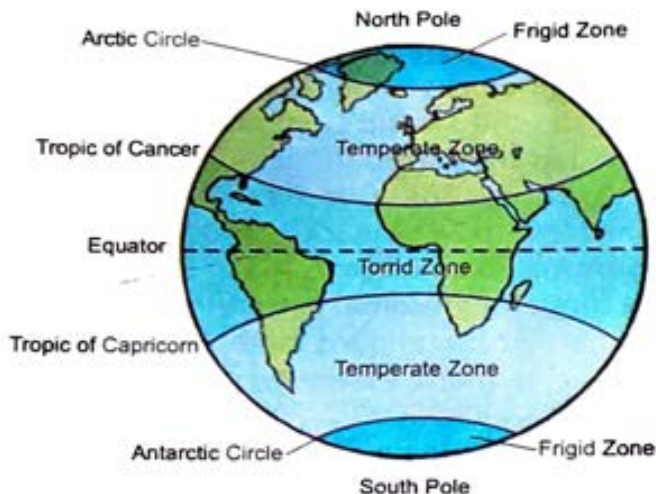
LOCATING PLACES ON THE GLOBE

The network of parallels and meridians on the surface of the globe is known as the **earth's grid**. We can locate any place on the surface of the earth with the help of this grid.

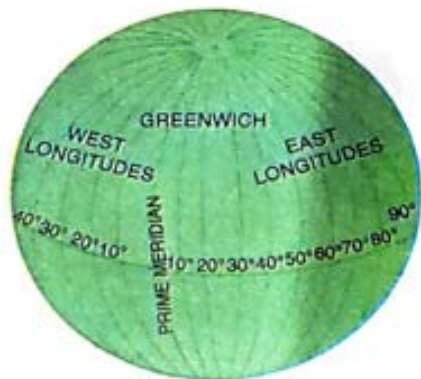
To find the exact location of a place on the earth, we should know its position in the north-south direction (latitude) and in the west-east direction (longitude). Thus, Mumbai is on $18^\circ 55'$ North latitude and $72^\circ 54'$ East longitude. The point where they intersect is the exact location of Mumbai.

LONGITUDE AND TIME

Longitudes help us to know the local time of a place. Since the earth rotates on its axis once in 24 hours, each longitude faces the sun turn by turn. We know that there are 360 longitudes in all. It means that each longitude takes 4 minutes to face the sun. In other words, there is a difference of 4 minutes between each longitude. If we know the meridian of longitude of two places, we can easily find out the difference in their local times.



Important Latitudes and the Heat Zones of the Earth



Longitudes

LOCAL TIME AND STANDARD TIME

When the sun reaches the highest point in the sky, a place is said to have 12.00 noon. Watches set according to this time denote the **local time** of a place. A place situated on the same meridian records the same local time.

The local time of different places is different. It creates lot of inconvenience for a country. While preparing a railway time table, countries like India having a great longitudinal extent are bound to face the difficulty of various local times. In India we notice a difference of two hours between the local times of Arunachal Pradesh and Gujarat. Therefore, it is necessary to adopt a uniform local time known as standard time for the whole country. In India, the local time of $82\frac{1}{2}^{\circ}$ E (passing through Allahabad) is taken as the **Standard Time** of the country. It is also known as the Indian Standard Time (IST). The Indian Standard Time is 5 hours 30 minutes ahead of Greenwich Mean Time (GMT), i.e. the local time of Greenwich. Now, if it is 8.00 am at Greenwich, the Indian Standard Time will be 1.30 pm (8.00 + 5.30).

Thought Shot

HD Curiosity

What would have happened if there had been no concept of standard time?

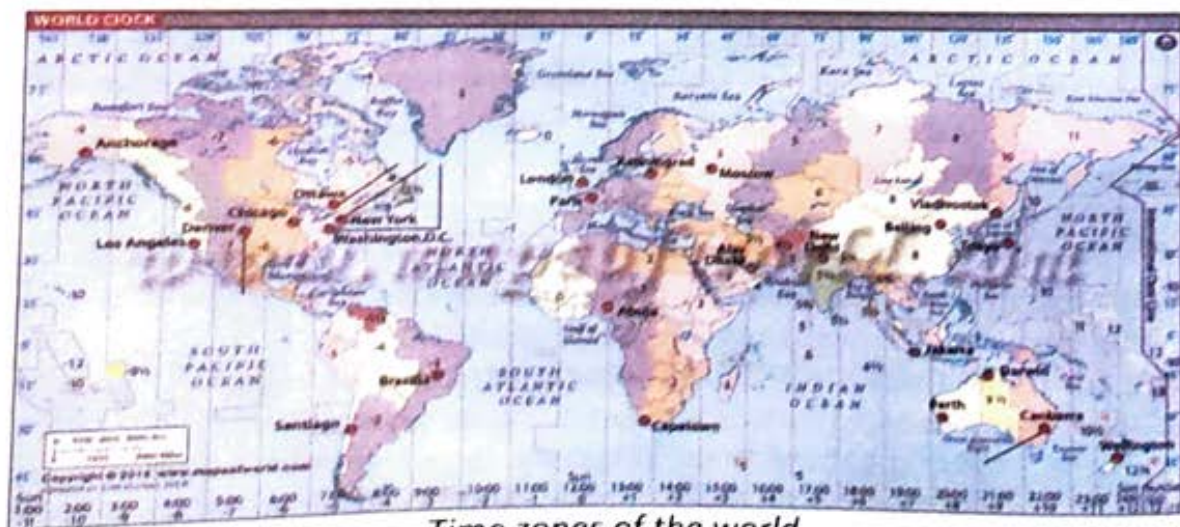
TIME ZONES OF THE WORLD

A time zone is a north-south section of earth in which all clocks show the same time. The subject of the world's standard time was discussed at the International Congress held in Washington in 1884. Consequently, the world was divided into 24 time zones of one hour each. Big countries like Russia, Canada and the USA, having large longitudinal extent, have adopted more than one standard time. For example, Russia has as many as eleven standard times, while the USA has five.



The International Date Line is the line where one calendar day ends and another begins. While travelling west to east, one loses a day on crossing this line and gains a day while travelling east to west.

The International Date Line is not a straight line. In order to avoid land masses which would have divided in terms of time and add to the complexity of time zones, it has been slightly modified. Consult an atlas and notice the places where it has been modified.



Time zones of the world

Try IT!

21st
CS

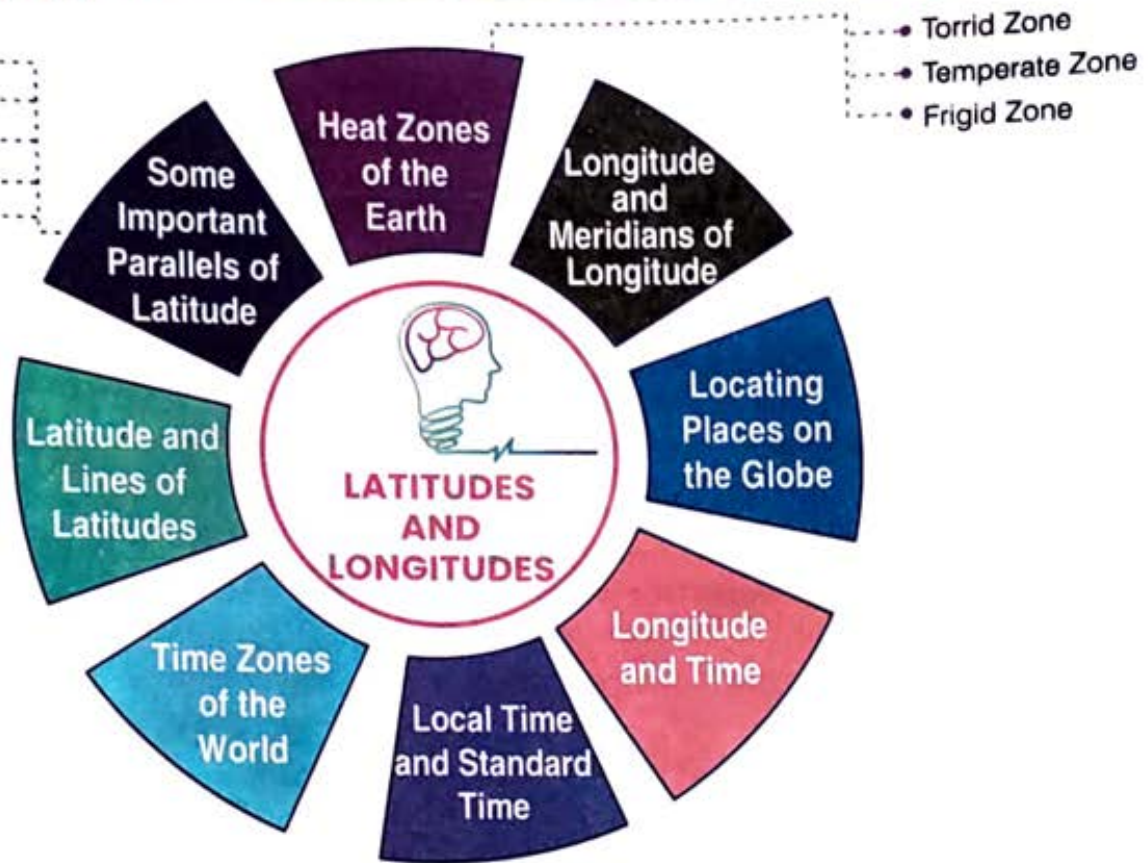
Communication



Call two persons or friends living in different countries, far away from your country. Ask them what time it is right now and whether they feel disturbed attending the calls at odd hours.

MIND MAP

Equator
Tropic of Cancer
Tropic of Capricorn
Arctic Circle
Antarctic Circle



EXERCISE



i. Tick (✓) the correct answer.

(MCQs)

1. The network of latitudes and meridians together form :

(a) Earth grid (b) Web (c) Meridians (d) Longitudes

2. Zero degree latitude is known as :

(a) Prime Meridian (b) Equator (c) North Pole (d) South Pole

3. The Prime Meridian passes through which country?

(a) UAE (b) Australia (c) USA (d) UK

4. How many time zones are there in the world?

(a) 5 (b) 11 (c) 15 (d) 24



II. Fill in the blanks.

1. The and the are fixed points of reference on the earth.
2. are drawn as circles, while are drawn as semi-circles.
3. are horizontal lines, while are vertical lines.
4. determines the local time of a place.

III. Write 'True' or 'False'.

1. The Equator and the Prime Meridian are fixed reference points on the earth.
2. Equator is the greatest circle on the earth.
3. All the longitudes are drawn parallel to each other.
4. The International Date Line coincides with the 180° longitude.

IV. Answer the following questions briefly.

1. Which two points on the earth serve as reference points?
2. What do you understand by latitude?
3. What is meant by longitude?
4. What is a grid?
5. Name any four countries which have more than one time zone.

V. Answer the following questions in detail.

1. Differentiate between Parallels of Latitude and Meridians of Longitude.
2. Describe the heat zones of the world.
3. What do you understand by local time and standard time?
4. What is the significance of the International Date Line?
5. Why is standard time needed for every country?
6. How does the time of a place depend on its longitude?



Skills Enrichment Zone

FUN ACTIVITY



Consult your atlas and find out the latitudes and longitudes of the following :
New York, London, Tokyo and Sydney.



Information



PROJECT



Make a model of the earth and show its axis, North Pole, South Pole, Equator, Tropic of Cancer and Tropic of Capricorn.

AI

Art Integration

Out of the Box !



Critical Thinking



- A cricket match is being played between India and New Zealand at Wellington, located at 175° E. The match starts at 9:00 am according to the local time of Wellington. At what time we can watch the live telecast of the match in India?



15. MOTIONS OF THE EARTH

PRIOR KNOWLEDGE

- ⊙ The earth is constantly in motion-revolving around the Sun and rotating on its axis.
- ⊙ These motions are the causes of many normal occurrences : night and day, changing of seasons and different climates in different regions.

LEARNING OBJECTIVES

- ⊙ Rotation of the Earth
- ⊙ Revolution of the Earth

GET GOING

Keep a globe in a dark room and throw torch light on it. You will observe that one half of the globe facing the light is bright, while the other half that is turned away from the light is in darkness.

What do you understand by this activity?

All the planets of the solar system move on their axes and around the sun. The earth too has two motions : rotation on its axis, and revolution in its orbit around the sun. These motions of the earth have far reaching effects explained as under :

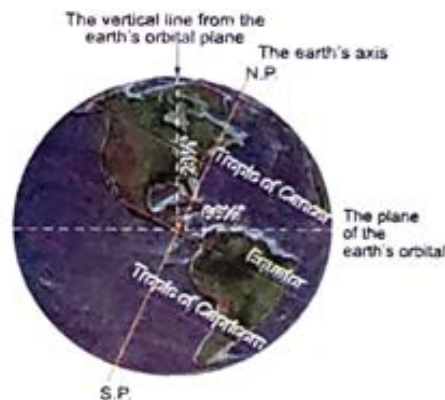
ROTATION OF THE EARTH

The axis of the earth is slightly inclined. In fact, it is tilted by an angle of $23\frac{1}{2}^\circ$ from the perpendicular of its orbital plane. In other words, the earth makes an angle of $66\frac{1}{2}^\circ$ with its plane. It spins on its axis like a toy top from west to east. It makes one complete rotation on its axis in about 24 hours. This diurnal motion of the earth causes a day and night.

We often see the sun rising in the east in the morning, reaching high in the sky at mid-day and setting in the west in the evening. This gives us a wrong impression that the sun is moving, while the earth is fixed. The fact is otherwise. It is the earth that moves, and the sun is fixed. We can better understand this phenomenon with the example of a moving train. When the train moves we see trees, electric poles and buildings moving in opposite direction. But, in fact, they are fixed and it is the train that moves.

Day and Night

We know that the earth has no light of its own. It illuminates from the light of the sun. The earth being spherical in shape, it does not get the light of the sun on all its parts at the same time.



Inclination of the earth on its axis



Experiment showing day and night

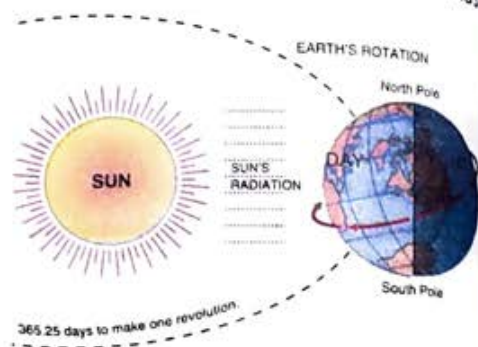
In order to understand the phenomenon of day and night, let us make an experiment. Take a globe and a lamp and keep both in a line on a table. Now light the lamp. The glow of the lamp will illuminate the side of the globe which faces the lamp, while the other side of the globe remains in dark. The illuminated side of the globe represents day and the dark side is night. Now rotate the globe slowly. You will see that different parts of the globe are illuminated turn by turn. Now, consider the earth as the globe and the sun as the lamp. What do you infer from it? Every part of the earth gets light of the sun turn by turn. The part of the earth that faces the sun, experiences day, while the part away from the sun remains in dark and has night.

Different Times of the Day

The sun's rays are slanting in the morning and the evening. The slanting rays fall on a larger area of the earth's surface and, as such, there is lesser heat during these timings. At mid-day, the sun's rays are almost vertical, falling on a smaller area and thus giving more heat.

Between sunrise and mid-night, we experience different times of the day, mentioned as under :

- (i) **Dawn** : Before the sunrise, we find diffused light. It is called the dawn.
- (ii) **Sunrise** : The sun appears at the east horizon with slanting rays.
- (iii) **Noon** : The sun's rays continue to climb up in the sky, falling almost vertically at noon.
- (iv) **Sunset** : In the afternoon, the sun appears to descend to the west horizon and then sets.
- (v) **Dusk** : Sunset is followed by a short period of diffused light, called the dusk.
- (vi) **Midnight** : When the earlier illuminated part of the earth moves farthest from the sun, it experiences mid-night.



Different times of the day

Thought Shot

How does the rotation of the earth help in the existence of life on Earth?

HD Curiosity

REVOLUTION OF THE EARTH

The earth has another motion, i.e. revolution which is an annual motion. The earth simultaneously rotates on its axis and revolves round the sun (west to east). It completes one revolution in about 365 days and 6 hours, called a **year**. A normal calendar year has 365 days. The remaining time is added every fourth year to make a leap year which has 366 days. The extra day is added in the month of February which has 29 days in a leap

The planets of the solar system have different lengths of year. Mercury has the shortest year —just 88 days, while Pluto has the longest 249 earth years. The planet with the year closest to earth's in length is Venus whose year lasts 225 days.

year. A leap year is divisible by 4. The year 2016 is a leap year, the next leap year would be in 2020. The revolution of the earth and the inclination of its axis have two effects :

- (i) Varying lengths of days and nights and
- (ii) Cycle of seasons.

Varying Lengths of Days and Nights

Due to the inclination of the axis, during the earth's revolution around the sun, the poles are also tilted towards the sun turn by turn. For six months, when the Northern Hemisphere faces the sun, it receives more sunlight than the Southern Hemisphere. The North Pole receives perpetual daylight during this time, while the South Pole remains in dark. As a result, the days are longer in the Northern Hemisphere, while the nights are shorter. On the contrary, when the Southern Hemisphere is tilted towards the sun during the other half of the year, it experiences longer days and shorter nights. On June 21, the sun shines vertically on the Tropic of Cancer. As we move away from the equator, the length of the day increases towards the North Pole. In fact, the region beyond the Arctic Circle receives continuous daylight for 24 hours. Therefore, this region is called '**The Land of the Midnight Sun**'. At the North Pole, there is continuous daylight, though dim, for full six months. At this time, the length of the day decreases with latitude in the Southern Hemisphere. The region beyond the Antarctic Circle remains in perpetual darkness for six months. The North Pole at this time has a night of 24 hours.

The above situation reverses on December 22, when the sun's rays fall vertically on the Tropic of Capricorn. Resultantly, days become longer and nights shorter with the increasing latitudes in the Southern Hemisphere. At this time, days are shorter and nights are longer in the Northern Hemisphere.

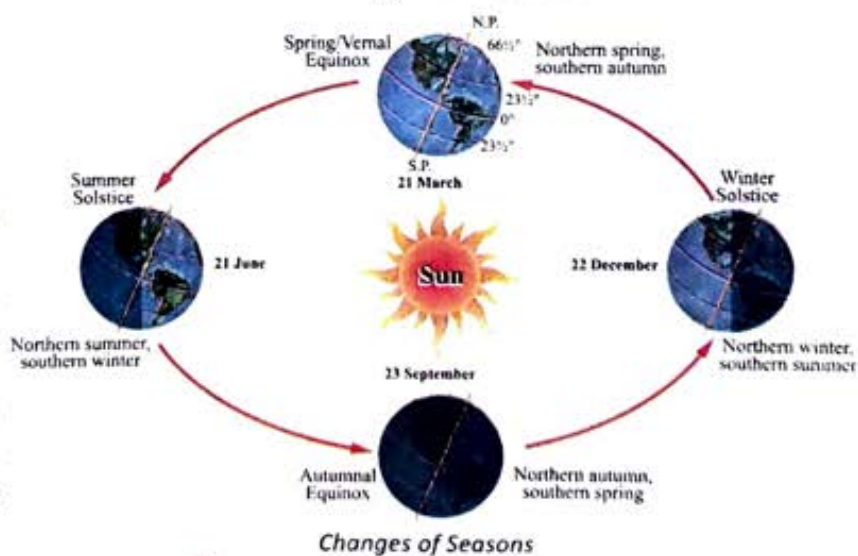
During the equinoxes (March 21 and September 23) the sun is overhead along the equator. There are equal days and nights all over the world.

Cycle of Seasons

Revolution of the earth on its orbit around the sun causes the changes of season.

The above figure shows the earth in its orbit around the sun. There are four principal positions of the earth with respect to the sun.

(i) **Summer Solstice** : On June 21, the sun shines vertically over the Tropic of Cancer ($23\frac{1}{2}^{\circ}$ N). Now the Northern Hemisphere is tilted towards the sun. The sunlight is available for the maximum hours in this hemisphere. It is called summer solstice. It is summer time in the Northern Hemisphere. The Southern Hemisphere, on the other hand, experiences winter at this time.



(ii) **Winter Solstice** : On December 22, the sun shines vertically over the Tropic of Capricorn ($23\frac{1}{2}^{\circ}$ S). The Southern Hemisphere remains tilted towards the sun and this position is called the winter solstice. It is summer time in the Southern Hemisphere and winter in the Northern Hemisphere.

(iii) **Spring Equinox** : On March 21, the sun shines vertically over the equator. Days and nights are equal in the world. (Equinox literally means equal days and nights). Spring season prevails in the Northern Hemisphere, while the Southern Hemisphere has autumn season. 21st March coincides with the New Year Day of the Indian National Calendar.

(iv) **Autumnal Equinox** : On September 23 also, the sun shines vertically over the equator. The autumn season prevails in the Northern Hemisphere and spring in the Southern Hemisphere. It is explicit from the above description that the seasons are opposite in the Northern and the Southern Hemispheres. When it is summer in India (in Northern Hemisphere), it will be winter in Australia (in Southern Hemisphere).

MIND MAP



EXERCISE



I. Tick (✓) the correct answer.

- The time of the day just before sunrise is known as : (MCQs)
 (a) dusk (b) dawn (c) morning (d) twilight
- Days and nights are caused by :
 (a) round shape of the earth (b) rotation of the earth
 (c) inclination of the earth's axis (d) revolution of the earth
- The Southern Hemisphere experiences autumn in :
 (a) March (b) June (c) September (d) December

II. Fill in the blanks.

- The earth rotates on its axis from to
- The earth's axis forms an angle of with the plane of the orbit.
- Days and nights are equal on and



Write 'True' or 'False'.

1. The earth revolves round the sun in clockwise direction.
2. Rotation is the diurnal motion of the earth.
3. During the winter solstice, the sun's rays fall vertically on the Tropic of Capricorn.

Answer the following questions briefly.

1. What are the two motions of the earth?
2. What is a leap year?
3. Which motion of the earth is responsible for causing change of seasons?
4. Why is the Arctic region called "The Land of the Midnight Sun"?

Answer the following questions in detail.

1. Distinguish between :
 - (a) Rotation and Revolution,
 - (b) Summer Solstice and Winter Solstice.
2. How does the rotation of the earth cause day and night?
3. Describe the cycle of seasons.



Skills Enrichment Zone

THINK SMART



Based on the terms learnt in the lesson, circle the following terms diagonally, horizontally or vertically

1. Equinox
2. Seasons
3. Winter
4. Summer
5. Rotation
6. Orbit

HD

Problem Solving

E	V	S	O	L	A	T	Y	S
X	Q	S	U	M	M	E	R	E
A	I	U	L	T	E	E	A	A
F	T	A	I	E	T	N	E	S
R	O	S	O	N	A	S	Y	O
T	B	O	I	L	O	Q	R	N
Y	T	W	M	A	R	X	O	S
U	R	N	Y	I	B	P	T	Y
I	U	Y	E	R	I	R	S	T
O	R	O	T	A	T	I	O	N

21st
CS

Information



Consult an atlas and make a list of ten countries having summer when it is winter in India.

Out of the Box !

HD

Curiosity

- What do you think would happen if the earth stopped rotating?
- The circle of illumination does not coincide with the earth's axis. Why?



16. GLOBES AND MAPS

PRIOR KNOWLEDGE

- A globe can be used to study the earth as a whole.
- A map is a representation of the earth on a flat surface.

LEARNING OBJECTIVES

- Globe
- Maps
- Plan
- Sketch

GET GOING

Prepare a plan for your school locating the following:

- ❖ Entrance
- ❖ Office room
- ❖ Class room
- ❖ Canteen
- ❖ Parking
- ❖ Principal room
- ❖ Washroom

For long, people believed the earth to be flat. But, later, scientists proved that the earth is spherical, slightly flattened at the poles. This spherical shape of the earth is called 'geoid'. Photographs taken from the space have confirmed the spherical shape of the earth. Since photographs are two dimensional only, they cannot provide the realist view of the earth.

GLOBE

The shape of the earth can better be represented by a globe which is a true replica or model of the earth. It correctly shows the poles, latitudes, longitudes, oceans and continents, etc., because it gives the three-dimensional view of the earth.

Though the globe gives us the correct picture of the earth, yet, it has certain disadvantages or limitations. It is not easy to carry the globe everywhere, although nowadays folded globes are also available which are more handy than the earlier ones. Moreover, the globe cannot provide us specific information about a small place, area, district or a state.

In spite of all the limitations, globe has many advantages. It can be rotated, just as the earth rotates on its axis. We can easily understand the change of seasons on the earth. Distances, directions and exact shapes of continents and oceans, etc., are best represented on the globe.



A globe

Martin Behaim, made the first ever globe in 1492 AD. It had a radius of 50 centimetres. Later, in 1515 AD and 1520 AD, Johannes Schoner, the German cartographer, prepared the two globes in which he incorporated the information brought by Magellan, the great navigator.

MAPS

A map is a two-dimensional picture of the earth's surface or a part of it on a flat surface according to scale.

Maps have been in use since the early civilisations. The Babylonians were, perhaps, the first to prepare a map on a clay tablet, as early as 2300 BC. Ancient people employed different techniques to prepare maps. The Eskimos of Greenland used to cut coastal islands in a dark coloured animal skin. Ancient Egyptians used to engrave maps on metal plates. The inhabitants of the Pacific Islands used to make plans by **knotting** reeds. However, all these maps lacked authenticity. The first ever map of the world was prepared by the Greek scholar **Anaximander** (611–541 BC). However, map making on a scientific line began with the world map drawn by **Claudius Ptolemy**, an Egyptian geographer, who lived in the second century BC. Gradually, cartography, the science of map making, developed on scientific lines.

Thought Shot

You are going for a trip to your chosen destination. What would you carry with you, a map or a globe? Give reasons.



Critical Thinking



Essentials of Map

Distance, direction and symbols are the three essentials of map making. These features of a map are known as 'the language of map', because with the help of these features we can easily study and interpret a map.

(i) **Distance** : We know that the distances on the earth are very great. We cannot depict the actual distances on a map, drawn on a limited sheet of paper. To overcome this difficulty, we need to proportionally reduce distances of the ground while depicting them on a paper. This can easily be done with the help of a scale.

Scale is an important device to depict the reduced distances on the paper. It is a ratio or proportion between the actual distance between two points on the ground and the same distance shown on the map.

There are two principal methods of showing the scale on a map :

(a) **Statement method** : In this method, the distance between two points on the ground and the same distance on map is shown by a statement. For example, if the distance between your home and your school is 10 kilometres, you can show this distance on the map by 1 centimetre. The scale of the map will be : 1 centimetre = 10 kilometres.

(b) **Graphical method** : When the scale is shown on a map by a line divided into smaller parts, it is called graphical scale or linear scale.



R.F. 1 : 200,000

Graphical (Linear) scale

Kilometres

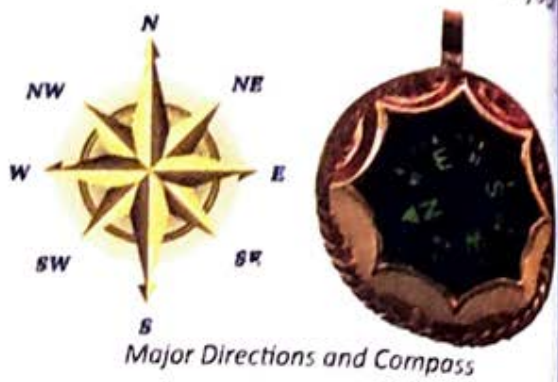
MY DICTIONARY

knot : a fastening made by tying a piece of string



On the basis of the scale, a map may be a large scale map or a small scale map. When a map shows larger areas such as continents or countries, on a small scale, we call it a **small scale map**. On the other hand, when we show smaller areas such as a city, a town, or a village, on a large scale, it is called a **large scale map**. Thus, the map of India or Asia is a small scale map, while the map of your town or village is a large scale map.

(ii) **Direction** : Direction is also an essential feature of a map. There are four principal directions—North, South, East and West. These are called **cardinal points**. Once the main direction is known, others can easily be identified. In a map, only the north direction is shown with an arrow near the top, towards the right. The top of the arrow is marked with the letter 'N' which denotes north. This is called the **North Line**. An instrument called **compass** is used to find the main direction. Compass was invented by the Chinese.



Major Directions and Compass

(iii) **Symbols** : On a map, it is not possible to show various features as existing on the ground. In a given area, there may be several physical features, such as hills and rivers, or cultural features like buildings, roads, railway lines, parks, etc. Therefore, specific signs or symbols are used to represent these features on a map. The use of symbols saves space. Such symbols are known as conventional symbols. There is a general agreement all over the world regarding the use of such symbols. These symbols are commonly used in topographic maps. Besides symbols, colours are used to show certain landforms and other physical features. For example, all water bodies (oceans, seas, lakes, rivers, etc.) are shown in blue colour, while landforms like plains are shown in green, plateaus in yellow, mountains in brown and ice-capped areas in white colour.

Roads		Railway:	
Metalled	====	Broad Gauge	====
Unmetalled	-----	Metre Gauge	-----
Footpath	- - - - -	Railway Station	-----
River	~~~~~	Temple	⦿
Well : Lined/Unlined	●/○	Mosque	⦿
Tank	⦿	Church	⦿
Spring	+	Fort	⦿
Swampy Ground	~ ~ ~ ~ ~	Village	⦿
Trees	⦿ ⦿ ⦿ ⦿	Huts	□ □
Grassy Land	⦿ ⦿ ⦿	Post Office / Telegraph Office	PO/TO
Dam	mmmmm	Heights : Triangulated	△ 200
Bridge	⦿	: Bench Mark	BM 200
Graveyard	⦿ ⦿ ⦿	Rest-House	RH
Oilwell	⦿	Police Station	PS
Camping Ground	CG	Battle-Field	⦿

Conventional symbols

With the help of symbols, basic information about a place or an area is easily obtained, even if one does not understand the local language. Such maps facilitate you to have prior information of an unknown area that you would like to visit. Tourists especially benefit from such maps.

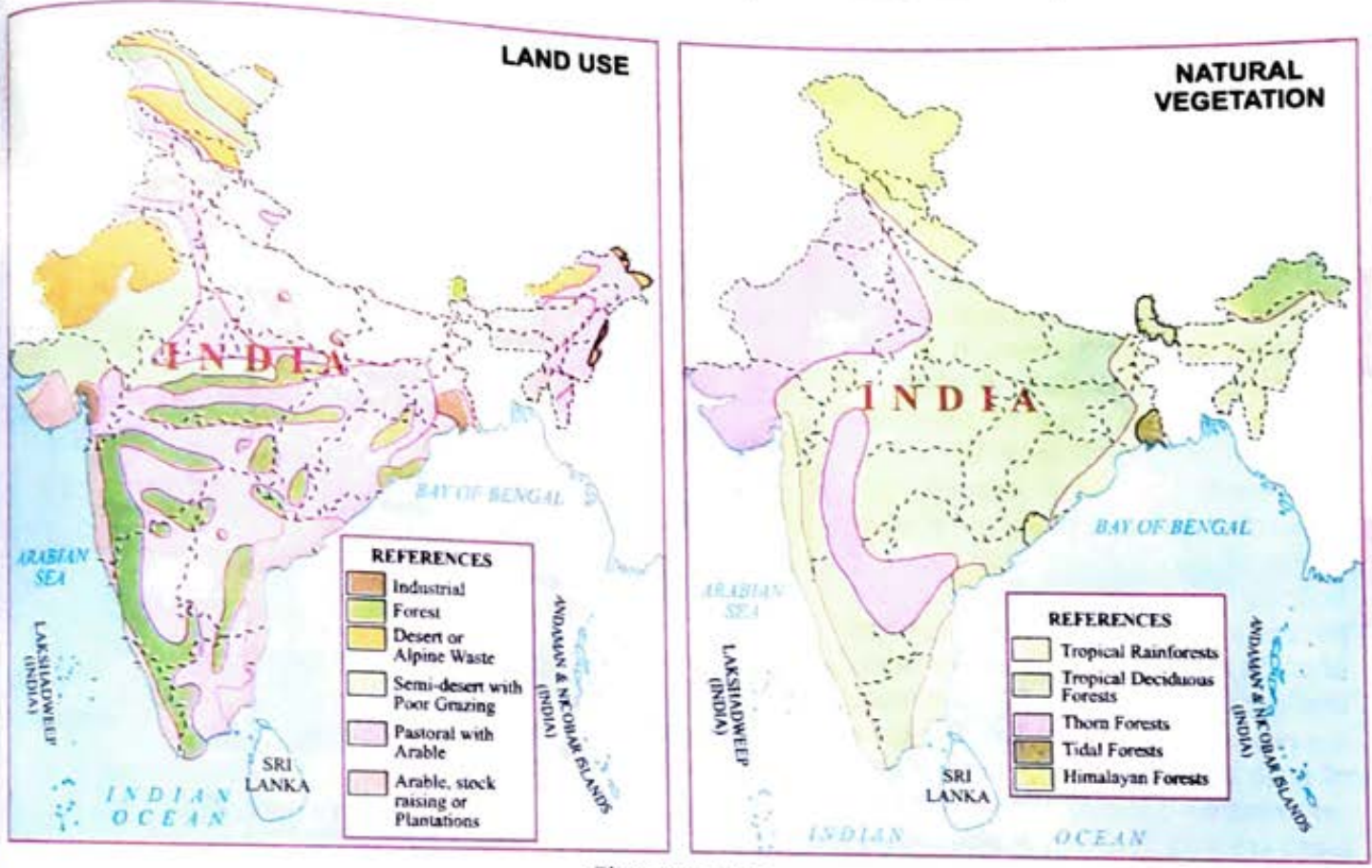
Try It!

Health & Well Being

You all know that the sun rises in the East. Now look at the sunrise and try to find the four basic directions. Do you know that there is a yoga asana (posture), which is performed looking at the rising sun? It is called Suryanamaskara. Ask your parents about this asana and try it early morning.

Types of Maps

Maps can be classified on several bases. As mentioned earlier, on the basis of scale, there may be small scale and large scale maps. On the basis of specific information, there may be physical map, soil map, vegetation map, political map, population map, road map, and so on. Such maps represent certain topic or theme, hence, called **Thematic Maps**. Maps are also used to explain historical events such as an important voyage, a war, spread of civilisation, or the extent of a kingdom. Such maps are called **Historical Maps**.



Thematic maps

There has been great advancement in the techniques of map making. Nowadays, maps are made using a computer. Such maps are very sharp, attractive and accurate. A comparison between an ancient map and a modern map clearly shows an improvement in the quality of maps being produced nowadays. This has been possible due to improved technology only.

Aerial Photograph and Satellite Image

In the later part of the twentieth century, major scientific advances have been made in map making. The surface of the land and oceans is photographed by cameras mounted on aircraft. The aircrafts fly between heights of 500 and 6,000 metres above the ground and take pictures of the earth. These pictures are called **aerial photographs**. From these photographs, excellent maps are made. Satellites, mounted with cameras also take pictures of the earth from a greater distance in space. These pictures are called **satellite images**. They are also used widely in the country.



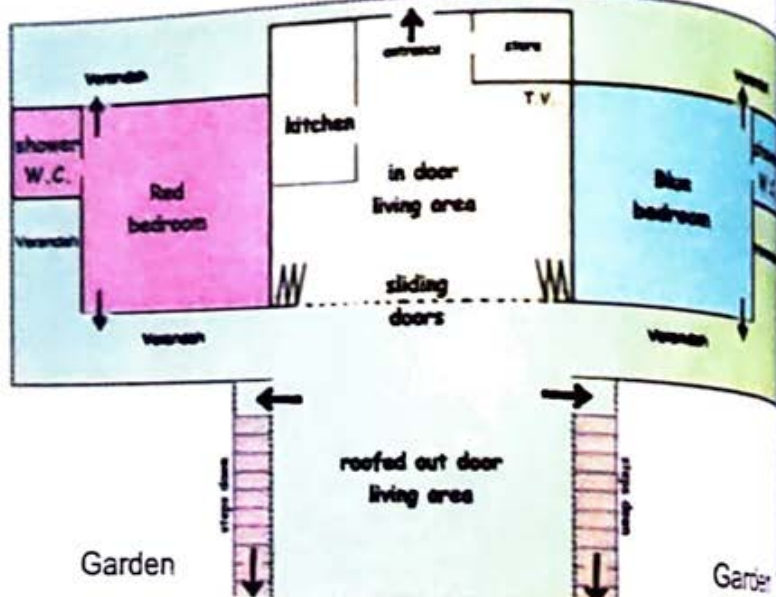
An aerial photograph



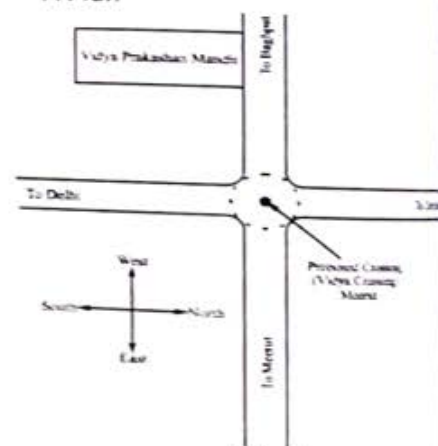
A satellite image of the Nile Delta

PLAN

A plan is an outline drawing of a building, area or a room. It depicts all the details minutely. A plan, like a map, is drawn true to scale and direction but, it differs from a map significantly. A map shows only important features of an area, while a plan shows the detailed layout of buildings and spaces. In case of the plan of a classroom, the arrangement of desks and benches, teacher's table, blackboard, cup-boards, windows, doors, etc. has to be shown. The scale of such plans is usually large, e.g. 1 centimetre = 1 metre. Unlike sketches plans are very accurate. It also shows the correct distances between places.



A Plan



A Sketch

Try IT!

Draw a sketch of your neighbourhood. Colour the different areas with different colours.

AI

Art Integration

MIND MAP

Essentials of Map

- Types of Maps
- Aerial Photograph and Satellite Image

- Distance
- Direction
- Symbols



EXERCISE



(MCQs)

I. Tick (✓) the correct answer.

1. Which one of the following is the true representation of the earth?

- (a) Map (b) Globe (c) Plan (d) Sketch

2. The shape of the earth is :

- (a) spherical (b) circular (c) disc like (d) geoid

3. The number of major direction is :

- (a) four (b) five (c) six (d) eight

4. The blue colour on the map shows :

- (a) clouds (b) water bodies (c) glaciers (d) plains

II. Fill in the blanks.

- is a three-dimensional picture of the earth.
- A map not drawn to scale is called a
- The line indicating the north direction is called
- A population map is a map.

III. Write 'True' or 'False'.

- Plans are drawn on small scale.
- Bottom of the arrow on a map shows south direction.
- A soil map is a thematic map.
- A sketch is drawn to scale.



IV. Answer the following questions briefly.

1. What is a globe?
2. What is a map? Why do we need maps?
3. Why are symbols used in a map?
4. What are the essentials of a map?

V. Answer the following questions in detail.

1. What are the advantages and disadvantages of globe?
2. Distinguish between : Map and Plan.
3. What do you understand by thematic maps?
4. How can we locate directions on a map?
5. Why is it not possible to draw an accurate map?



Skills Enrichment Zone

THINK SMART



Find the following in the puzzle given below:

- (a) Instrument used to find the direction of a place.
- (b) Colour used for plains in physical maps.
- (c) The art of making maps.
- (d) A drawing which shows the layout of building.
- (e) The ratio between the actual distance on the ground and distances shown on the map.

HD

Problem Solving

B	A	D	R	A	W	I	N	G	P	S	A
O	C	O	M	P	A	S	S	R	H	Y	T
R	N	K	I	T	E	L	A	E	Y	M	L
D	P	E	S	O	U	T	A	E	S	B	A
E	O	T	E	H	T	R	O	N	I	O	S
R	L	M	O	R	G	R	I	D	C	L	S
C	A	R	T	O	G	R	A	P	H	Y	U
S	K	E	T	C	H	C	O	L	O	U	R
W	A	Y	S	C	A	L	E	E	A	S	T

FUN ACTIVITY



Divide the class into 3-4 groups and hold a group discussion on the topic "different types of the maps".

PROJECT



Take a cardboard and a stencil of the political map of India and draw the political map of India. Indicate each state by its name. You can use colours to make it more attractive.

Out of the Box !

- Why is it not possible to draw accurate maps?
- Vanshika's map has no title or scale. Do you think she will be able to read the map properly? Explain

21st
CS

Communication

21st
CS

Creativity

21st
CS

Critical Thinking



17. MAJOR DOMAINS OF THE EARTH



PRIOR KNOWLEDGE

- ⊙ The Earth is a unique planet because the Earth is the only planet which has life.

LEARNING OBJECTIVES

- ⊙ Lithosphere
- ⊙ Hydrosphere
- ⊙ Atmosphere
- ⊙ Biosphere
- ⊙ Global Warming
- ⊙ Measures of Environmental Protection

GET GOING

We, the human beings, are harming the biosphere in which we live. Imagine yourself to be a part of children's association which works for protecting nature. How would you keep your neighbourhood clean and protect it from any kind of harm? Think of some effective measures.

The earth is a unique planet having water and air which support life. In fact, land, water and air are the three major domains of the earth where life exists. The domain of life, *i.e.* biosphere, though a very narrow zone, is the most important domain of the earth.

LITHOSPHERE

Lithosphere is the domain of land on the earth. It forms the upper solid layer of the earth, consisting of rocks. This layer called the crust is about 100 km thick. It is broken into 20 or so huge slabs called **tectonic plates**.

The land comprises nearly 29% of the earth's area. It is unevenly distributed. Most of the land is concentrated in the Northern Hemisphere which is called the **Land Hemisphere**. The Southern Hemisphere, on the other hand, has a **predominance** of water. It is therefore, called the **Water Hemisphere**.

Photographs of the earth taken from the space present the distribution of land and water.



Land and Water Hemispheres

Continents

Huge landmasses surrounded by oceans are called continents. There are seven continents in the world—Asia, Africa, North America, South America, Antarctica, Europe and Australia in the descending order of size.

Besides continents, there are other landmasses like peninsula, island and isthmus.

MY DICTIONARY

predominance : the state of being greater in number.

A **peninsula** is a landmass surrounded by water on three sides, e.g. Indian Peninsula, Arabian Peninsula, etc. An **island** is a smaller landmass than a continent, surrounded by water on all sides, e.g. Greenland, Sri Lanka, Java, etc. A narrow stretch of land joining two large landmasses (Continents) is called **isthmus**, e.g. the Panama Isthmus, joining the North and South America, the Suez Isthmus, joining Africa and Asia.

HYDROSPHERE

We know that the earth has a predominance of water on its surface. Nearly 71% of the earth's area is covered with water. The planet appears blue from the space and therefore called 'the Blue Planet'. Hydrosphere includes all water bodies, e.g. oceans, seas, bays, gulfs, straits, lakes, etc.

The Importance of Hydrosphere

The hydrosphere is very important for us in many ways. It plays a major role in the **hydrological cycle**. Oceans and seas are useful for navigation and trade also. Indented coastline is favourable for the development of harbour and ports. Oceans provide us food in the form of fish, crabs and other sea foods. They also contain many useful minerals including petroleum. They have been rightly termed as the 'storehouse of future'.

Oceans

Oceans are huge water bodies, which are interlinked. There are four oceans in the world—the Pacific Ocean, the Atlantic Ocean, the Indian Ocean and the Arctic Ocean. The Pacific Ocean is the largest as well as deepest ocean. The Arctic Ocean is the smallest ocean which remains frozen for most part of the year.

The other water bodies include bay, gulf, inlet, lakes, rivers, etc. A narrow stretch of water joining two oceans is known as **strait**, e.g. Bering Strait, joining the Pacific and the Arctic Oceans.

Thought Shot

During the Ice age, do you think the distribution of water was same as now? Discuss.

21st
CS

Communication

ATMOSPHERE

Atmosphere is the blanket of gases that surrounds the earth. It extends for more than 1600 km from the earth's surface. Due to a large concentration of gases, dust and water vapour in its lower layers the air is dense near the earth's surface and it becomes thinner as we go upward. The atmosphere acts like a shield that protects us from intense radiation from the sun.

Atmosphere consists of several gases like nitrogen, oxygen, carbon dioxide, ozone, argon, neon, helium and water vapour. The presence of nitrogen, oxygen, carbon dioxide and ozone is responsible in a big way for the survival of life on the earth. Nitrogen is important for the growth of living organisms, as it is a constituent of proteins. Oxygen is essential for human beings. Lack of oxygen on high altitudes creates difficulty in breathing. That is why the mountaineers and astronauts carry oxygen cylinders on their mission. Carbon dioxide is important for the growth of plants. Ozone absorbs

Prior to 1492 AD, when Columbus discovered the islands of Bahamas and later Amerigo Vespucci, an Italian explorer discovered the Americas named after the explorer, then known world comprised only three continents, i.e. Asia, Europe and Africa. Africa was called 'The Dark Continent'. Australia was discovered in 1770 AD by James Cook and Antarctica in 1820 AD by Belling Shausen.

Harmful ultraviolet rays of the sun and thus protects us from intense heat. Water vapour, though present in the air in small quantities only, is important for all kinds of life on the earth.

BIOSPHERE

Biosphere means the realm of life where all the living beings exist. It is a narrow zone where land, air and water come in contact with each other. The biosphere extends up to 12 km in the atmosphere and about 9 km into the ocean, thus forming a 21 km wide belt. This narrow zone contains all forms of life. The size of organism varies from a minute bacteria to huge whales and elephants. There are about 3,00,000 varieties of plants and 1,00,000 species of animals in the biosphere. Plants and animals interact with each other. Plants are called the **producers**, since they produce their own food and for animals as well. Animals are called **consumers**. There is a perfect balance in nature between the two groups.

Man and Environment

In fact, all the three realms of the earth are interdependent. Each realm affects the other. Man, however, affects the various realms through his activities. The ever-increasing human population needs more and more space to earn a livelihood and we interfere with the biosphere by felling trees to make room for settlements, agriculture, industries, etc. It not only results in wanton destruction of forests, but also disturbs the whole ecological balance in nature. Deforestation results in many adverse effects on global natural environment, such as increase in global temperatures, soil erosion, floods and famine, destruction of natural habitat of wildlife, etc.

Various human activities such as agriculture, mining, industries, transport, construction of buildings, etc. cause environmental pollution. Land, water and air get polluted. Due to increased use of chemical fertilisers and irrigation, fertile soils are being depleted. Industrialisation has increased the rate of air and water pollution. Harmful gases and smoke cause air pollution, while solid wastes and untreated effluents from the factories pollute water bodies. Means of transport, especially the auto-vehicles pollute air. Mining results in degradation of the land.

It is high time now that we should think positively about the need of protecting our environment.

GLOBAL WARMING

Global warming is the general increase in average temperatures around the world. This increase has been between 0.3°C and 0.8°C over the 20th century. Most scientists believe that it is caused by human activities, which have resulted in an increase in the earth's natural greenhouse effect—that keeps the earth pleasantly warm, but if it increases, the earth becomes hot. Global warming is bringing stormier weather and melting of polar ice caps which might flood low lying countries like Bangladesh.

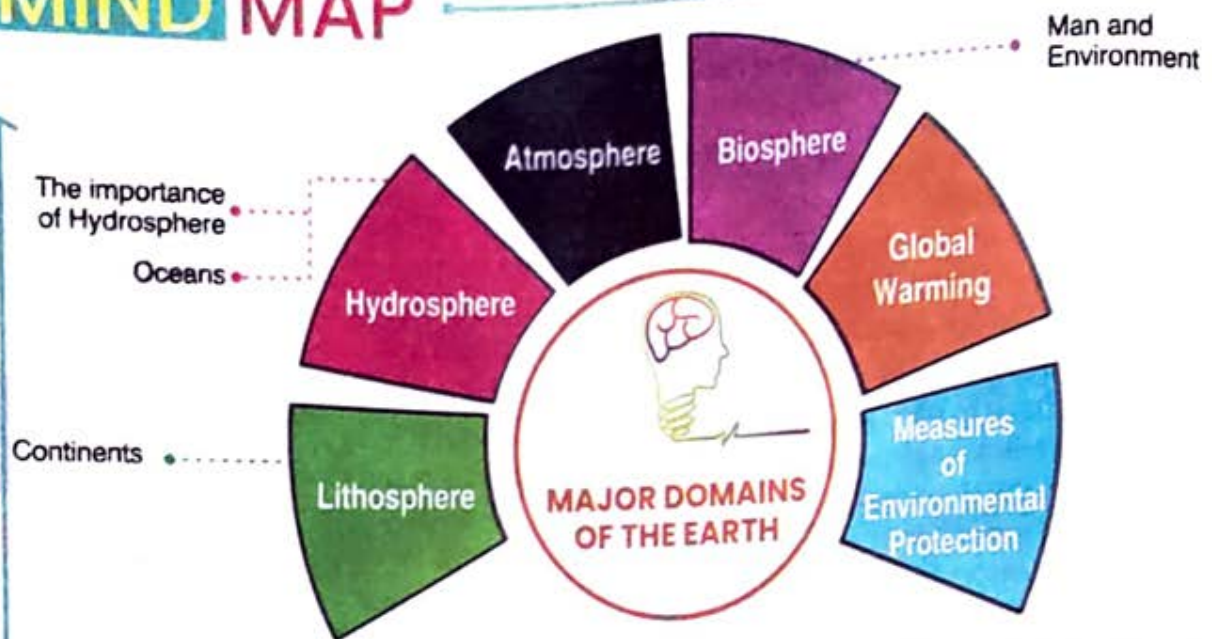
MEASURES OF ENVIRONMENTAL PROTECTION

If we wish to maintain balance in nature, we must use our resources wisely. We must try to check pollution of land, air and water. The following measures are suggested to protect our environment from further degradation :

- (i) Afforestation can help regeneration of forests.
- (ii) Faulty agricultural practices should be curbed and scientific methods of farming should be adopted.
- (iii) Overgrazing in forests should be controlled.
- (iv) Dumping of industrial effluents and solid wastes into water bodies must be stopped.

- (v) Sustainable development or controlled exploitation of mineral resources is essential.
- (vi) Air pollution by factories and vehicular exhausts should be minimised.
- (vii) Biodiversity of nature should be preserved.
- (viii) Environmental education and awareness needs to be created among people.

MIND MAP



EXERCISE



I. Tick (✓) the correct answer.

1. A narrow zone where all life exists on the earth is called :

- (a) continent (b) lithosphere (c) hydrosphere (d) biosphere

2. A vast expanse of low land is called a :

- (a) valley (b) plain (c) plateau (d) mountain

3. The smallest Ocean is :

- (a) Atlantic Ocean (b) Pacific Ocean (c) Indian Ocean (d) Arctic Ocean

II. Fill in the blanks.

- are called 'the storehouse of the future'.
- The hemisphere is called the 'water hemisphere'.
- is the largest continent.
- is the deepest ocean in the world.

III. Write 'True' or 'False'.

- Biosphere is an extensive domain of the earth.
- Aravalli hills are old folded mountains.
- The Tibet plateau is known as the roof of the world.
- Afforestation can help regeneration of forests.



Answer the following questions briefly.

1. Name the four major domains of the earth.
2. Name the major continents of the earth.
3. What are the four major landforms? Give one example of each of them.
4. Why is the Northern Hemisphere called 'the land hemisphere'?

Answer the following questions in detail.

1. Give a brief account of the major landforms.
2. How does the atmosphere act as a blanket for our earth?
3. How is hydrosphere important to us?
4. How can we minimise environmental degradation? Suggest some measures.



Skills Enrichment Zone

THINK SMART



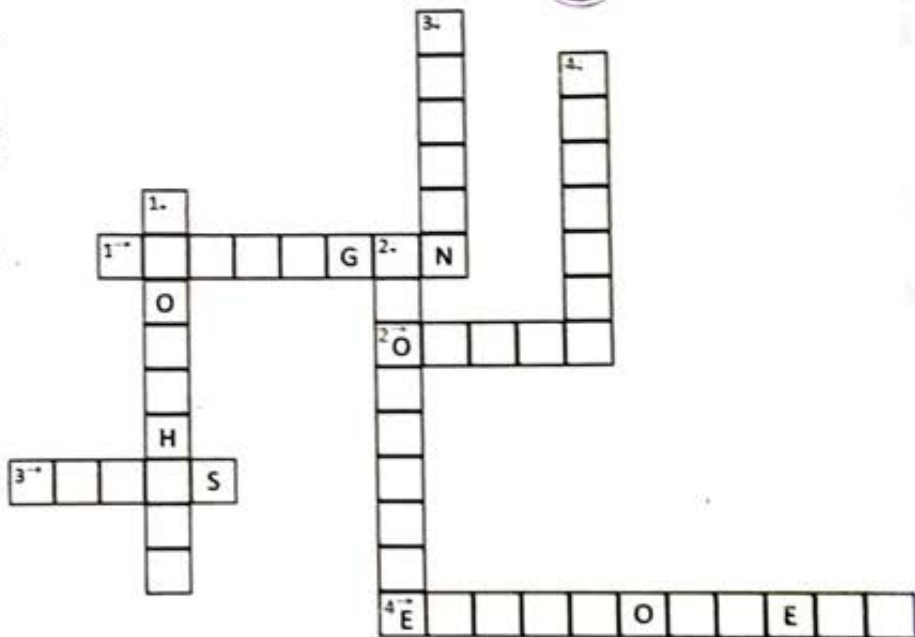
Solve the following crossword puzzle:

Cross (→):

1. Major component of the atmosphere.
2. Vast area of water surrounding the continent.
3. World's longest mountain range.
4. Plant kingdom and the animal kingdom are dependent on it.

Down (↓):

1. Zone of atmosphere where life exists.
2. The top layer of the atmosphere.
3. Ocean which is triangular in shape.
4. Asia is separated from Europe with this sea.



HD

Problem Solving

MAP WORK



- ii. In an outline map of the world, show the following :
- (a) major plateaus
 - (b) major mountain ranges

(c) major plains.

2nd CS

Information



Out of the Box !

HD

Curiosity

- Do you think clouds should be considered a part of the hydrosphere or the atmosphere? Give reasons for your answer.
- Why is it important for the mountaineer's to carry oxygen cylinders with them while climbing a peak?



18. INDIA : OUR COUNTRY

PRIOR KNOWLEDGE

- India is one of the most important countries in the continent of Asia.
- It is a country of vast geographical expanses.

LEARNING OBJECTIVES

- Boundaries
- Location and Extent
- Political Divisions of India
- Physical Divisions of India
- Geographical Unity of India

GET GOING

Himalayas are our great protector. Himalayas give us many things. Imagine there are no Himalayas. What difference would it have made to India?



India is a very old country where one of the earliest river valley civilisations had developed more than five thousand years ago. It has been populated by different races and tribes coming from outside, as well as the local people of the oldest stock. This has been reflected in the diversity of language, culture and religion in the country.

India lies in the Eastern Hemisphere, in the south central part of Asia. Its peculiar geographical location at the top of the Indian Ocean has favoured its maritime and trade activities since ancient times. The opening of the Suez Canal has been a great advantage for India's trade with European countries. It lies on important air routes from Europe and Africa to East Asia and Australia. The mainland of India is a large Peninsula, bounded by seas on three sides, i.e. Arabian Sea on the west, Bay of Bengal on the east and Indian Ocean on the south. There are a number of islands lying in the Bay of Bengal and the Arabian Sea which are an integral part of India.

BOUNDARIES

India has 15,200 kilometres long land boundaries, which it shares with Pakistan and Afghanistan in the west, China, Nepal and Bhutan in the north and Myanmar in the east. Bangladesh is surrounded by India on three sides. Across the sea, Sri Lanka and Maldives are also our neighbours. Sri Lanka is separated from India by the Palk Strait and the Gulf of Mannar, the narrow channels of saline water.

MY DICTIONARY

peculiar : strange or unusual



The mainland of India has a 6,100 km long coastline. If we include the Islands of Andaman and Nicobar and the Lakshadweep, the coastline is 7,500 km long. The coastline is quite long, but since it is straight and has shallow waters close to the shores, India lacks good natural harbours.

LOCATION AND EXTENT

India is the seventh largest country in the world after Russia, Canada, China, USA, Brazil and Australia. India, after China, is the second most popular country in the world. With an area of 3.28 million square kilometres, India accounts for about 2.4% of the world's total surface area. The **Tropic of Cancer** ($23\frac{1}{2}^{\circ}$ N) passes almost through the centre of the country.

The mainland of India stretches between $8^{\circ} 4' N$ and $37^{\circ} 6' N$ latitudes. However, the southernmost tip of the country **Indira Point** located in Nicobar Islands lies at $6^{\circ} 45' N$. Longitudinally speaking, India lies between $68^{\circ} 7' E$ and $97^{\circ} 25' E$. Thus, the north-south extent of India is about 3,214 km, while its east-west extent is about 2,933 km. The shape of the country can best be called quadrilateral.

Impact of Location

The great latitudinal and longitudinal extent of the country has significant implications. The huge latitudinal span of our country is nearly 29° . This creates a variety of climate, soil, natural vegetation and wildlife in our country. The great variety is experienced as we travel from Leh in the north to Kanyakumari, southernmost point of the mainland.

Southern tip of India lies close to the equator. Therefore, it experiences high temperatures through out the year, while the northern areas experience extremes of temperature during the summer and winter seasons. Besides, the great latitudinal extent of the country results in varying lengths of day and night in various parts of the country. The southern parts receive the vertical rays of the sun, while the northern parts receive oblique rays of the sun. Therefore, there is a difference of 45 minutes between the lengths of the day and night in the south, while the northernmost parts have a difference of 5 hours. Similarly, there is a difference of nearly 30° longitudes between the easternmost and westernmost parts of the country. Therefore, there is a difference of 120 minutes or two hours between the local times of Dwarka (in Gujarat) and Arunachal Pradesh. Since the earth rotates from west to east, the sun rises earlier in east than in the west.



Location of India

It must be remembered here, that to avoid the confusion created by several local times, the local time at 82° 30' E (Standard Meridian of India) has been accepted as the Indian Standard Time for the whole country.

Try IT!

Divide the class into four groups and hold a group discussion on the topic "Boundaries and Location of India"

POLITICAL DIVISIONS OF INDIA

At the time of independence, India was divided into 562 small princely states. Today, India is a union of states. For administrative purposes, it is divided into 28 states and 8 union territories. The present division of India into states and Union Territories is mostly on the basis of language spoken by the people. Rajasthan is the largest State in terms of area, while Goa is the smallest. Among the union territories, the Andaman and Nicobar Islands located in the Bay of Bengal are the largest, while islands of Lakshadweep, in the Arabian Sea are the smallest. Delhi is the national capital. It has recently been granted full statehood.

Seven states in the north-eastern part of India are called the 'Seven Sisters'. They are Arunachal Pradesh, Assam, Meghalaya, Mizoram, Nagaland, Manipur and Tripura.



Table : States and Union Territories

State	Capital	State	Capital
1. Andhra Pradesh	Hyderabad	15. Manipur	Imphal
2. Arunachal Pradesh	Itanagar	16. Meghalaya	Shillong
3. Assam	Dispur	17. Mizoram	Aizawl
4. Bihar	Patna	18. Nagaland	Kohima
5. Chhattisgarh	Raipur	19. Odisha	Bhubaneswar
6. Goa	Panaji	20. Punjab	Chandigarh
7. Gujarat	Gandhinagar	21. Rajasthan	Jaipur

8. Haryana	Chandigarh	22. Sikkim	Gangtok
9. Himachal Pradesh	Shimla	23. Tamil Nadu	Chennai
10. Jharkhand	Ranchi	24. Telangana	Hyderabad
11. Karnataka	Bengaluru	25. Tripura	Agartala
12. Kerala	Thiruvananthapuram	26. Uttarakhand	Dehradun
13. Madhya Pradesh	Bhopal	27. Uttar Pradesh	Lucknow
14. Maharashtra	Mumbai	28. West Bengal	Kolkata

Union Territory	Capital	Union Territory	Capital
1. Andaman and Nicobar Islands	Port Blair	2. Chandigarh	Chandigarh
3. Dadra & Nagar Haveli and Daman & Diu	Daman	4. Delhi	Delhi
5. Jammu & Kashmir	Sri Nagar	6. Ladakh	Leh
7. Lakshadweep	Kavaratti	8. Puducherry (Pondicherry)	Puducherry (Pondicherry)

Thought Shot

Which states are called the 'Seven Sisters' and why?



Information



PHYSICAL DIVISIONS OF INDIA

India is often called a **subcontinent**. It is because of the fact that Pakistan, Bangladesh, Nepal, Bhutan and Myanmar together form a distinct geographical unit. India is also called a '**land of diversities**'. The physical diversity is reflected in its lofty mountains, fertile plains, extensive plateaus, group of islands, mighty rivers, varied climate and dense forests.

On the basis of relief, India is generally divided into four physical units :

The Northern Mountains

High mountain ranges run along the entire northern borders of India. The Karakoram Mountains extend in the northern part of Kashmir. K-2 (Godwin Austen), the world's second highest peak (8611 m) lies in these mountains. South of the Karakoram range lies the mighty Himalayas. The Himalayas are young folded mountains. The Himalaya means 'abode of snow'. True to its name, the mountains remain snow covered. The mighty rivers like Sindhu, Satluj and Brahmaputra originating beyond the Himalayas, in Tibet, have cut deep **gorges** (narrow V-shaped valleys) in these mountains. There are several **glaciers** in the Himalayas.

The Himalayan ranges run from the Indus (Sindhu) in the west to the Brahmaputra in the east, stretching over a length of about 2,500 kilometres. These ranges run parallel to each other and include—the Himadri, the Himanchal and the Siwalik.

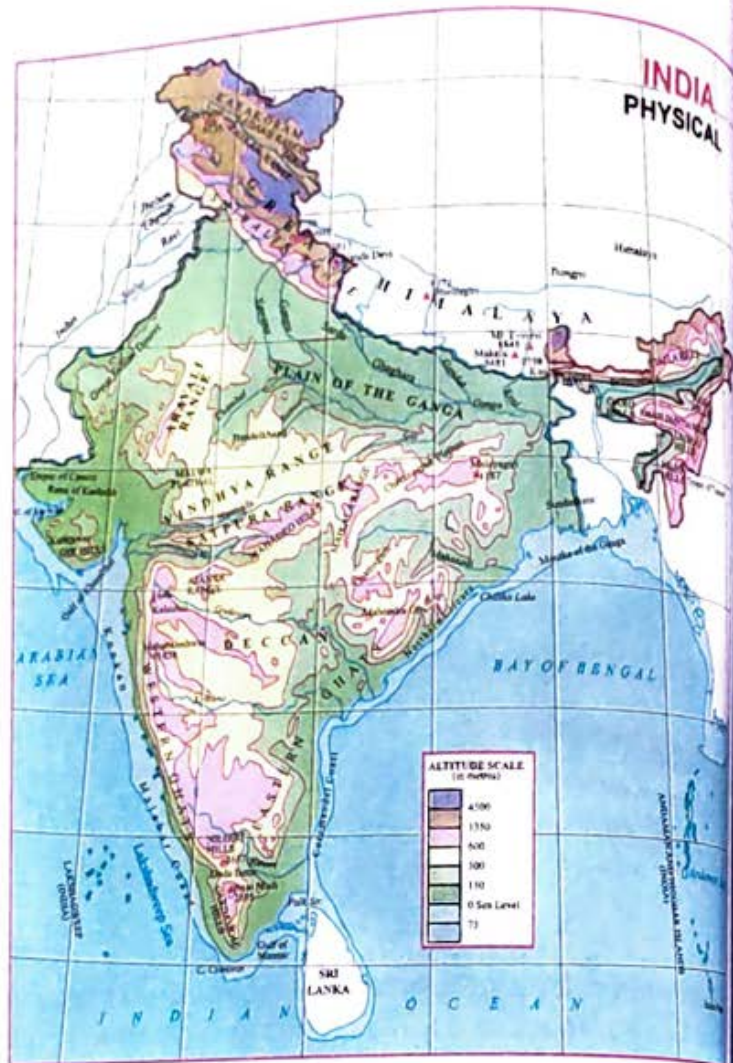
The Himadri, also called the Great Himalayas, is the northernmost and the highest range. It contains some of the highest peaks (more than 8000 m) of the world, including the **Mount Everest** (8848 m) in **Nepal**. **Kanchenjunga** (8598 m), **Nanga Parbat** (8126 m), **Nanda Devi** (7817 m), etc. are in



India. Kanchenjunga situated on the Nepal-Sikkim border, is the highest peak in India. These peaks remain snow covered. Many Himalayan rivers such as the Ganga, Yamuna, Gandak, Tista, Kosi, etc., originate here. **The Himanchal**, also called the Lesser Himalayas, lies to the south of the Himadri. **The Siwalik** is the southernmost, and the lowest range of the Himalayas. It is made up of unconsolidated material, and therefore, it is prone to landslides and erosion.

In between the Lesser Himalayas and the Siwalik range, there lie many longitudinal valley including the Dun Valley in Uttarakhand. The eastward extension of the Himalayas is known as **Purvanchal** or **eastern hills**. They include Patkoi, Naga, Garo, Khasi, Jaintia and Mizo hills.

The northern mountains are important for the country from the viewpoint of climate. They are also important strategically. The mighty rivers rising in the Himalayas are the life lines of the northern plains. The rich forest wealth and wildlife of the Himalayas is also important for the country.



Thought Shot

cc

Integrated with Environmental Studies

A group of mountaineering students caled the Manipuri Hills. While returning, they collected and brought bags full of plastic bottles, disposables and polythenes lying along the tracks. Why did they do so? Which values are depicted by the group?

6 CLEAN WATER AND SANITATION



The Northern Plains

To the south of the Himalayas, lie the Northern Plains, a large stretch of level and fertile land. These plains extend from the Satluj river (Punjab) in the west to the Brahmaputra river (Assam) in the east. These plains have been formed by the alluvial deposits of the Satluj, Ganga, Brahmaputra and their tributaries. These plains are amongst the largest and most fertile plains in the world.

The northern plains may be divided into three units—(i) Punjab-Haryana plain, (ii) Ganga plain and (iii) Brahmaputra plain. The Punjab-Haryana plain is a part of the Indus-basin; most of which lies in Pakistan. This plain is drained by the Satluj, Ravi and Beas, which are the tributaries of the Indus (Sindhu) river.



The Ganga plain is the most extensive part of the northern plains. It has been formed by the Ganga and its tributaries such as the Yamuna, Ghaghara, Gandak and Son.

The Brahmaputra plain has been formed by the Brahmaputra and its tributaries. The Brahmaputra rises in Tibet and flows there as Tsangpo. In Arunachal Pradesh, it is known as **Dihang river**. In Assam, it flows as the Brahmaputra. In their lower reaches, the Ganga and the Brahmaputra join together. Their waters get distributed into several channels known as **distributaries**. These channels form the largest delta of the world, known as the '**Sundarbans**'. Finally, the Ganga and the Brahmaputra drain into the Bay of Bengal.

The Peninsular Plateau

The Peninsular Plateau lies to the south of the Northern Plains. This triangular plateau is the oldest land form in India. This plateau is divided into two distinct parts—(i) The Malwa Plateau and (ii) The Deccan Plateau. The two parts are separated by the Vindhya and Satpura ranges.

The **Malwa Plateau** is the northern part of the Peninsular Plateau. It is bounded by the Aravalli Range in the west and the Vindhya and Satpura ranges in the south. It extends eastward up to the Chhota Nagpur Plateau in Jharkhand. There are some minor ranges in the northern part of the plateau—the Ajanta and Satmala hills in Maharashtra, the Mahadeo and the Maikala range in Madhya Pradesh and the Rajmahal hills in Jharkhand. To the west of the Aravalli hills in Rajasthan, lies the **Thar Desert** which extends into Pakistan. Northwards, it extends up to southern parts of Punjab. It is a vast stretch of sandy plain with some dunes. It is an area of inland drainage. Most of the rain-fed rivers disappear soon after the rains. The Luni is the only important river, flowing into the Gulf of Khambhat. In the south, the desert merges with a huge marshy area called the Rann of Kachchh.

The **Deccan Plateau** lies to the south of the Vindhya and Satpura ranges. The Narmada flows westward through a narrow valley between these two ranges and forms an estuary at its mouth. South of the Satpura range, the Tapti also flows westward entering the sea through an estuary. The Deccan Plateau is bounded by hills on the west and east, called the Western Ghats and Eastern Ghats, respectively. The Western Ghats are also called the Sahyadris. In the south, the Western and Eastern Ghats meet at the Nilgiri hills. The Anaimalai and the Cardamom hills are the other famous hills of the south. Anaimudi is the highest peak in south India.

The general slope of the Peninsular Plateau is towards north and towards east. Therefore, some of the rivers rising in the central highlands (hills) join the Ganga system, while other peninsular rivers drain into the Bay of Bengal. The Godavari, called the **Dakshin Ganga**, is the longest river of south India. Other east flowing rivers include the Mahanadi, Krishna and Kaveri all the rivers form extensive deltas before draining into the Bay of Bengal.

Coastal Plains and Islands

The Coastal plains lie to the west and east of the Western and Eastern Ghats. The plain in the west is narrow except in Gujarat, while the eastern plains are broad as several rivers form delta here. The West Coast is known as Malabar Coast in the south and Konkan in the north. Lagoons and back waters in Kerala are a unique feature on the west coast. The northern part of the East Coast is called the **Northern Circars**, while the southern part is called the **Coromandal Coast**.

There are two group of islands—(i) the Andaman and Nicobar Islands in the Bay of Bengal and (ii) the Lakshadweep Islands in the Arabian Sea. The former are mostly of volcanic origin, while the latter are of coral origin. Barren Island is an active volcano in India. These islands are very small and most of them are uninhabited. However, many of them are important for tourism.

All the major physical units of India give it a unique geographical identity. The Northern Plains and the Coastal plains are important for agriculture, and hence densely populated. The Peninsular Plateau, especially the Chhota Nagpur Plateau region, is rich in mineral wealth and as such, contributes significantly to the industrial development of the country.

HD

Problem Solving

Try IT!

You are a traveller going to visit different physical divisions of India. Make out a list of some important things that you will take along with you and give reasons for it.

GEOGRAPHICAL UNITY OF INDIA

The Indian subcontinent forms a single geographical unit. All the physical divisions are closely related to one another. The present form and shape of India came into being slowly and gradually. The Peninsular Plateau existed much before the Himalayas and the northern plains came into existence. Scientists believe that a shallow sea called the **Tethys** existed at the place where the Himalayas stand today. The rivers from central Asia deposited huge amount of sediments in this shallow sea. The internal forces created folds and crumples in these sediments and they began rising up as the Himalayas.

The rivers from the Himalayas continued to deposit alluvium in the depression that existed between the Himalayas and the Peninsular Plateau. Thus, the northern plains were formed.

The Himalayas protect us from the northern chilly winds and cause rainfall by obstructing monsoon winds. The Himalayas possess enormous forest wealth and a rich wildlife. The Great Plains are highly fertile and support a dense population. The Peninsular Plateau is a great storehouse of minerals and support modern industries. The Coastal Plains are also densely populated. Several major ports serve as gateways of international trade and commerce.

Thus, all the physical divisions are part and parcel of the country. None can prosper without the help of the other.

MIND MAP



EXERCISE



Tick (✓) the correct answer.

- (MCQs)
- The northernmost limit of India is at :
(a) $37^{\circ} 6' N$ (b) $8^{\circ} 4' N$ (c) $67^{\circ} 3' N$ (d) $36^{\circ} 7' N$
 - The body which separates India and Sri Lanka is :
(a) Bering Strait (b) Palk Strait (c) Gulf of Kachchh (d) Gulf of Khambhat
 - The highest peak of India is :
(a) Mount Everest (b) K-2 (c) Kanchenjunga (d) None of these

Fill in the blanks.

- India is the largest country in the world.
- India has states and union territories.
- is the capital of Nagaland.
- are islands of coral origin.

Write 'True' or 'False'.

- India is the world's seventh largest country.
- India has many natural harbours.
- The Himalayas are old folded mountains.
- The Satluj and Brahmaputra rise in the Himalayas.

Answer the following questions briefly.

- Name the parallel of latitude which runs through the centre of the country and the Standard Meridian of India.
- Name the three seas which surround the Indian Peninsula.
- Describe India's land boundaries and name the neighbouring countries.
- Name any three rivers of the plains originating in the Himalayas.

Answer the following questions in detail.

- What are the implications of India's great latitudinal and longitudinal extent?
- Describe the three ranges of the Himalayas.
- Do you think the re-organisation of states on the basis of language is justified? Give reasons.
- Why is the Ganga-Brahmaputra plain the most fertile region of India?



Skills Enrichment Zone

THINK SMART



HD

Problem Solving

Rearrange the following words:

(a) The southernmost range of Himalayas

L S H W K I A I



(b) One of the popular hill station in Himalayas

A I T N A I L N

(c) One of the five soils brought down by rivers and deposited in the basin

L V I A A L U L

(d) The westernmost point of India

U C H K H H C

(e) The coast between Gujarat and Goa

O K N K A N

MAP WORK



ii. On an outline map of India show the following :

- (a) Siwalik, Vindhya and Karakoram ranges,
- (b) Eastern and western Ghats,
- (c) Purvanchal and Aravali hills,
- (d) Thar Desert,
- (e) Kanchenjunga, K-2,
- (f) Ganga-Brahmaputra Delta.



Information

PICTURE STUDY

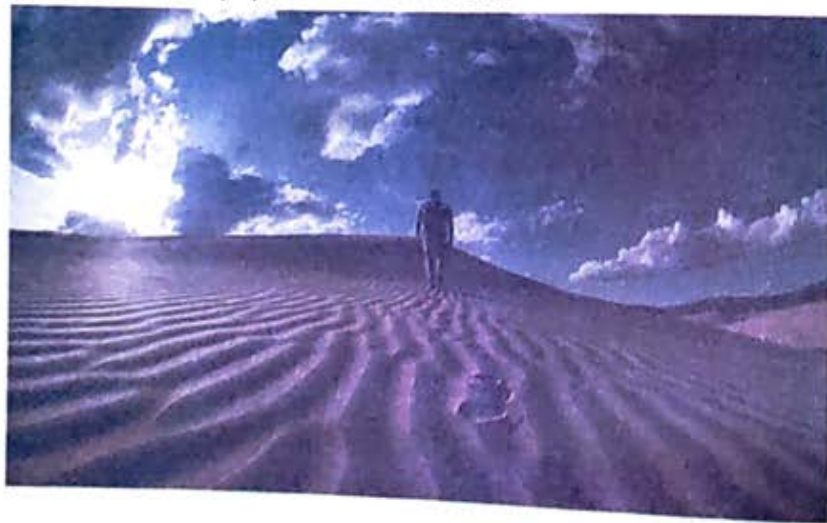


iii. Look at the image and answer the questions:

- Under which physical division of India would you place this?
- In what way do you think this physical feature is useful?



Observation



Out of the Box !



- A landlocked state is a state surrounded by land masses on all sides. Name the landlocked states in India.
- The Ganga Brahmaputra region is the most fertile area of the Indian mainland. Why?



Curiosity





19. UNDERSTANDING DIVERSITY

PRIOR KNOWLEDGE

India is a land of diversity—physical as well as cultural. The great physiographical diversity, coupled with the vast expanse of the country, reflects in the physical features, climate, vegetation, soils, minerals, wildlife and human beings, which together form the geographical environment.

LEARNING OBJECTIVES

- Diversity as a fact of Human Being
- Diversity in Family Structure
- Diversity in Economic Activities
- Diversity in Languages
- Diversity in Caste, Class and Religion
- Unity in Diversity

GET GOING

'India's national anthem is another expression of the unity of India'.

Divide the class into two groups. Hold a group discussion on the above written topic. Each group should have a group leader, a moderator and recorder.

- ◆ The group leader should ensure that each student presents a point.
- ◆ The moderator should ensure that there is no cross talk.
- ◆ The recorder should record the observations made by all the students and it shall be presented to the teacher afterwards.

Variations in geographical environment have influenced the lifestyle of the people in the country who differ ethnically too. In fact, we find diversity in all walks of our social life, including family, food, dresses, dwellings, customs, languages, castes, religions, economic activities, etc.

In spite of the several diversities of environment and culture, there prevails an underlying unity which binds the people of the country together. A person may be a Punjabi, or a Bengali, or a Bihari, or a Gujarati, but, above all, he is an Indian. A brief discussion of diversities in society is given below :

DIVERSITY AS A FACT OF HUMAN BEING

Man is a social animal. He lives in society from birth to death. Man is a social animal because of his nature as well as necessity. He satisfies all his instincts like love, hatred, pity, affection, sympathy, enmity, anger, etc. only in company of other men. He lives in society for satisfying his basic needs, protection and self-development.

It is generally said that nature has made all men equal. But it is not true. Man exhibits diversity in colour, physique, sex and facial features. In fact, no two persons are alike. Furthermore, he differs in mental abilities too.

DIVERSITY IN FAMILY STRUCTURE

Family is the smallest unit of society. Man is born in the family. It is in the family that he learns language, the behavioural patterns and social norms in his childhood. In some way or the other, the family is a universal group. It exists in tribal, rural and urban communities and among the followers of all religions and culture.

In spite of the universal nature of the family, one can see vast differences in its structure in different societies. In tribal and agrarian society, people of several generations live together. These societies have large and 'joint families'. In the industrial/urban society, on the other hand, the family is limited to husband, wife and their children. Such a family is called a 'nuclear family'. Joint families are generally big in size. Such families include many families and people of many generations. Agrarian economy, traditional-social organisations, rural communities and religion have played important role in presenting the joint family system in India. People engaged in cultivation and crafts still experience the family as a unit of production. The farmer cultivates the land and produces food grains with the help of family members. The blacksmith, the goldsmith and the potter produce goods at home with the help of their family members.

Industrialisation, urbanisation, occupational mobility, wage-based livelihood, modern education and individualistic ideology have been instrumental in diminishing the size, functions and importance of the joint family. Majority of couples in cities and gradually also in villages are preferring nuclear families to joint families. According to **K.M. Kapadia**, the tendency towards the small and nuclear family is growing. The joint family system has been prevalent in India since long. This system is still prevalent in rural areas and among tribal communities. Diversities in family structure are also observed on the basis of power and authority, and marriage.

On the basis of power and authority, families are divided into 'Patriarchal' and 'Matriarchal' categories.

Family is also divided on the basis of marriage in the system of 'Polyandry' and 'Polygamy'. Polyandry is prevalent in the Himalayan tribes such as Kinnauri (Himachal Pradesh) and Khasa of Jaunsar Bhabar (Uttarakhand). In **monogamous** families, one man has one wife only.

Try IT!

There are five musical notes, yet the combinations give more melodies that can ever be heard.

There are five primary colours, yet in combination produce more hues that can ever be seen.

There are five cardinal tastes, yet their combinations yield more flavours that can ever be tasted.

Explain the lines in your own words. How is it linked with diversity?

HD

Problem Solving

10
REDUCED
INEQUALITIES



DIVERSITY IN ECONOMIC ACTIVITIES

Satisfaction of basic needs (food, clothing, shelter and protection) has been the primary objective of all societies since ancient times. Man can fulfil these needs by certain rules and work systems. From the view point of the order of development, economic system may be divided into three types: primitive, agrarian and industrial.

The **primitive economic system** was characterised by hunting, food gathering and primitive cultivation—all of which are primary activities. The tribal communities still depend on natural environment. The primitive society was self sufficient in fulfilling its economic needs. The division of labour was based on age and sex. Men generally did the hard jobs like hunting, ploughing, cultivating and fighting, while women looked after the children, cooked, fetched water, and so on.

Primitive communities gradually developed the knowledge of using land and growing plants. It gave rise to the **agrarian economy**. All the individuals of the community helped one another in cultivating land, building houses, cutting down the jungles, rearing of animals, etc. The plough was developed with the advent of agriculture. Man learned to make use of animal labour. Production exceeded consumption and it gave rise to barter-trade (exchange of commodities between two groups). Division of labour was also introduced. While some were engaged in agriculture, others were engaged in making tools for agriculture, utensils for domestic purposes, furniture, weaving of clothes, selling of goods, handicrafts, etc. These activities are called secondary activities. Still others began to do menial jobs and other services.

Growth in agriculture, handicrafts, profit in commerce from surplus production, paved the way for industrial revolution in Europe. The use of mechanical power was the basis of the industrial revolution. The industrial revolution created the **modern industrial economy**. This system is characterised by large production, big organisations, highly developed technology and tertiary occupations. Industrialisation, education, training and skill have gradually changed occupations into professions. These professions include the roles of the doctor, lawyer, engineer, nurse, teachers, and so on.



A primary activity – Farming



A secondary activity – Carpentry



A tertiary activity – Teaching

DIVERSITY IN LANGUAGES

India is believed to have 1652 mother tongues of which 33 are spoken by people numbering over a lakh. The officially recognised languages are 22. These include Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, Sanskrit, Tamil, Telugu, Urdu, Sindhi, Konkani, Manipuri, Nepali, Bodo, Maithili, Dogri and Santhali.

It is interesting to note that most of these languages form the basis of demarcation of states in the country.

EL

Experiential Learning

Try IT!

Did you know that we don't always need a spoken language to communicate with one another? Make two groups. Group 1 will act out a name of a book and Group 2 will have to guess it. The group which is enacting cannot speak! See how many names your group can guess.

DIVERSITY IN CASTE, CLASS AND RELIGION

Caste

Caste system is the basis of the Hindu social organisation. According to French sociologist Louis Dumont, the caste system is based on the notion of purity and pollution. Those who are at the top of pollution-purity hierarchy are given the highest place and those who are at the bottom of the pyramid are at the lowest. In the beginning, the Hindu society was divided into four 'Varnas', namely Brahmin, Kshatriya, Vaishya and Shudra. Later, 'varna' and caste became synonymous. Castes are also associated with occupational distinction. Various castes are named after their trades such as blacksmithy, pottery, goldsmithy, carpentry, etc.

Class

Class is based on economic criterion. It is a factual structure without any religious or legal sanctions. Class status is determined by property, achievement and capacity of an individual. According to Bottomore, there are four classes : (i) Upper class, (ii) Middle class, (iii) Working class, and (iv) Peasantry.

Religion

There are a number of religions in modern times. Prominent among them are Christianity, Islam, Hinduism, Buddhism, Sikhism, Jainism, Zoroastrianism, Confucianism and Judaism. In India, there exists a diversity of religions. Within religion, there are several sects. In the nineteenth century, various sects came into existence which provided institutional base to Hinduism. Arya Samaja and Ram Krishna Mission are important among them. Christianity also has many sects—Methodist, Baptist and Anglican. There are two divisions within Christianity—the Catholic and the Protestant. The Shiya and Sunni are the two important sects within Islam. Jainism is divided into *Digambara* and *Shwetambara* sects. Buddhism has two prominent sects, viz. *Mahayana* and *Hinayana*.

The mode of prayer in each religion is quite different from each other. The Hindus worship their God and Goddess and offer their prayers to them by chanting devotional songs (bhajans) in a temple. A Muslim offers *Namaz* in a mosque. A Christian goes to the Church to offer *prayer*, while a Sikh sings *hymns* from **Guru Granth Sahib** in a Gurudwara and a Jew visits a synagogue. However, the objective is the same, i.e. offering prayers to God.

India is a secular country. All religions are respected equally. All people are free to profess, practise and preach their religion. Different religions have different places of worship; Hindus pray in temples, Muslims offer *namaz* in a mosque, Christians pray in a church and Sikhs pray in a gurudwara.

Need for Diversity

Diversity exists in nature as well as among human beings. Individuals have different interests, tastes and skills. Moreover, different people are proficient in different skills. There are painters, musicians, dancers, sportsmen, doctors, engineers, lawyers, teachers, technicians, masons, carpenters, etc. each of them is endowed with or has acquired a particular skill. These diverse skills are essential for a community life, because an individual cannot satisfy all his needs by himself. He needs the cooperation of different people who render different services to him. For example, the farmer grows crops and food grains. Manufacturers make clothes, shoes, medicines, etc. Masons build houses, carpenters make furniture, etc. Craftsmen make utensils. Tailors stitch

...others. Several specialised and skilled persons do their respective jobs. Teachers, doctors, engineers, administrators, etc. render specialised services to the society. Thus, in society we find that individuals are interdependent.

UNITY IN DIVERSITY

It should be remembered that diversities do not divide or weaken us, instead these enhance our strength. This fact may be explained by the example of India as a country, which exhibits diversities in several spheres. To quote **R.K. Mukherji**, "In spite of all this diversity in different fields, physical, social, linguistic, cultural and religious, there is a fundamental unity of India underlying this diversity." Despite the multiplicity of religions, languages, castes regions and cultures, there has always been an underlying unity in India. People belonging to different regions have made valuable contribution to the development of the country.

India's freedom struggle is a good example of the 'Unity in Diversity' in India. The injustices of British rule brought the people of India together. The British tried to rule India with their 'divide and rule' policy, but could not succeed as people of India remained united in their struggle against the British. The force of love, truth and devotion kept them together. Many songs and symbols stand for the historic struggle of the people and even today, they bind people together emotionally. National integration lies in unity. Our country is bound as a civilization due to its common culture, thereby preserving the national identities known as our **heritage**.

Thought Shot

Though the Indian Constitution guarantees equality to all its citizens, yet it has to go a long way in achieving it. Do you agree? Given reasons.

21st
CS

Critical Thinking

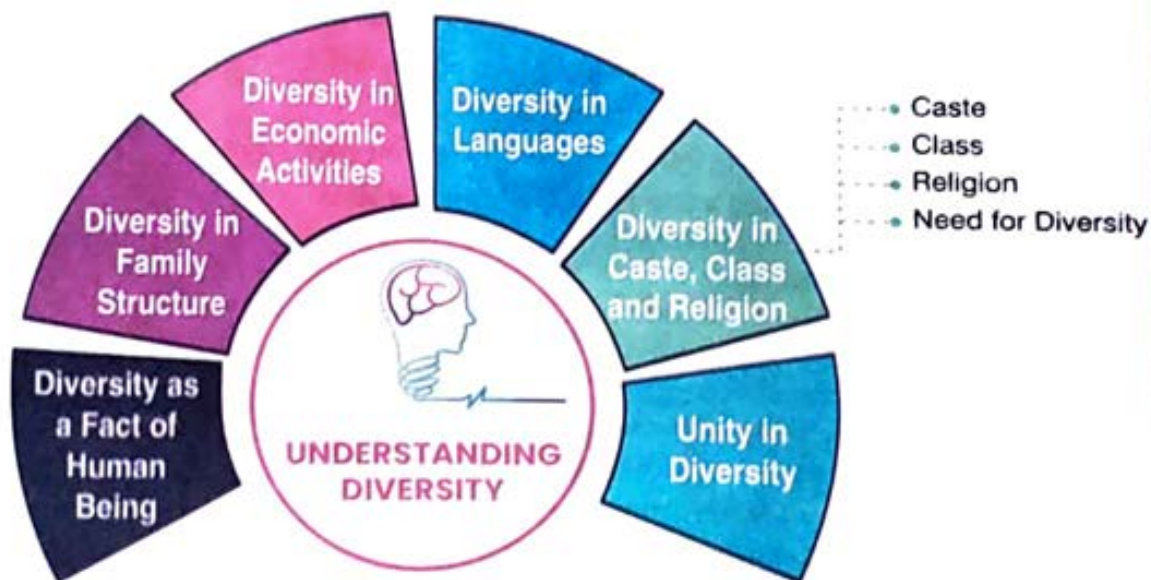


16

PEACE, JUSTICE
AND STRONG
INSTITUTIONS



MIND MAP



EXERCISE



I. Tick (✓) the correct answer.

- Joint families are in the size of :
(a) small (b) big
(c) uncontrolled (d) none of these
- On the basis of power and authority, families are divided into :
(a) Patriarchal (b) Matriarchal
(c) Both (a) and (b) (d) None of these
- The number of languages officially recognised in India is :
(a) 33 (b) 14 (c) 22 (d) 16
- The Shiya and Sunni are the two important sects within :
(a) Christianity (b) Hinduism (c) Jainism (d) Islam
- A woman has more than one husband, in the system of :
(a) Polygamy (b) Polyandry
(c) Monogamous (d) None of these

II. Fill in the blanks.

- Family is the unit of society.
- The tribal communities still on natural environment.
- The joint family system has been prevalent in since long.
- Class is on economic criterion.
- There are divisions within Christianity.

III. Write 'True' or 'False'.

- Man is not a social animal because of his nature as well as necessity.
- In 'Polygamy' system a woman has more than one husband.
- The division of labour was based on age and sex.
- 36 languages are spoken in India by people numbering over a lakh.
- Jainism is divided into *Digambara* and *Shwetambara* sects.

IV. Answer the following questions briefly.

- What is meant by diversity?
- What does diversity in India with its rich heritage add to your life?
- What types of diversity are observed in India?
- What is the need for diversity?
- Explain the phrase 'Unity in Diversity'.

V. Answer the following questions in detail.

- Define the diversity in family structure.
- Explain the diversity in economic activities.
- Describe the diversity in caste, class and religion.



THINK SMART



HD

Problem Solving

With the help of the clue solve the given puzzle. Start your search horizontally or vertically :

- Festival of Muslims.
- Official Language of India.
- A society where the head of the family is male.
- A society where the head of the family is female.
- Our National Flag.
- Festival of Asom.
- Festival celebrated in Kerala.
- The place where massacre took place on 13th April, 1919.

W	R	A	I	D	J	N	P	D	J	I	J
P	T	W	E	K	D	J	E	K	J	E	A
A	C	B	I	H	U	R	L	A	D	O	L
T	E	S	D	R	E	S	P	T	E	G	L
R	K	R	P	E	N	G	L	I	S	H	I
I	C	R	D	R	E	T	Y	R	V	P	A
A	P	E	B	R	S	C	K	A	T	C	N
R	O	I	O	P	C	M	N	N	B	G	W
C	Q	W	E	T	Y	U	I	G	R	O	A
H	R	I	M	N	C	O	N	A	M	O	L
A	I	O	D	R	C	P	A	K	D	N	A
L	I	R	I	C	N	E	G	H	G	I	B
E	B	J	H	E	R	Z	L	C	X	Z	A
M	A	T	R	I	A	R	C	H	A	L	G
M	Z	A	T	I	A	R	H	C	A	L	H

21st
CS

Communication



FUN ACTIVITY



- Divide the class into 3-4 groups and hold a group discussion on the topic "How religious intolerance harms our country?"

EL

Experiential Learning

MAP WORK



- Visit one by one to a religious place of your city. Learn the good thoughts and observe the languages of several religious books.

21st
CS

Communication



Out of the Box !

- Yash, who is from Mumbai, and Aaditya, who is from Kochi study in a boarding school in Dehradun. There, along with other boys they eat the same food. What do you think they eat when they go home during holidays? Discuss.





20. DIVERSITY AND DISCRIMINATION

PRIOR KNOWLEDGE

- Prejudice and discrimination exist at both the individual and the social level.
- To get rid of prejudice and discrimination, we must deal with existing beliefs in society fairly.

LEARNING OBJECTIVES

- Diversity and Prejudice
- Discrimination
- Inequality and Discrimination

GET GOING

Niharika and Kajal are best friends. Kajal is a very disobedient girl. She doesn't listen either to her parent or her teacher and often lies about big or small things. One day, Kajal's teacher scolded her for not doing her homework. Kajal said that she had done her homework but had forgotten her notebook at home. Though the teacher did not believe Kajal, Niharika did. Do you think Niharika and the teacher are biased? Why do you think so? Discuss with your classmates.

DIVERSITY AND PREJUDICE

In the previous chapter, we have read about diversity that exists in various fields of our life and in the country. We can boast of diversity in our country, yet this diversity is not always celebrated. There are times when we do not welcome strange and unfamiliar things or attitudes of people around us. We also tend to form opinions about others who are not like us. These opinions may at times, be negative. Such negative or biased opinions become **prejudices**.

Prejudice may be defined as bias or an opinion formed in the mind before hand, or unreasonable prepossession. It is unfair and partial. A famous psychologist **H.G. Allport** defines prejudice as "an antipathy (or negative feeling) based on familiar and inflexible generalisation." Prejudices are formed when we think that only one particular way is the best and right way to do things. We can be prejudiced about many things, e.g. religious beliefs, colour of the skin, language, caste, race, region, etc.

Prejudice also creates **stereotypes**. By stereotype, we mean a fixed image about people. For example, we fit all boys and all girls into a certain image, when we say that "Boys are naughty and rowdy" or "Girls are well behaved, soft spoken, and gentle". The truth is that all the boys and all the girls are not such as labelled. Stereotypes prevent us from looking at each person as having unique qualities. Instead they place a large number of people under one category.

DISCRIMINATION

Discrimination means the act of making differences. It is an unfavourable action, behaviour, outcome or treatment. Discrimination happens when people act on their prejudices or stereotypes. There are various forms of discrimination, e.g. to put other people down, to stop them participating in certain



activities and taking up jobs, to stop them from living in certain neighbourhoods, not allowing people to take water from the same well or not allowing certain people to enter temple, etc.

Try IT!

Do you think we have been able to eradicate caste discrimination completely? Do you still not see households where domestic help are given food in different utensils? Are there not households still where the cleaner needs to open their shoes outside the house even in the coldest of months? Debate on the statement 'Caste discrimination has been abolished on paper'.



Communication



Causes of Prejudice and Discrimination

Prejudice and discrimination are not universal or something that humans have inherited or are born with. They are the result of social bias. Factors responsible for such bias are enumerated as under :

- (i) The biased thinking that women are biologically and physically weak and therefore are incapable of performing duties like men causes discrimination against women.
- (ii) Even parents discriminate between a girl (female) and a boy (male) child. They prefer to have male children because of the age old social customs and evils like dowry.
- (iii) The false notion of superiority of race has been a major cause of prejudice and discrimination. The Policy of Apartheid or social discrimination as adopted by the whites (British rulers) against the black natives of South Africa is a glaring example. The extermination of the Jews by the Nazi Party of Germany during the Second World War was also based on the German's false feeling of the racial superiority.
- (iv) The age old system of division of society on the basis of 'Varnas' which led to the caste system in Indian society has caused discrimination against the so-called lower castes in India.
- (v) Religion has also played a leading role in creating prejudices and discrimination among various communities. Not only religion, but differences of sects also have created rift among the same religious communities. We often hear of conflicts between the Protestants and Catholics, between the Shias and Sunnis, between the Digambaras and Shwetambaras, etc.
- (vi) Practices like slavery, different immigration laws, temple entry, social exclusion from schools, disenfranchisement, etc. also cause discrimination among people in various countries/societies.

The British policy of racial discrimination known as 'apartheid' practised against the Indians, debarred the entry of Indians into the social clubs, etc.

Harmful Effects of Prejudice and Discrimination

There are also some harmful effects of prejudice and discrimination, which are given below :

- (i) Prejudice and discrimination lead to ethnic hostilities which constitute a major danger to peace both within and among nations.
- (ii) Prejudice and discrimination lead to disunity which results in disorganisation of the society and even disturbs the collective life of humanity.
- (iii) Prejudice and discrimination lead to racial arrogance and create a gulf between different nations. The Policy of Apartheid or racial segregation created bitterness between the whites and the blacks in South Africa.



- (iv) Prejudice and discrimination create strained relations between the dominant and the subjected groups and retards the progress of both the groups.
- (v) Discrimination, in particular, effects the healthy development and growth of people in the society.

Thought Shot

SEL

Social Emotional Learning

What is the main cause of discrimination in our society? How did it all start?

Steps for Curbing Prejudice and Discrimination

It is true that prejudice and discrimination cannot be completely wiped out from society, but they can surely be curbed or controlled. This may be achieved through various measures given below :

- (i) Education develops broad mindedness among people who can curb prejudice and discrimination.
- (ii) Legislation has already contributed a lot in reducing prejudice and discrimination from society.
- (iii) According to some scholars inter-racial, inter-regional and inter-caste marriages encourage the curbing of prejudice and discrimination.
- (iv) The Bahai approach is appreciable in curbing prejudice and discrimination. According to Abdul Baha, "Humanity is one kind, one race and progeny and there is no racial distinction and separation in the creative plan of God." Separation is not natural and original and prejudice and discrimination are not part of the natural order.
- (v) Members of unequal groups should strive towards unity. Mistrust, false sense of superiority and discord should not mar their relations.
- (vi) Setting up of councils and centres which promote friendship, distribution of literature specially designed to dispel prejudices, organising events and setting up institutions that promote harmony among people should be encouraged.
- (vii) The United Nations is already actively fostering the feelings of love and international brotherhood among the nations of the world. Such efforts should be appreciated and followed.

INEQUALITY AND DISCRIMINATION

Inequality is the opposite of equality which is the backbone of democracy. It should be made clear that inequality and diversity are not the same. While diversity is a natural phenomenon, inequality is man-made. Inequality means discriminatory treatment. Inequality is observed in various spheres including natural, civil, social, political and economic. Let us examine such inequalities in detail.

- (i) It is said that all men are born equal. But the fact is otherwise. They differ in appearance, colour and strength.
- (ii) It is said that everyone should have equal rights. There should not be discrimination with regard to civil rights and fundamental rights. Law should not make any discrimination on the basis of birth, wealth, sex, religion or education. Yet, there are some laws which give special concession to the weaker sections of society and they cannot be challenged on the basis that they are against civil liberty.
- (iii) Social inequality existed in our country for a long time. The so-called lower castes earlier called 'untouchables', (now called Dalits) were considered inferior and discriminated against by the upper castes. Such inequality has been now removed by banning untouchability.
- (iv) There exists economic inequality in the country. Wealth is concentrated in a few hands while a large number of people are devoid of a decent and comfortable life. 'Equal remuneration for equal work' is not adhered to in case of women and child labour.

Gender disparity still exists in the society. Women all over the world are discriminated against. In India, infant mortality is higher among girls than among boys due to female infanticides.

Try IT!

HD

Problem Solving

Suppose you came across the following situations, how would you react? Also discuss the problems regarding these issues.

- ◆ A friend begins to tease a classmate because he stammers.
- ◆ Students in your class refuse to share their food with a particular boy because he is poor.

MIND MAP

- Causes of Prejudice and Discrimination
- Harmful Effects of Prejudice and Discrimination
- Steps for curbing Prejudice and Discrimination



EXERCISE



(MCQs)

i. Tick (✓) the correct answer.

- Discrimination happens when people act on their :

(a) bad habits	<input type="checkbox"/>	(b) prejudices	<input type="checkbox"/>	(c) hobbies	<input type="checkbox"/>	(d) none of these	<input type="checkbox"/>
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- "Humanity is one kind, one race and progeny" is the statement of :

(a) Abdul Baha	<input type="checkbox"/>	(b) King George Looter	<input type="checkbox"/>
(c) Darwin	<input type="checkbox"/>	(d) None of these	<input type="checkbox"/>
- Infant mortality rate in India is higher among :

(a) boys	<input type="checkbox"/>	(b) girls	<input type="checkbox"/>	(c) adults	<input type="checkbox"/>	(d) old persons	<input type="checkbox"/>
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- Dr Bhim Rao Ambedkar was the renowned leader of :

(a) backward castes	<input type="checkbox"/>	(b) upper castes	<input type="checkbox"/>	(c) dalits	<input type="checkbox"/>	(d) none of these	<input type="checkbox"/>
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II. Fill in the blanks.

1. By stereotype, we mean a image about people.
2. The false notion of of race has been a major cause of prejudice and discrimination.
3. Prejudices and discrimination are not of the natural order.
4. All men differ in, colour and strength.

III. Write 'True' or 'False'.

1. Girls are well behaved and gentle and the boys are naughty and rowdy.
2. Religion has played a leading role in creating prejudices among various communities.
3. It is said that all men are born unequal.
4. The untouchables enjoyed the rights as the upper castes did.
5. Our Constitution respects diversity.

IV. Answer the following questions briefly.

1. Define prejudice.
2. What is meant by stereotype? Give an example.
3. What is meant by discrimination? Give two examples of discrimination.
4. What are the causes of prejudices and discrimination?
5. What are the harmful effects of prejudices and discrimination?

V. Answer the following questions in detail.

1. Describe the discrimination.
2. Give a case study about discrimination against the Dalits.
3. What are the steps for curbing prejudice and discrimination?
4. Why do you think that caste rules are rigid?



Skills Enrichment Zone

FUN ACTIVITY



Communication

- I. Divide the class into groups and let each group discuss one of the following topics :
 1. Equality vs differences in society.
 2. Diversity of religions and their fundamental unity.
 3. Caste system as it prevails nowadays.
 4. Do women enjoy equality with men?

PROJECT



HD

Coordination and Cooperation with others

- II. Read stories of Dr. B.R. Ambedkar and about his childhood. Divide the class into five groups. Each group will make a poster on abolishing untouchability.

Out of the Box !



Critical Thinking

- Do you think inequality on the basis of economic disparity is justified? If not, why?



Man is a social animal. He has to live in society for meeting his mental and physical needs. Living together the people are bound to pick up disputes on so many points. Their thinking and interests are different, and everybody wants to do what suits him without caring for the other's convenience. In such a state of affairs, anarchy prevails and might becomes right. It is the government that brings order in the society, and makes laws for the people to follow, for the protection of their life and property. In the absence of peace and order, no man can make efforts for the development of the country. Thus, the government is needed for the following reasons :

- (i) Protection of life and property of the people.
- (ii) Protection of members of society from external invasions.
- (iii) Providing relief to the people in times of natural calamities, disasters, etc.
- (iv) Maintenance of law and order, peace and security.
- (v) Settlement of disputes of the people according to law.
- (vi) To create atmosphere in which every individual can realise fullest development of his life—social, political, economic welfare.

LEVELS OF GOVERNMENT

The government works at three levels : (i) Local, (ii) State and (iii) National. The local level means a village, town or locality. The state level covers an entire state, e.g. Uttar Pradesh, Punjab, etc., while the national level relates to the entire country.

Providing drinking water, electricity and drainage, parks, etc., are the functions of the government at local level. Construction of roads, providing education, irrigation facilities to farmers, etc., are the responsibilities of the state governments. Maintaining diplomatic relations with the neighbouring and other countries, harnessing atomic energy, introducing currency notes, etc., are the responsibilities of the government at the national level.

Thought Shot

Information

Who give the government the power to make decisions and enforce laws?

TYPES OF GOVERNMENT

Governments are classified on basis of objectives, policies, the way power is exercised and the nature of the Constitution.

Democratic and Authoritarianism

A **democratic government** is one in which the people have active participation in the administration. It is run by the representatives of the people and for the welfare of the people. In a democracy sovereignty rests with the people and those who actually run the administration are responsible and accountable to the people. In this set up, more and more people are given opportunity to participate in its working. India has a democratic form of government.

Authoritarianism or Dictatorship is that form of government wherein absolute and unlimited powers are enjoyed by one man, who holds office on the basis of force and rules over the people with the help of that force. In such a government, the ruler is above law, and he does not care for the public opinion. He compels the people to obey law on the basis of his authority and force. This can be the government of one man or the government by one political party such as in China.



The role of military has become important in many countries of the Third World. Examples of military regimes are Libya, Sudan and Myanmar. Some countries such as Pakistan have been alternating between civilian and military rule.

In some countries, monarchy (or kingship) is prevalent. In this system, the king or queen has the power to make decisions and run the government. He enjoys absolute power.

Parliamentary and Presidential

The Parliamentary and President forms of government are based on the extent to which the executive and the legislature are dependent or independent of each other. Under the **Presidential** system, the legislature and the executive are separate. There is separation of powers. In the **Parliamentary** form, the executive is a part of the legislature and there is fusion of power.

Also, in the Parliamentary system the head of the state is separate from the head of the government. The head of the government is elected on the basis of the number of members the political parties have in the legislature. If a party has a clear majority in the legislature, the leader of that party becomes the Prime Minister. Sometimes, no party has a clear majority. In such cases, a number of parties may form a coalition to form the government.

The executive in the Parliamentary form is based on the support of the party in the legislature. The political party or a coalition of parties that has the majority in the legislature controls the executive. The Prime Minister and the Cabinet in Great Britain are good examples of this form of government. In the Presidential form, the executive and the legislature are separate. The real power is in the hands of an elected President who is not a member of the Parliament. She/He is also not responsible to the Parliament.

Unitary and Federal

When there is only one government of the whole country it is known as a **unitary form of government**. This form of government makes and also executes the laws. Great Britain, China and Chile are examples of such a government.

In a federal form of government, the distribution of power is between the central and the state governments. Most of the laws that the central government makes, apply all over the country. Laws passed by the state government apply only in the state.

Examples of this form of government are India, USA, Switzerland, Nigeria and Brazil.

Try It!

Suppose you are appointed as the principal of your school for one week. Mention a few changes you will make for the betterment of the school.



Initiative



CONSTITUTIONS

A Constitution is a set of laws which define how a state or country is governed. These rules state the distribution of power and authority within the country. The Constitution also states the limit to this power and authority. All the institutions of the government work within the provisions of the Constitution.

There are different types of constitutions—written and unwritten, rigid and flexible.



Written and Unwritten Constitutions

In a written constitution, the fundamental principles of the government are formally written. The Constitution of India was prepared between 9 December, 1946 and 26 November, 1949 by the members of the Constituent Assembly.

The fundamental principles are contained and protected in the Constitution. This helps avoid conflict of any kind.

The British Constitution is an unwritten Constitution and contains no single document. It consists of constitutional conventions and practices that have created precedents for the working of institutions, together with documents such as Statutes and Acts of Parliament.

Rigid and Flexible Constitutions

The rigidity and flexibility of a Constitution is reflected in the process of amendment. Written Constitutions are rigid.

A Constitution that cannot be changed or amended easily is called **rigid Constitution**. To make amendments in the Constitution, specific procedures have to be followed. The central as well as the state majority is required to make changes or amendments in the constitution. The American and the Indian Constitution are examples of a rigid Constitution.

A Constitution that can be changed or amended easily without breaking its framework is called a **flexible Constitution**. It can be amended by normal law-making procedures in the Parliament. The British Constitution is an example of a flexible Constitution.

Thought Shot

21
CS

Leadership

Anshika always wear a seat belt while driving a car. Her brother often makes fun of her and asks her to unfasten the seat belt in narrow lanes or when there is no traffic policeman. She says, laws are made for the safety of ourselves and others.

They should be followed all the time. What values are depicted by Anshika?

DEMOCRATIC GOVERNMENTS (UNIVERSAL ADULT FRANCHISE)

A democracy is ruled by the people. There are two types of democracy : (i) direct and (ii) indirect. A direct democracy is one in which all the people of a country take part in running the government. This type of democracy existed in ancient times in countries having a small population. Another type of democracy is the indirect democracy, better known as **representative democracy**. In such democracies, people do not participate directly, instead they choose their representatives through an election process. These elected representatives meet and make decisions for the entire population.

A government cannot be called democratic unless it allows **Universal Adult Franchise**. This means that all adults in the country (*i.e.* persons of the age of 18 or



All Adults have the Right to Vote

above) are allowed to vote. There should not be any distinction of caste, religion, class or sex. There should be no qualification of property or education also. Only lunatics, minors, bankrupts, criminals and aliens are deprived of the right to vote.

Universal Adult Franchise did not come about easily in India. This achievement is the result of a long and eventful struggle of the Indian people. Elsewhere also, people had to struggle a lot to have democracy and the right to franchise (vote). Even in a country like England, which is called "the mother of democracy", people had to struggle hard for centuries to get Universal Adult Franchise. In the beginning only rich people were given the right to vote. Gradually franchise was extended to common people, but women were not given this right.

It is not easy to believe that there was a time when governments did not allow women, the poor, the property less and the uneducated to vote. The country used to be governed by the rules and regulations made by few men.

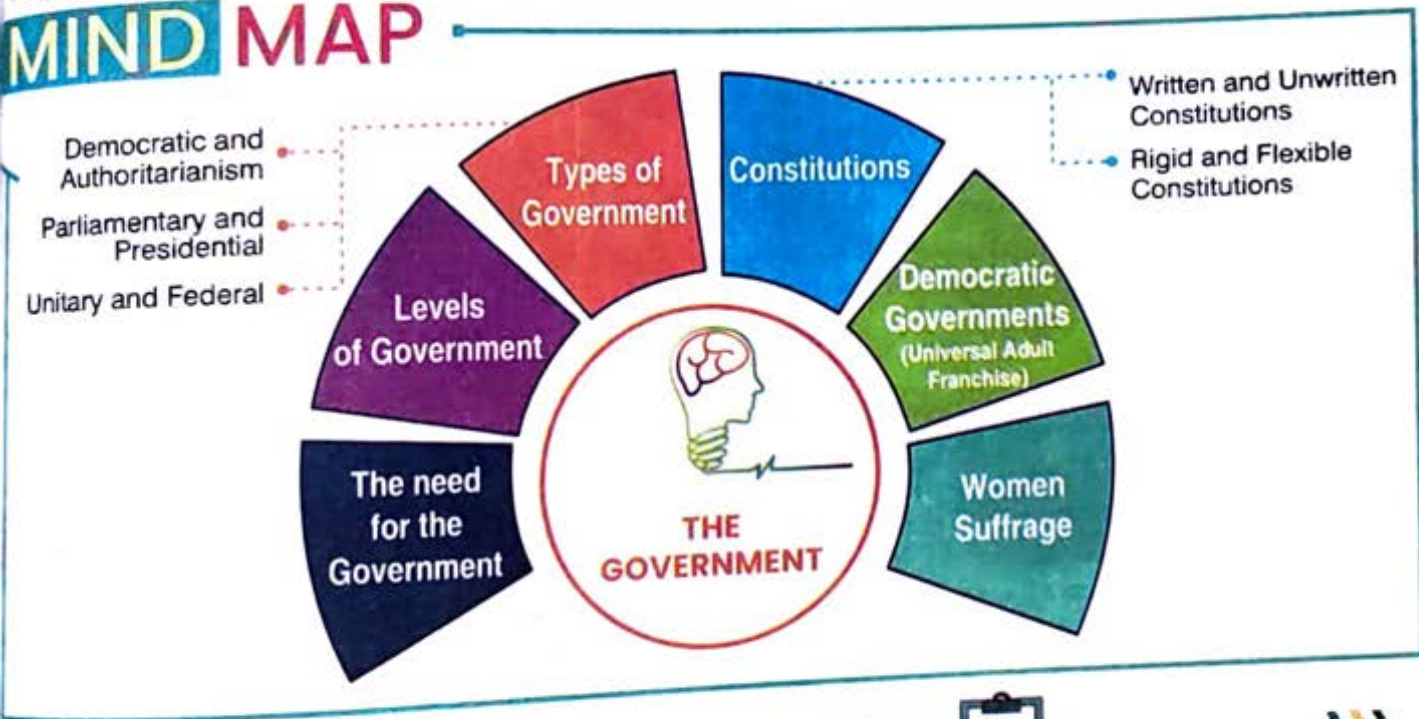
In India too, prior to Independence, only a small minority was allowed to vote. Gandhiji and other leaders demanded that all adults should have the right to vote.

WOMEN SUFFRAGE

Governments in the world have not willingly shared power. This is true of various European countries and the USA, that women and the poor had to fight for participation in government.

In Switzerland women were kept deprived of the right to vote till 1970.

MIND MAP



EXERCISE

(MCQs)

1. Tick (✓) the correct answer.

1. "The organisation of the state, the machinery through which the state's will is expressed." Defined by :
- (a) Aristotle (b) Gilchrist (c) Plato (d) None of these

2. Settlement of disputes of the people according to law, is : (a) injustice (b) compromise (c) justice (d) atrocity
3. Providing drinking water, electricity, drainage, park, etc. is the role of : (a) Local government (b) State government (c) Central government (d) President of India

II. Fill in the blanks.

1. Man is a animal.
2. Government is needed because it the law and order, peace and security.
3. A dictator compels the people to obey law on the basis of his and force.
4. Democratic governments means that all adults in the took the part in election.

III. Write 'True' or 'False'.

1. The government brings law and order in society.
2. The government destroys the atmosphere of the country.
3. A dictatorship is ruled by the people for the people.
4. Governments in the world have not willingly shared power.

IV. Answer the following questions briefly.

1. What do you understand by the term 'government'?
2. Name two essential features of a democratic government.
3. What is a monarchy?
4. What is a dictatorship?
5. Write two differences between the Parliamentary form and Presidential system of government.

V. Answer the following questions in detail.

1. Tell about the need for government.
2. What are the types of government? Explain that a democratic government is better than any other government.
3. What is a Constitution? List the different types of Constitutions.
4. Explain the woman suffrage and give the examples of suffragette movement.



Skills Enrichment Zone

FUN ACTIVITY



21st
CS

Communication

1. Divide the class into 3-4 groups and hold a group discussion on the topic "National parties and state parties".

PROJECT



21st
CS

Information

1. Collect the photographs of Parliament Houses of different countries and paste them in your scrapbook.

Out of the Box !



21st
CS

Critical Thinking

- Will the larger participation of women in the society in India will help eradicate the practise of inequality against women in India? If yes, how?



22. LOCAL GOVERNMENT : THE PANCHYATI RAJ



PRIOR KNOWLEDGE

Local government may be defined as an institution which is constituted to look into local problems and to provide basic civic amenities to the people of a village, a town or a city.

LEARNING OBJECTIVES

- Three-tier System
- Panchayats at Village Level
- Panchayats at Block Level
- Panchayats at District Level
- Significance of Panchayati Raj
- The State Governments and Panchayati Raj

GET GOING

Hold an election in your class in the line of electing the Panchs of Gram Panchayat. Then ask students to present the problems they face in school before the Panchs. Note down the problems and decisions taken by the Panchs.

Civic amenities like water supply, electricity, transport facilities, educational institutions, sanitation, health-care centres, etc., are essential for a good life. Individuals cannot afford to have these facilities by themselves. The government provides and manages these amenities. Since India is a big country, the governance of the country is carried on at several levels, i.e., the centre and the state. Besides, there are a number of districts, divided into several blocks and each block consisting of several villages. It is impossible for the central and the state governments to solve all the problems at local levels. This purpose is well served by the Local Self Government. In villages, the Panchayats are the local self government bodies.

The importance and advantages of the local government include the following :

- The local people and their representatives can better understand the problems and needs of their village or town.
- Local people take interests in development work, because they know that it is for their own good. Therefore, they cooperate with the government agencies to complete such projects.
- Local people get trained in the working and running of administration. This experience enables them in running the state and central government subsequently.
- The local people become self reliant and responsible. At the time of calamity or any emergency they work together for mutual help.
- Local self government shares the burden of central and state governments.

Panchayat system is not new to India, it existed even in ancient times. In fact, the village has been the first unit of the administration since the Vedic period. During the Mauryan period too, the village republics were self governing bodies. The Village panchayats used to manage their affairs.

The Panchayati Raj System continued during the Medieval period too. The British government, however, discouraged the Panchayati Raj System in India. After independence, the system was revived and today we have this system in almost all the villages of India. The object of the Panchayati Raj was to make the democracy successful and to achieve the targets of the development.

THREE-TIER SYSTEM

The present Panchayati Raj System is based on the recommendations of the Balwant Rai Mehta Committee.

The Constitutional Amendment Act (1993) provides for establishment of panchayats in all states except in some specified areas. The number of the members of a panchayat may vary from state to state, with adequate representation of women and scheduled castes.

The 73rd Constitutional Amendment Act, 1993 recognised the following three-tier system :

- Panchayats at Village Level
- Panchayats at District Level
- Panchayats at Block level

PANCHAYATS AT VILLAGE LEVEL

Village Panchayats have been organised in all the states nearly on uniform basis. In ancient times, panchayats implied those five dignified old persons of the village who were called panchas and solved all the problems of their villages themselves. The decision of the panchas was considered as 'Divine' binding on both the parties in dispute. The panchayats were considered impartial and above board.

Organisation of Panchayats at Village Level

At present, the Panchayats at village level have been organised by the formation of three independent institutions : (1) Gram Sabha, (2) Gram Panchayat and (3) Nyaya Panchayat.


The Gram Sabha is the legislative, the Gram Panchayat is the executive and the Nyaya Panchayat is the judiciary.

1. **Gram Sabha** : All the adult persons of a village (eighteen years and above) are the members of the Gram Sabha (Village Assembly). They meet at least twice a year. The Gram Sabha performs the following functions :

- (i) It elects representatives who look after the day-to-day working of the Panchayat.
- (ii) It reviews the work and the accounts of income and expenditure of the Gram Panchayat.
- (iii) It can pass a vote of no confidence against any member of the Gram Panchayat.

2. **Gram Panchayat** : The literal meaning of the **Gram Panchayat** (Village Panchayat) is a committee of five members who are elected by the members of Gram Sabha, for a period of five years. The number of its members is fixed by the State Government in proportion to the population of a village. The number generally ranges from 5 to 20. The Constitution Amendment Act, 1993 has reserved 30% seats for women. Women belonging to Scheduled Castes also find 33% seats in the women quota.

Office Bearers of the Gram Panchayat : (i) **Pradhan** : The Gram Panchayat elects its chairperson from amongst its members. The chairperson, or the presiding officer is known as the 'Pradhan' or 'Mukhia'. He calls the meetings of the Panchayat and presides over them. He signs important documents and coordinates the activities of the Panchayat. (ii) **Up-pradhan** : He officiates on behalf of the Pradhan during his absence. (iii) **Panchayat Sevak** : The Panchayat secretary or 'Panchayat sevak' is



The Balwant Rai Mehta Committee, appointed in 1957, recommended in its report of 1958, the organisation of a three-tier autonomous local body which will decentralise power and the local representative grasping the utility of development programmes, will complete them.



government official. He is a permanent employee of the Panchayat and draws a regular salary. He maintains all records, keeps accounts and prepares reports of the work performed by the Panchayat. The Panchayat also elects various committees and their chairperson to carry out specific duties. The Gram Panchayat officials are honorary members. They do not draw salaries for their services.

Functions of the Gram Panchayat : The Gram Panchayat is responsible for providing and maintaining basic civic amenities in the village. Its main functions include :

(i) **Essential or Compulsory Functions :** (a) To look after the supply of drinking water, maintaining public wells, tanks, handpumps and minor irrigation works. (b) Construction and maintenance of village roads and waterways. (c) Provision of light on roads and streets. (d) Sanitation and public health. (e) Planting of trees. (f) Supervision of the work of the government servants such as the Patwari (lekhpal), the police constable, the chowkidar, the vaccinator, etc. (g) Supervision of primary schools. (h) Protection of the interests of the weaker sections. (i) Maintaining records of births and deaths.

(ii) **Optional or Voluntary Functions :** (a) Management of hospitals, maternity centres and childcare centres. (b) Management of village markets. (c) Management of veterinary hospitals. (d) Supply of good seeds and fertilisers. (e) Opening and maintaining libraries and reading rooms. (f) Organising recreation and entertaining programmes such as 'akhadas' or village sports. (g) Holding of village fairs.

Sources of Income of Gram Panchayat : For all the development work and welfare activities, the Panchayat needs money. Following are the sources of its income :

(i) Taxes on houses, fairs and markets. (ii) Fees realised from registration of sale and purchase of land, cattle and property. (iii) Income from the sale of public property. (iv) Grant from the government.

3. **Nyaya Panchayat :** The Nyaya Panchayat or the village court, is an important organ of the rural local self government. Generally, there is one Nyaya Panchayat for three or four villages. Each village selects some members to the Nyaya Panchayat. No person can be a member of the Nyaya Panchayat and the Gram Panchayat at the same time.

The Nyaya Panchayat is headed by the 'Sarpanch'. The members of Nyaya Panchayat are called 'panchas'. Their main function is to hear and decide minor civil and criminal cases. They can impose a fine on the guilty party but cannot sentence him to imprisonment. If any party is not satisfied with its judgement, it can appeal to the higher court.

The establishment of the Nyaya Panchayat has a great significance for the poor people because it saves them from unwanted expenditure and litigation on minor disputes and provides speedy and inexpensive justice to them.

Thought Shot



Critical Thinking



Having the Panchayati Raj system at the village level is a means to ensure democracy there. Is this statement true? If yes, how?

Government Officials in the Village

Following government officials are deputed in a village :

(i) **The Lekhpal (Patwari) :** He maintains land records and collects land revenues.

(ii) **The Chowkidar :** He helps in maintaining law and order in the village.

(iii) **The Vaccinator :** He implements the health policies of the government and vaccinates children against diseases.

The officials are not part of the Panchayat. But if they do not work properly, the Panchayat can complain against them to the government.



Relations between the Village Panchayat and the State Government

- (i) Each state government has passed a Panchayats Act, under which the Panchayats have to function.
- (ii) The state governments can frame rules and regulations to regulate the working of the Panchayats.
- (iii) The state government appoints inspectors in each district to help and supervise the work of the Panchayats.
- (iv) The state government provides funds to the Panchayats to carry out their functions.
- (v) If the state government finds that a Panchayat is not functioning properly and efficiently, it can ask the district authorities to supersede it.

Importance of the Village Panchayats

- (i) The Village Panchayats help the villagers in solving their own problems.
- (ii) The Village Panchayats teach the villagers how to elect their representatives who would serve them better. Thus, the village Panchayats give the first lesson in democracy.
- (iii) The Village Panchayats teach the Villagers to cooperate with one another, self help and not be over-dependent on the government.
- (iv) The Panchayats reduce the burden of the government.

Try IT!

Find out the first village in India from where Panchayati Raj system started.



Information



PANCHAYATS AT BLOCK LEVEL

Block Samiti

In the three-tier Panchayati Raj system, the Block Samiti acts as an intermediate level. It acts as a link between the district and the Villages. In different states, Block Samiti is known by different names, e.g. Khand Vikas Samiti, Kshetriya Samiti and Panchayat Samiti. The Block Samiti is basically responsible for organising services that cannot be arranged by the local Panchayats e.g. the services of a veterinary doctor and a dispensary.

Composition

The members of the Block Samiti are not elected directly by the people. All the Pradhans and the Panchas of the village Panchayats in a block elect their representatives to the Block Samiti. Besides these elected representatives, the following members also comprise the Block Samitis :

- (i) All the members of the Lok Sabha and Rajya Sabha, Vidhan Sabha and Vidhan Parishad who are elected from the block concerned.
- (ii) The chairman of the Town Area Committee and the Notified Area Committees within the block.
- (iii) If there are no representatives of women and scheduled castes in the Block Samiti, then these members are appointed by the district officer concerned. There must be two women members and four representatives of the Scheduled Castes and the Scheduled Tribes in a Block Samiti. The members of the Block Samiti elect their chairman, called the 'Block Pramukh' and a vice-chairman who look after the work of the Block Samiti in the absence of the Pramukh. If the members of the Samiti are not satisfied with his work, he can be removed by passing a vote of no confidence against him.



Functions

- (i) The Block Samiti supervises the working of the Village Panchayats within its jurisdiction.
 - (ii) It prepares community development plans of the areas under its supervision.
 - (iii) It executes minor irrigation plans, distributes seeds, fertilisers and agricultural implements among the farmers of the area.
 - (iv) It looks after the education of children and adults and performs welfare functions like supply of drinking water, sanitation, prevention of diseases, construction of roads, etc.
 - (v) It gives financial assistance to the Village Panchayats for their development work.
 - (vi) It scrutinizes the budget of the Panchayats.
 - (vii) It provides facilities for training and expert advice to village artisans.
- The meetings of the Panchayat Samiti are attended by the Block Development Officer. The Chairman and the Block Development Officer mutually cooperate for the implementation of the plans of the Block Samiti.

Sources of Income

- The Block Samiti has to arrange funds to meet its expenses. The sources of its income include :
- (i) Taxes levied on lands and houses, cattle and fairs.
 - (ii) Funds from the village for providing them expert services.
 - (iii) Grant-in-aid from the State Government.

PANCHAYATS AT DISTRICT LEVEL

Zila Parishad

The Zila Parishad is the third and the highest level body of the Panchayati Raj System. It has been a very important administrative unit since the days of the British rule. Important officials like district collector, district police officer and district judge function from the district headquarters, which is usually the most important town in the district. The Zila Parishad serves as a link between the State Government and the Block Samiti within the district.

Composition

The composition of the Zila Parishad is quite similar to that of a Block Samiti, on a bigger scale, of course. It is composed of the following members :

- (i) The Chairman of the Block Samitis (Block *Pramukhs*) in the district.
- (ii) Members of the Lok Sabha and the Rajya Sabha representing the district.
- (iii) Members of the Vidhan Sabha and Vidhan Parishad representing the district.
- (iv) Representatives of the Scheduled Castes and Scheduled Tribes.
- (v) Representatives of women.

The members of the Zila Parishad elect a Chairman and Vice-chairman. The Chairman presides over the meetings. These officers hold their office as long as they enjoy the confidence of the members of the Zila Parishad. If their performance is not satisfactory, they can be removed from the office by of the Zila Parishad. The decisions are taken by a majority vote in the Zila Parishad. The passing a vote of no-confidence. The Zila Parishad and Block Samitis appoint from amongst themselves a number of sub-committees to perform different functions. These include sub-committees on education, public health, planning, finance, agriculture, animal husbandry, family planning, etc.

The Deputy Development Commissioner or an officer of the same rank is the chief executive-cum-secretary of the Zila Parishad. He is the government's representative in the Zila Parishad.

Functions

- (i) It gives advice to the state government on the work of the Panchayats and the Block Samitis.
- (ii) It implements all the programmes under the Five Years Plans.
- (iii) It guides and supervises agricultural production and the development programmes of the district.
- (iv) It prepares a plan of the district which is based upon the development plans prepared by the Block Samitis.
- (v) It distributes the funds received from the government among the Block Samitis.

Sources of Income

- (i) The Zila Parishad levies taxes and receives rents from the shops and houses owned by it.
- (ii) It receives grants from the State Government.

Try IT!

Visit your nearby rural area and find out :

- ◆ The actual names of local self governing bodies
- ◆ The seats reserved for women in these local bodies
- ◆ Any one task done by the Panchayat and why

EL

Experiential Learning

SIGNIFICANCE OF PANCHAYATI RAJ

The Constitution of India directs the government to establish Panchayati Raj in our country. Mahatma Gandhi was a big supporter of the Panchayati Raj system in India.

The significance of Panchayati Raj in India may be explained as under :

- (i) It has brought about political awakening in rural India.
- (ii) It has brought the government close to the people.
- (iii) The Panchayats have succeeded in improving the condition of the villages by various welfare activities and development plans.
- (iv) It has created awareness among the rural people by making them literate and educated.

THE STATE GOVERNMENTS AND PANCHAYATI RAJ

The State Governments have been empowered to pass the laws for constituting the different institutions of Panchayati Raj. The State Government helps the Panchayats by giving them financial grants to carry out their plans for the improvement of the villages. It keeps a watch on the work of the various institutions of the Panchayati Raj. It appoints a secretary at the district level who maintains accounts and keeps records of the work done by these institutions.

At the district level, the Collector or the Deputy Commissioner looks after and coordinates the work of the Panchayati Raj and the district administration. At the Block level, this coordination is done by the Block Development Officer.

These institutions of local self government help to strengthen democracy in our country and also help to bring about social change. In a large country like ours, where there are so many problems related to development and people living in different regions with different needs, the Panchayat Raj System is very important. This system should be further strengthened.

Try IT!

Find out more about the works of the Panchayat. Also find the improvements in their work in recent time.

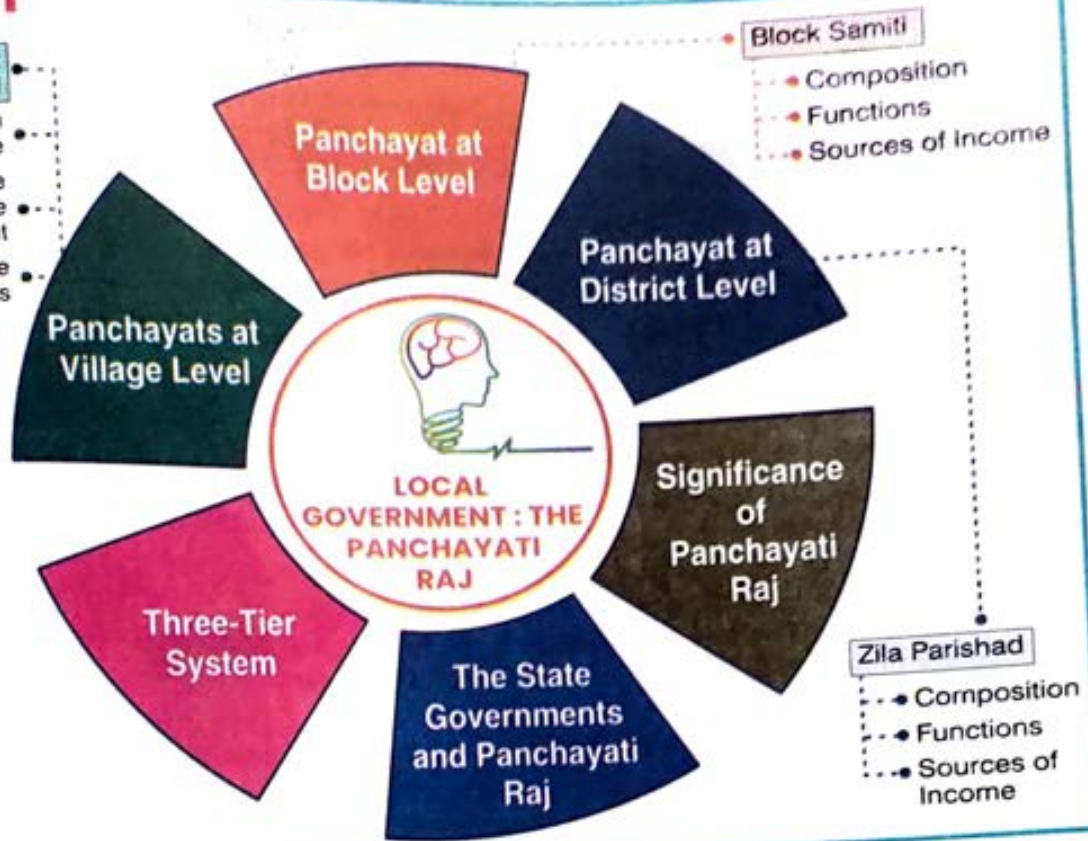
CS

Information



MIND MAP

- Organisation of Panchayat at Village Level
- Government Officials in the Village
- Relations between the Village Panchayat and the State Government
- Importance of the Village Panchayats
- Gram Sabha
- Gram Panchayat
- Nyaya Panchayat



EXERCISE



(MCQs)

1. Tick (✓) the correct answer.

- The Gram Panchayat elects its chairperson, called :
 (a) Sarpanch (b) Pradhan or Mukhiya (c) Up-pradhan (d) Panchayat Sevak
- Gram Panchayat officials are :
 (a) Salary paid (b) Honourary members
 (c) Commission basis (d) None of these
- Nyaya Panchayat is headed by :
 (a) Gram Pradhan (b) Mukhiya
 (c) Sarpanch (d) Nyayaadhikari
- The Block Samiti is known by the name of :
 (a) Khand Vikas Samiti (b) Kshetriya Samiti
 (c) Panchayat Samiti (d) All of these
- It gives advice to the state government on the work of the Panchayats and Block Samitis :
 (a) Block Pramukh (b) Zila Parishad
 (c) B.D.O. (d) Gram Panchayat



II. Fill in the blanks.

1. In villages, the are the local self government bodies.
2. Gram Sabha elects who look after the day-to-day working of the Panchayat.
3. Panchas' main function is to hear and decided minor and criminal cases.
4. Village Panchayats give the first in democracy.
5. State government keeps a watch on the of the various institutions of the Panchayati Raj.

III. Write 'True' or 'False'.

1. The village has been the first unit of administration since Vedic Period.
2. The number of the members of a panchayat is fixed.
3. The Gram Panchayat officials draw the salaries for their services.
4. No person can be a member of the Nyaya Panchayat and the Gram Panchayat at the same time.
5. The decisions are not taken by a majority vote in the Zila Parishad.

IV. Answer the following questions briefly.

1. What do you understand by Panchayati Raj?
2. How is the Gram Panchayat formed?
3. What problems are solved by Panchayats at the village level?
4. What is three-tier system? Sketch the diagram also.
5. How is the Zila Parishad formed?
6. Differentiate between Gram Sabha and Gram Panchayat.

V. Answer the following questions in detail.

1. Give the definition, need and importance of local government.
2. Describe the composition, functions and sources of income of Block Samiti.
3. Which three independent institutions are formed the Panchayats at village level ? Describe.
4. How Zila Parishad serves as a link between state government and Block Samiti within the district ? Explain.
5. Is it fair to reserve seats for women, SCs and STs in a Gram Panchayat?



Skills Enrichment Zone

FUN ACTIVITY



- I. Divide the class into 3-4 groups and hold a group discussion on the topic "Panchayati Raj."



Communication



PROJECT



- II. Visit a village in your neighbourhood and watch the functioning of a Nyaya Panchayat. Prepare a report of the proceedings of the Nyaya Panchayat.



Experiential Learning

Out of the Box !



- If you were the village sarpanch, what would you do to ensure that every child in the village attended school compulsorily?



Leadership



23. DISTRICT ADMINISTRATION

PRIOR KNOWLEDGE

- India is a vast country. It occupies an area of 32.87 lakh sq. km. and a population of 1.2 billion (2022). Such a vast country cannot be administered from one place.

LEARNING OBJECTIVES

- Structure of District Administration
- Functions of District Administration
- The New Inheritance Law

GET GOING

Police is an organised force in a state which maintains law and order.

- Write the name of the police station in your area.
- Write the name and designation of the senior most officer there.
- Collect information about how different types of crimes are handled.

From the administrative point of view, the country has been divided into 28 states and 8 union territories. The states are further divided into district. Each district is divided into subdivisions, tehsils and parganas. In some states, parganas are called 'talukas'. There is no fixed size or population for a district. Today, India has more than 600 districts.

STRUCTURE OF DISTRICT ADMINISTRATION

A district is a very important unit of administration. The official who administers it is called **District Collector** or **District Magistrate (DM)** or **Deputy Commissioner (DC)**. He/She is a member of the Indian Administrative Service (IAS) and is generally an experienced and efficient officer. The District Collector is in charge of the district. Hundreds of officials work under him. A district is also the unit of administration for various other departments such as the police, co-operative societies, agriculture and education. Some other important officials of the district are the Deputy Collector, Tehsildar, Superintendent of Police, Chief Medical Officer, District and Sessions Judge and Additional Judges.

FUNCTIONS OF DISTRICT ADMINISTRATION

Maintaining of Law and Order

Since peace and security are essential for a smooth civic life, maintenance of law and order becomes an important function of the administration. This function is performed by the police department. The Superintendent of Police is normally the highest police officer in a district. (The Commissioner's Headquarters have a Senior Superintendent of Police). He is assisted by a number of Deputy Superintendents of Police, Inspectors, Sub-inspectors, Havaldars and Constables.

For the purpose of police administration, the whole district is divided into a number of circles. Each circle is under the charge of a Deputy Superintendent of Police. A circle is sub-divided into a number of Thanas, each under the charge of a Station House Officer (SHO).

Each village has a police station. Every police station has an area under its control. All persons in that area can report cases or inform the police about any theft, accident, injury, fight, etc. It is the responsibility of the police of that station to enquire, to investigate and take suitable action on the cases within its area.

We often hear about quarrels and fights in villages on various issues including land grabbing by rich and resourceful people. The poor and weaker party (person) cannot protest but report the matter to the Police Officer who are often reluctant to write down minor complaints. When the complaint or an FIR (First Information Report) has been lodged, a constable is sent to investigate the incident. Further action is taken accordingly.

Maintenance of Land Records and Collection of Revenue

Agriculture is the chief occupation of rural people, therefore, classification of agricultural land is very important. Revenue is collected on the basis of land records. The collection of land revenue and maintenance of land records are important functions of the district administration. For this purpose, a district is divided into sub-divisions, which are further divided into Tehsils or 'Talukas'. Each Tehsil is divided into Parganas consisting of a number of villages.

The work of collecting land revenue and maintaining land records is done by the Lekhpal or Patwari in a village, by the Kanungo in a Pargana, and by the Tehsildar in a Tehsil. The Tehsildar is assisted by 'Naib Tehsildars'. The Sub-divisional Officer (SDO) is in charge of these functions at the sub-division level. The District Collector is over all responsible for the collection of land revenues and maintenance of land records in the whole district.

Measuring land and keeping land records is the main function of the Patwari. The Patwari is known by different names in different states. In some villages, such officers are called Lekhpal, in others Kanungo or village officer, etc. Each Patwari is responsible for a group of villages. He maintains and updates the land records of the village. The Patwari usually adopts various ways of measuring agricultural fields. Sometimes, a long chain is used for such measurements, then he prepares a map and a register for such records.

The Patwari is also responsible for organising the collection of land revenue from the farmers and for providing information to the government about the crops grown in the area. He also keeps an account of changes in the crops grown in the fields by updating the records. He also notes down if a well has been dug in a field. Such records are called the *Khasra*. The work of the Patwari is supervised by senior officials of this department.

The District Collector is the head of the Land Revenue Department. He is assisted by revenue officers, also known as **Tehsildars**. The Tehsildar hears disputes and also supervises the work of the Patwaris. He ensures that land records are properly kept and revenue is collected. He also issues caste certificates to students.

Farmers often require a copy of their land records and a map. They have a right to this information. In some states, records are now being computerised and also kept at the Panchayat Office for regular updating. Such records are required by farmers for several purposes, e.g. buying plot of land from another, to sell their produce to another, to obtain a loan from the bank, to dig a well in their land, to divide the property among their children, etc.

Try IT!

Divide the class into 3-4 groups and hold a group discussion on the topic "Role of computerisation in maintaining land records."



Communication



THE NEW INHERITANCE LAW

Farming is an occupation that requires the attention and contribution of the entire family including males, females and their children. It is all the more true of small farmers who own a small piece of land. Women equally contribute to farming working on the fields. Unfortunately, however, till recently in some states, Hindu women did not get a share in the family's agricultural land. After the death of the father, his property was divided equally only among his sons.

The Hindu Succession Amendment Act, 2005, has however, changed the situation. In the new law, daughters and their mothers can get equal share in the land. This law applies to all states and union territories of the country. This law has benefitted a large number of women. Women are now financially more secure.

Civic Amenities and Development

The district administration provides civic amenities such as health care, education and maintenance of government buildings and roads. It also reviews the overall development of the district. The District Civil Surgeon is the officer incharge of health services. She/He supervises the working of hospitals and dispensaries in the district. The District Inspector of schools or the District Education Officer is responsible for the proper functioning of schools. He/She inspects schools and supervises the work of the department of education. The Public Works Department is incharge of constructing and maintaining government buildings. The Executive Engineer is the head of this department.

Supervising Activities of the Panchayats

The District Collector also has to keep an eye on the working of the three tiers of the Panchayati Raj and other local self government institutions in the district. Elections of all these are held under his supervision. He can get their accounts audited. If he finds that a local self government today in the district is not working satisfactorily, he can recommend to the state government for its suspension and holding of fresh elections within six months of the suspension of a local body. The District Collector is the hub around which the wheel of the district administration moves. He is the core of our administrative system.

Providing Relief Work

Emergency situations such as famines, floods, fire, epidemics and earthquakes sometimes arise in a district. The district administration provides relief to the affected citizens during such times. As citizens, it is our duty to co-operate with the district administration and assist them when such a situation arises.

Other Public Services

Besides maintenance of law and order and maintenance of land records, as discussed above, there are a number of public services in the village such as the milk society, fair price shop, bank, agricultural society for seeds and fertiliser, post office, anganwadi, creche, government schools, health centre or government hospital, etc.



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Social Studies-6

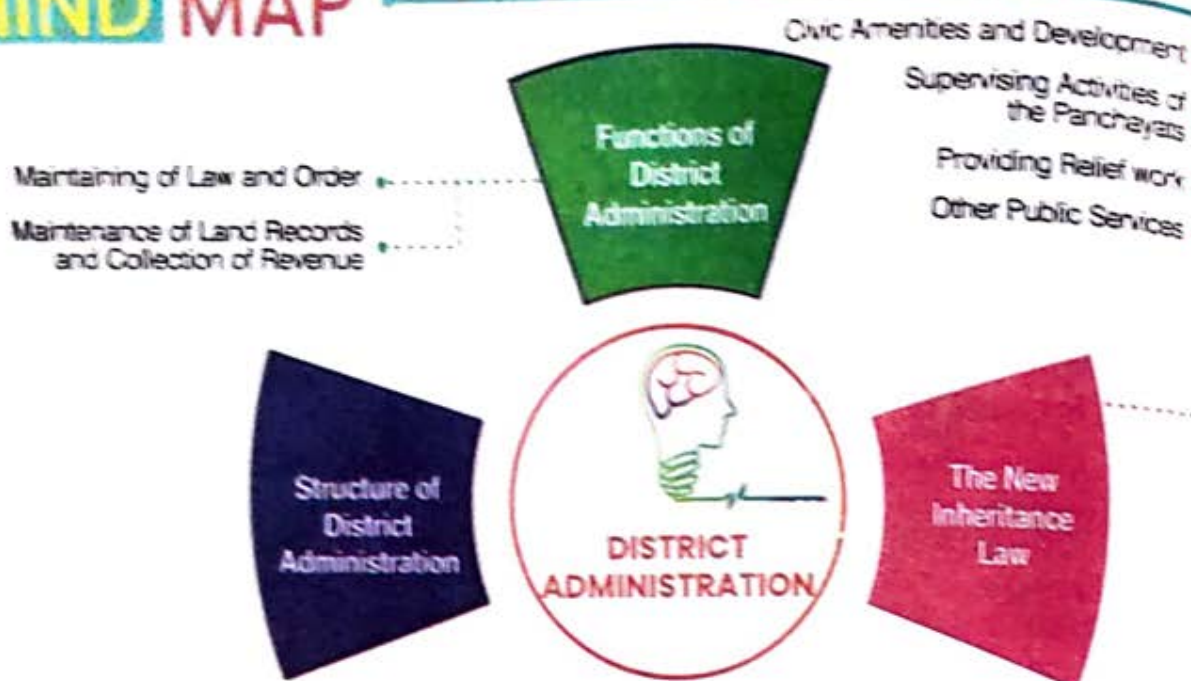


Try It!

Talk to the elders in your neighbourhood and try to gather information about women who own property. Meet them and talk to them about how they acquired their property. This would help you know how far the gender discrimination has been abolished in India.



MIND MAP



EXERCISE



I. Tick (✓) the correct answer.

- The incharge of a Thana is called :
 (a) S.O. (b) S.H.O. (c) C.O. (d) S.I.
- The highest police officer in district is :
 (a) D.S.P. (b) S.S.P. (c) C.O. (d) S.O.
- The person measuring land and keeping land records is known as the name of :
 (a) Lekhpal (b) Patwari (c) Kanungo (d) All of these

II. Fill in the blanks.

- A village is the unit of administration.
- Each Tehsil is into Parganas.
- The Patwari usually adopts various ways of agricultural fields.
- In the new daughters and their mothers can get equal share in the land.



Write 'True' or 'False'.

1. There are 550 districts in our country.
2. In some states parganas are called 'talukas'.
3. Each village has not a police station.
4. Agriculture is not the chief occupation of rural people.
5. The District Collector is a member of the Indian Administrative Services.
6. Tehsildar issues caste certificates to the students.

Answer the following questions briefly.

1. What is the work of the police?
2. List two things that the work of a Patwari includes.
3. What is the work of a Tehsildar?
4. Who is incharge of all the police stations in a district? Find out.
5. How do women benefit under the new law?

Answer the following questions in detail.

1. Who maintains the law and order in a district? Write the circles of the police department with their head officers.
2. Who is the main official responsible for revenue collection? How do the Kanungo and Lekhpal help him?
3. What is new inheritance law? Explain Hindu Succession Act, 2005.



Skills Enrichment Zone

FUN ACTIVITY



EL

Experiential Learning

- i. Visit a police station and find out the work that police have to do to prevent crime and maintain law and order in their area, especially during festivals, public meeting, etc.

PROJECT



21st
CS

Information



- ii. Collect newspaper cuttings and report works done by government to highlight the role of women in rural administration.

Out of the Box !



21st
CS

Critical Thinking



- In your neighbourhood are there women who have their own property? How did they acquire it?
- Can farmers get a copy of their land records? If yes, how? When do you think farmers may require a copy of their land records?



24. LOCAL SELF GOVERNMENT IN URBAN AREAS

PRIOR KNOWLEDGE

- Urban local government organizations are constituted according to the size of a town or city.
- Each form of local government is separate and independent.

LEARNING OBJECTIVES

- Classification of Local Urban Institutions
- Municipal Corporation
- Municipality or Municipal Council
- Nagar Panchayats

GET GOING

Many people keep domestic help for clearing and managing household activities. But the area where the helpers live is quite dirty. What do you think could be the reason? Suggest some remedial measures that could be adopted to improve the condition of slum areas.

Just as Panchayats, Block Samitis, etc., operate in the rural areas to provide civic amenities like drinking water, sanitation, streets lighting, elementary education, medical facilities, etc. to the people, Town Panchayats, Municipalities (Nagar Palikas) and Municipal Corporations (Nagar Mahapalikas or Nagar Nigams) provide these facilities to the urban areas.

It is to be noted that urban areas are bigger and densely populated. As such, their problems differ from those of the rural areas. Big cities have busy commercial administrative and industrial zones too. Within the municipal limits, the cities need good roads and transport services. Water and electricity too have to be supplied to the people as well as the industries. Thus, the task of urban local self government bodies is more complex than the rural ones.

CLASSIFICATION OF LOCAL URBAN INSTITUTIONS

Towns and cities are classified on the basis of their size of population. Accordingly, different forms of local self government bodies serve them.

74th Constitution Amendment Act, 1992 has provided for constitution of local institutions in the urban areas of India. With this Amendment, a new part IX A and a new XII schedule have been added. In the XII schedule 18 subjects have been mentioned.

The Amendment Act envisages uniform organisation and constitution of the urban self governing institutions throughout

The first ever Municipal Corporation in India was set up in the former Presidency Town of Madras (now Chennai) in 1688, and was followed by similar corporations in the then Bombay (now Mumbai) and Calcutta (now Kolkata) in 1726.

MY DICTIONARY

envisage : to imagine something that does not yet exist

the country which include : 1. Municipal Corporation, 2. Municipalities, 3. Town Panchayats : (a) Town Area Committees. (b) Notified Area Committees.

MUNICIPAL CORPORATION

Composition

A big city having a population of 5 lakh and more has a Municipal Corporation for the purpose of local self government. The number of seats in the corporation depends on the size of population of the city. For example, Mumbai has 221 seats, while Delhi has 134. All the adult voters above the age of eighteen elect one member (councillor) from each ward. Seats are reserved for women, scheduled castes and scheduled tribes.

Office Bearers

The elected members (councillors) elect a few aldermen who are distinguished members of society. They also elect their presiding officer, called the '**Mayor**' and his deputy, the 'Deputy Mayor'. Various committees are constituted to perform various functions of the corporation. Each committee looks after a specific area of administration like health, education, water supply, sanitation, etc. Each committee is headed by a Chairperson.

The Chief Executive Officer of the Municipal Corporation is called the **Municipal Commissioner** who is appointed by the State Government. He acts as a link between the State Government and the Municipal Corporation. He looks after the day-to-day functioning of the corporation and executes the decisions taken by the corporation.

The Chief Executive Officer is assisted by a number of officers incharge of various departments, e.g. education, health, sanitation, engineering, etc. They are permanent employees of the corporation. The Municipal Commissioner can appoint lower level employees of the corporation.

Thought Shot

LK

Local Knowledge

What is the name of the Mayor and Deputy Mayor of the city you belong to?

MUNICIPALITY OR MUNICIPAL COUNCIL

Cities with a population between 20,000 and 5 lakh have a Municipality or Municipal Council. Muzaffarnagar, Mathura, Bulandshahar, Rampur, Jaunpur, etc. are served by municipalities. The number of members of the municipality depends on the size of its population. For the purpose of election of these members, the city is divided into several wards.

Composition of Municipality

One candidate is elected from each ward. The entire adult population in the city (above the age of eighteen) is eligible to vote. People above the age of twenty-five can contest the municipal election. The elected members elect a few experienced and respected citizens of the city to the Municipality. They are called '**aldermen**'. One-third of the total seats are reserved for women. Some seats are reserved for the scheduled castes and the scheduled tribes.

The term of office in a Municipality is five years. It can, however, be dissolved earlier if it is found to be corrupt or inefficient. The state government passes Municipal Acts which lay down the powers, functions and sources of income of the municipality.



Office Bearers

The members of a Municipality elect a Presiding Officer or the Chairperson from amongst themselves who presides over meetings and coordinates the various activities of the body. The Vice-chairman assists him and presides over meetings in the absence of the Chairman.

The Municipality functions through various committees appointed for specific purpose. Each committee is headed by a Chairperson.

The Municipalities have a number of permanent employees including executive officer, secretary, health officer, sanitary inspector, municipal engineer, junior engineers, octroi inspectors, education officers, etc. who assist the Chairperson. Some of the officers are appointed by the State Government while others are appointed by the Municipality.

Functions of Municipalities and Corporations

The main functions of the municipalities and corporations can be divided into compulsory and voluntary functions. Both have similar functions which include the following :

- Compulsory Functions :**
- (i) To supply drinking water and make arrangement for street lighting.
 - (ii) Sanitation facilities including removal of garbage and rubbish, cleaning of drain, etc.
 - (iii) Health services like arrangements for vaccination against epidemics, providing hospitals and dispensaries, checking adulteration of food stuff, etc.
 - (iv) To construct roads and bridges in the city to facilitate transportation.
 - (v) To provide and maintain cremation grounds, electric crematoriums, graveyards, etc.
 - (vi) To maintain schools for public education and to manage libraries, museums, zoo, etc.
 - (vii) To maintain records of births and deaths and issue certificates.
 - (viii) To construct and maintain market places for selling vegetables, fruits, consumer goods, food grains, etc.

Safe Water Supply : Regular supply of safe water has become one of the most important function of the urban local bodies. The Municipal Corporations and Municipal Committees have to ensure that pure water is supplied to the people on a regular basis. Impure water is likely to spread deadly diseases like jaundice, cholera, dysentery, typhoid, malaria, etc. Supplying pure water to the citizens involves many problems. During the dry season, the rivers and ponds become dry. The ground water alone cannot fulfil the requirement of the citizens. The problem becomes worse when the neighbouring states stop supplying water, and thereby ensues the scarcity of water even for domestic use.



Public Convenience



Maintenance of Park



Running Maternity Home



Primary Education

Pollution of waterbodies by the people and the factories further aggravates the problem. People have to spend a lot of money for the purification of potable water. Treatment of the polluted water involves a lot of expenditure.



We should remember that water is essential for life and that it is a free gift of nature. We should not misuse or waste it. We should not pollute it. Factory owners should also ensure that the untreated waste water should not be allowed to flow into the river or any other waterbody.

Try IT!

EL

Experiential Learning

Organise a visit to the office of the local government of your area and prepare a report including answers to the following :

- ◆ What is the type of local self-governing body in your area?
- ◆ What functions does it perform?
- ◆ Are the people of your locality satisfied with the work done? If not, what steps can they take to introduce reforms?

Voluntary Functions :

- (i) Maintenance of fire engines for extinguishing fire.
- (ii) Construction of parks, gardens, picnic spots, night shelters, children's homes, sheds, stands for vehicles, etc.
- (iii) Construction of toilets, lavatories for public.
- (iv) To manage water works, electric supply, bus services, etc.

Important Departments : Municipality performs its functions through various departments mentioned below :

- (i) **Health Department :** This department operates under the supervision of a Health Officer, Sanitary Inspectors and Vaccinators are appointed to assist the Health Officer. The Municipal dispensaries and hospitals are managed by this department.
- (ii) **Education Department :** It manages primary education for boys and girls and makes arrangements for adult education. The Education Officer is incharge of this department.
- (iii) **Engineering Department :** It looks after the construction of roads, streets and lanes, public drains, tanks, markets, municipal schools, etc. The Municipal engineer heads this department.
- (iv) **Octroi Department :** Various outposts or 'Chungis' are established around the city to realise octroi tax. This department has been abolished in a number of Municipalities.

Sources of Income

Following are the sources of income of Municipalities and Corporations :

- (i) **Property Tax :** Houses owners are taxed annually according to the value of their property.
- (ii) **Tax on Business and Profession :** All shops, markets and commercial institutions have to pay a municipal tax.
- (iii) **Water Tax :** People have to pay tax in proportion to the amount of water they use.
- (iv) **Rent from Buildings :** Buildings owned by Municipal bodies are rented out which yield income to them.
- (v) **Toll Tax :** Sometimes toll tax is realised for the use of roads and bridges.
- (vi) **Octroi :** Tax is also realised from goods entering the municipal limits.
- (vii) **Vehicle Tax :** All non-motorised vehicles, e.g. cycles, rickshaws, carts, etc. registered with the municipal bodies have to pay fee annually.
- (viii) **Public Lighting and Public Toilets :** Some municipalities charge fee for providing these facilities.
- (ix) **Grants from State Governments :** The municipalities receive annual financial grants from the state government.

A State Finance Commission is appointed every five years to review the finances of the municipalities and corporations. These local bodies can raise loans and levy new taxes with the approval of State Government.

Solid Waste Management

Within the Municipal area, a department of the Municipal Board is responsible for regular collection and disposal of waste.

In India, all the Municipal Corporations have adopted the practice of land filling of low lying areas to dispose off solid waste. The waste is dumped on land (depressions, ditches, soaked ponds) or on the outskirts of the city in an unscientific manners. The above practice of disposal leads to air and water (surface and groundwater) pollution, foul smell and serious health problems. Some cleanliness tips:

- (i) Do not throw garbage carelessly.
- (ii) Always use dustbins that have lids.
- (iii) Ensure that garbage is taken away regularly.
- (iv) Throw garbage only in iron-bin trolleys or dustbins provided.

Once treated, solid waste can be safely collected, transported and disposed off without creating health hazards for the public in general and the workers in particular. The waste treatment process has the following benefits:

- (i) Foul smell from garbage is removed.
- (ii) Waste becomes free of flies, mosquitoes and germs.
- (iii) Waste treatment prevents production of methane and other foul smelling gases, therefore are less chances of smoke, fire and explosion hazards at the dumping yards.

NAGAR PANCHAYATS

An area which is smaller than a city but bigger than a village is called a **town**. Almost each town has a Nagar Panchayat. Nagar Panchayat is an elected body.

Composition and Functions

The members of the Nagar Panchayat are elected by the registered voters of that area. The member's age must not be less than 21 years and that of the voter not less than 18 years.

Functions of the Nagar Panchayat include : water-supply, sanitation, health-care, parks and public buildings. Construction and maintenance of town-roads and drainage system is also duty of the Nagar Panchayat. Nagar Panchayat also keep records of births and deaths, opens primary schools, health centres and dispensaries.

Sources of Income

In order to perform the various functions, Nagar Panchayat needs a lot of money. There are two main sources of its income : (i) taxes like house tax, building tax, sales tax, vehicle tax, etc. (ii) financial assistance from the government.

Thought Shot

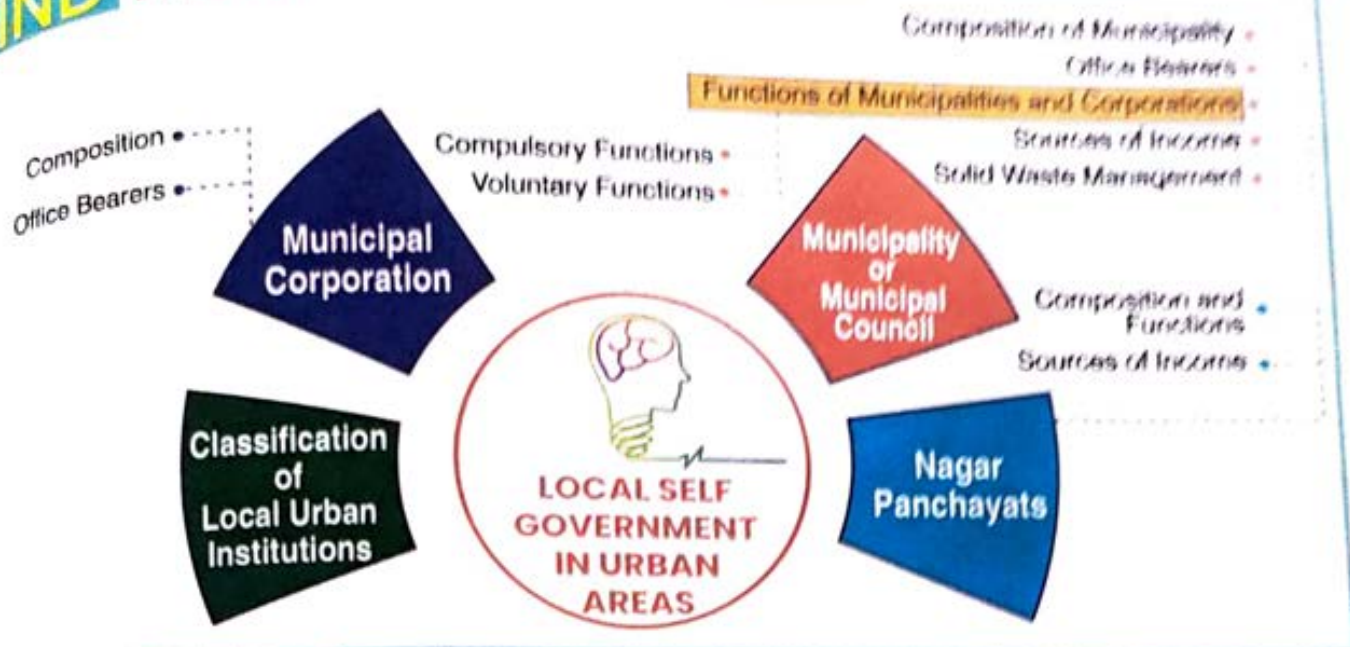
If you were the Mayor of your city, what would you do to ensure that the workers of your city are actually clearing garbage and cleaning roads?



Leadership



MIND MAP



EXERCISE



I. Tick (✓) the correct answer.

(MCQs)

- The Chief Executive Officer of the municipal corporation is called :

(a) Municipal Commissioner	<input type="checkbox"/>	(b) CEO	<input type="checkbox"/>
(c) Mayor	<input type="checkbox"/>	(d) Deputy Mayor	<input type="checkbox"/>
- To contesting the municipal election, age of candidate should be :

(a) 18 years	<input type="checkbox"/>	(b) 25 years	<input type="checkbox"/>	(c) 21 years	<input type="checkbox"/>	(d) none of these	<input type="checkbox"/>
--------------	--------------------------	--------------	--------------------------	--------------	--------------------------	-------------------	--------------------------
- A State Finance Commission is appointed to review the finances of the municipalities for the period of :

(a) one year	<input type="checkbox"/>	(b) three year	<input type="checkbox"/>	(c) five year	<input type="checkbox"/>	(d) two year	<input type="checkbox"/>
--------------	--------------------------	----------------	--------------------------	---------------	--------------------------	--------------	--------------------------
- Town is served by a Nagar Panchayat, is :

(a) non-elected body	<input type="checkbox"/>	(b) elected body	<input type="checkbox"/>
(c) appointed leader's committee	<input type="checkbox"/>	(d) autonomous body	<input type="checkbox"/>

II. Fill in the blanks.

- Octroi is the tax also realised from goods the municipal limits.
- The local bodies can raise and levy new taxes with the approval of state government.
- Vice-chairman assists to Chairman and over meetings in the absence of the Chairman.
- We should not or waste the water.

III. Write 'True' or 'False'.

- Big cities have not busy commercial administrative and industrial zones too.
- The number of seats in the corporation depends on the size of population of the city.



- The Chief Executive Officer is not assisted by a number of officers.
- In municipalities, some of the officers are appointed by the state government.

IV. Answer the following questions briefly.

- Who is a Mayor? How is he appointed?
- Who is a Municipal Councillor?
- Who are Alderman?
- List four ways in which the work of the Municipal Corporation affects the life of a city dweller.
- How does the Municipal Corporation earn money to do its work?

V. Answer the following questions in detail.

- Describe about municipality or municipal council.
- Classify local urban institutions.
- Give the important departments of municipality. Write their functions.
- What are the benefits of waste treatment process?



Skills Enrichment Zone

THINK SMART



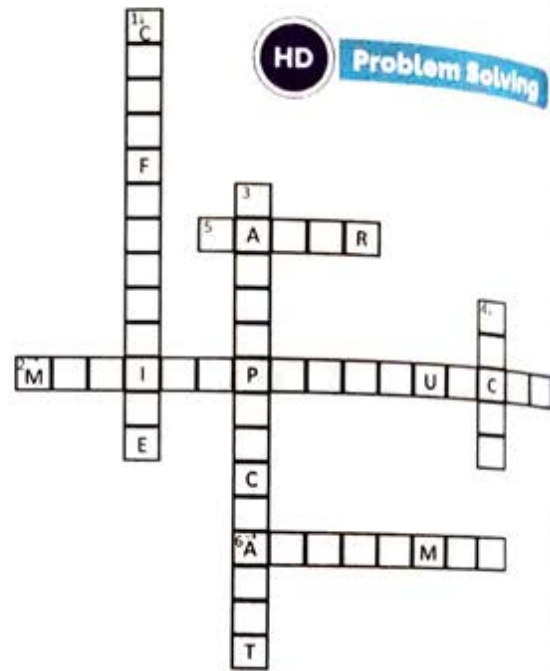
- Solve the following puzzle by using clues given below:

Across (→) :

- It is established for towns and cities which are smaller in size than the big cities.
- He presides over the meeting of Municipal Corporation.
- Person nominated in Municipal Corporation.

Down (↓) :

- Acts as a link between State Government and Municipal Corporation.
- It is constituted for a transitional area.
- It was set up by an Act of Parliament in 1958.



HD

Problem Solving

FUN ACTIVITY



- Divide the class into 3-4 groups and hold a group discussion on the topic "Works of Municipal Corporation/Council."

PROJECT



- Write a letter to Municipal Commissioner about your problems regarding civic amenities.

Out of the Box !



- Why are the local governing bodies of the villages and the districts different?

21st CS

Communication

EL

Experiential Learning

21st CS

Critical Thinking



25. RURAL LIVELIHOODS

PRIOR KNOWLEDGE

- ⊙ People living in rural areas earn their bread in various ways.

LEARNING OBJECTIVES

- ⊙ Farming work
- ⊙ Non-Farming work

GET GOING

You can find potters and toy makers on the roadside selling their ware you may try to interview people engaged in rural livelihoods. Talk to them about their job and the challenges they face on a daily basis.

For his sustenance and survival man has to satisfy his basic needs of food, clothing, shelter and security. For this, he needs to adopt various means of livelihood according to his environmental conditions. Means of livelihood differ from each other in rural and urban areas. India is a land of nearly 6 lakh villages. These villages are located in different settings and surroundings, e.g. plains, plateaus, hills, coastal areas, forested areas, etc. More than 70% population of India lives in villages.

FARMING WORK

Agriculture is the chief occupation of the village dwellers. Since crops grow in a certain season only, farming is a seasonal activity.

Different Types of Farmers

On the basis of the size of holdings (fields), farmers are classified into four types : Big farmers, Medium farmers, Small farmers and Landless farmers.

Big Farmers : They own big holdings (farms) which are more than 5 hectare in size. Usually, they do not work as cultivators. They give land to other farmers on contract and share the produce with them. Sometimes, they employ landless farmers and pay them either in cash or in kind (produce). They use modern and improved agricultural implements, pumpsets, tube wells, etc. They live in big pucca houses. They are quite rich and as such, enjoy a luxurious life. Many of them are engaged in trading, business manufacturing, etc.

Medium Farmers : These farmers own land 2–5 hectare in size. They mostly work on their own lands and grow crops for their own use. This type of farming is called 'subsistence farming'. In this farming system, most of the production is consumed locally. Such farmers usually use primitive agricultural tools and implements but, sometimes,

As per 2011 census, 70.2% population is classed as rural. Of the total rural population nearly 42% are classed as workers. Of the total rural workers about 40% are farmers, 33% are agricultural labourers (landless farmers). Nearly 4% workers are engaged in household industries, while 23% are engaged in other work.

MY DICTIONARY

sustenance : food and drink regarded as a source of strength

they hire tractors and harvesters. They mostly grow foodgrains like wheat, barley, rice, maize, etc. for their consumption.

Small Farmers : These farmers own land less than 2 hectare in size. These farmers are not able to support themselves. Their produce is too little to fulfil the needs of their family.

Landless Farmers : These farmers do not own any land. They work for big farmers on wages and share the produce. They are not able to sustain themselves. Therefore, they migrate to cities to work as labourers on daily wages.

Small and medium farmers in the village do not have enough capital (money) to buy seeds, fertilisers, pesticides, and paying for irrigation, etc. So, they need to borrow money from money lenders at high interest. Sometimes, their crops are ruined due to failure of monsoon or some pests. They are not able to repay the borrowed money and in such case they have to sell their land. Most of the small and some medium farmers in India remain in debt-trap of money lenders. We often hear on television or read in newspapers about farmers committing suicide due to utter distress.

Thought Shot

Suppose you are an officer at Rashtriya Kissan Vikas Yojna. Shiva who has suffered severe loss, addresses her grievances to you. How will you help her?

21st
CS

Social Skills

NON-FARMING WORK

In most of the villages, we find some non-farming work also, e.g. carpentry, weaving, making basket, pottery, brick-making, black smithy, etc. There are people who provide services, e.g. tailors, blacksmiths, weavers, washermen, barbers, cobblers, cycle-repair mechanics, electricians, teachers, nurses, etc. Besides these, there are some shopkeepers and traders. In villages, we find a variety of small shops, e.g. grocery shop, cloth shop, tailoring shop, barber shop, fertiliser and seed shop, etc. There are some people who go to the nearby town to work as masons, (for construction of buildings), daily wage earners, labourers, rickshaw-pullers, etc. A village is, thus, a self contained unit in India.



Non-farming work

Indian villages have different environmental settings. Apart from farming, many people in rural areas, especially in Madhya Pradesh depend on collection from the forest (cutting of wood and collecting forest produce like, tendu leaves, honey, gum, lac, etc.). Some people are engaged in animal husbandry. Farmers usually keep cattle for draught and milch purposes. Dairying is, in fact, an additional source of income for farmers. They sell milk to the village cooperative society or take milk to the nearby town to sell it.

In the coastal areas, we find fishery as the dominant means of livelihood. Several fishing villages are located in coastal areas of our country. In these villages, people earn their living by fishing. The fishermen build their houses close to the sea and we can find rows of catamarans and nets lying



around. In the early morning, there is lot of activity on the beach. At this time, women gather to buy and sell fish.

Try IT!



Take up the different forms of the employment and thus make an assignment describing what your life would be like in the respective occupation.

MIND MAP



EXERCISE



I. Tick (✓) the correct answer.

(MCQs)

- More than 70% population of India lives in :

(a) cities	<input type="checkbox"/>	(b) villages	<input type="checkbox"/>	(c) hotels	<input type="checkbox"/>	(d) camps	<input type="checkbox"/>
------------	--------------------------	--------------	--------------------------	------------	--------------------------	-----------	--------------------------
- Medium farmers own land in size only :

(a) 2-5 hectare	<input type="checkbox"/>	(b) 5-10 hectare	<input type="checkbox"/>	(c) 20 hectare	<input type="checkbox"/>	(d) all of these	<input type="checkbox"/>
-----------------	--------------------------	------------------	--------------------------	----------------	--------------------------	------------------	--------------------------
- Non-farming work in villages is :

(a) carpentry	<input type="checkbox"/>	(b) brick making	<input type="checkbox"/>
(c) blacksmithy and pottery	<input type="checkbox"/>	(d) all of these	<input type="checkbox"/>

II. Fill in the blanks.

- Agriculture is the chief of the village dwellers.
- Big farmers live in pucca houses.
- Landless farmers migrate to to work as labourers on daily wages.



III. Write 'True' or 'False'.

1. Small farmers have own land more than 2 hectare in size.
2. India is a land of nearly 6 lakh villages.
3. Landless farmers work for big farmers on no wages but friendly.
4. Farmers usually keep cattle for draught and milch purposes.

IV. Answer the following questions briefly.

1. Name the different types of livelihoods in a village.
2. Differentiate among various types of farmers.
3. Why do small farmers remain in debt-trap?
4. Name some non-farm work in a village.
5. Describe a fisherman's village.

V. Answer the following questions in detail.

1. Classify the farmers on the basis of size of holdings.
2. Explain the non-farming work with examples.
3. Munna is a landless farmer. He often needs to borrow money. Why?



Skills Enrichment Zone

FUN ACTIVITY



- i. Mayank is very happy. His rice crop is ready for harvest. He has finished his deal with a wholesaler. He has made plans to get his house repaired, by new seeds and also buy a tractor on loan. Suddenly, there was continuous heavy downpour his crops was destroyed. Suppose you are Mayank. Describe your feelings in the form of a diary entry.

CC

Integrated with English

PROJECT



- ii. Prepare a project report for your school magazine comparing the condition of Indian villages before and after Independence.

EL

Experiential Learning

Out of the Box !



- Raghav's father works in a sugar mill and his brother is engaged in growing crops. Do you think both of them are related with farming.

21st CS

Leadership



26. URBAN LIVELIHOODS



PRIOR KNOWLEDGE

Urban areas are very developed, meaning there is a density of human structures such as houses, commercial buildings, markets, roads, bridges and railways.

LEARNING OBJECTIVES

- Various Types of Livelihoods in Urban Areas
- Kinds of Employment
- Rural Urban Links Through Migration

GET GOING

Prepare a report comparing the rural and urban life.

Rural Life	Urban Life
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

In India, there are more than 5000 towns and cities of different size and 35 'Million Plus Cities'. Mumbai, Kolkata, Delhi and Chennai have more than 5 million population each, and such cities are called 'Metro Cities'. Livelihood patterns differ from city-to-city. In a big city like Pune, a million plus city, we can find commercial zone (busy markets, malls), official and administrative zone (offices), industrial zone (factory-workshop area), residential zone, busy streets, etc., within the city. In each of these zones, distinct activities and functions may be observed.

In order to earn a livelihood, people engage in some occupation. Occupations are generally classified into three main types : Primary, Secondary and Tertiary.

Primary Occupations are those occupations in which people derive useful goods from natural resources. In other words, people make direct use of natural resources like land, forests, animals, etc. They cultivate the land and grow crops (agriculture). They cut wood from the forest and collect forest produce (forestry). They rear cattle (animal husbandry), and catch fish from rivers, ponds or sea (fishing). All these occupations, i.e. farming, forestry, animal rearing and fishing are called primary occupations. These occupations are prevalent in rural areas.

Secondary Occupations include those occupations which involve processing of raw materials (agricultural crops, minerals, forest produce, fish, etc.) and the manufacture of utility goods by machines. Industries like textiles, iron and steel, paper, sugar, cement, leather, machine building, transport equipment building, etc., belong to this category.

Tertiary Occupations are those occupations in which no goods are produced; instead people offer their services and expertise. Thus, teaching, banking, legal and medical advice, trading and commerce, transport and communications, construction work, etc., are such occupations.

VARIOUS TYPES OF LIVELIHOODS IN URBAN AREAS

In urban areas (towns and cities), people perform different types of occupations. Factory workers, shopkeepers, businessmen, professionals (e.g. teachers, doctors, lawyers, clerks, bank employees, etc.) vendors, domestic servants, etc., are such persons.

Factory workers form a substantial part of the urban population, because small and big factories are located in and around various cities.

Shopkeepers and Businessmen are busy in buying and selling different types of things for domestic and other purposes. Such persons are found in large numbers, because most of the Indian towns belong to the category of trading towns. In fact, this function (trading) is universal in all the towns of the country.

Professionals include teachers, doctors, lawyers, bank employees, government employees, policemen, postmen, fire-fighters, etc. who serve the society in their own way.

Other workers include vegetable vendors, milkmen, taxi drivers, rickshaw-pullers, three wheeler drivers, domestic servants, barbers, cobblers, washerman, etc. who render various types of services to the city-dwellers.



Try It!

Make a report with different professions that you see around you. Get pictures of people engaged in different occupations. You may classify the occupation into primary, secondary and Tertiary occupations. You may further classify the profession into organised and unorganised sectors.

KINDS OF EMPLOYMENT

Employment is of two types : Self employment and wage employment. On the basis of periodicity, employment may be temporary or permanent.

Self Employment

It means the jobs done by people in their own establishments. It includes own business and shops. Such people run their business independently. Their income depends on the size of their establishment, the goods they deal in, the amount of the investment in business and their enterprise. Shopkeepers and businessman form a major section of self employed.

Shop-Keepers

In big cities, we also find another type of self employment. In a survey of Ahmedabad city, it was found that 12% of all the workers in the city were people working on the street. They sell things or repair them, or provide a service.

A petty shopkeeper usually has a shop as a temporary structure. It is made of wood and often a canvas sheet hangs on a few poles. Sometimes, they sell things on their own carts, while at times some of them spread a plastic sheet on the pavement to sell things. Such shopkeepers, better known as vendors or hawkers, often sell food, snacks, vegetables, fruits, etc. They have no security and stability; they may be asked by the police to vacate the place. There are almost 10 million street vendors in the country working in urban areas. They often obstruct the traffic and make difficult walking on the street. In big cities, street vending has been banned. However, due to the efforts of many organisations, it is now recognised as a general benefit and as a right of people to earn their livelihoods.

Businessmen

Business and trading are important functions in urban areas (towns and cities). Small, as well as big, showrooms serve this cause. Let us examine the working of a businessman in detail :
In a showroom of readymade garments, attractive dresses are displayed. The showroom may be single storeyed or multi-storeyed, each floor displaying separate garments for ladies, gents and children. Such garments are purchased from big cities like Mumbai, Ahmedabad, Ludhiana, etc. and from Noida and Gurgaon (where these garments are stitched on order).
The running of a showroom requires advertisement in newspapers, cinema theaters, television, etc. The showroom may be a rented one, or owned by the businessman. Most businessmen manage their own shops or business. They are not employed by anyone. Instead, they employ helpers, workers and supervisors to run the business. These are permanent shops and are given a licence to do business by the Municipal Corporation. The Municipal Corporation fixes a certain day in a week when the market has to remain closed.
The market also has small offices and shops that provide services such as banks, courier services, etc.

Try IT!



Communication



Divide the class into 3-4 groups and hold a group discussion on the topic "The problem of unemployment in India".

Wage Employment

It includes those jobs for which professionals like managers, technicians, engineers, accountants and workers are employed on salary basis. Wage employment may be on regular or permanent basis or on temporary or casual daily-wages basis. Sometimes, the employment is on contract basis. Labourers, carpenters, painters, sanitary workers, etc., are such workers.

Factory Workshop

In a factory area, we find several small workshops. A personal investigation of a garment factory reveals the following :

An export garment unit employs several workers, mostly expert in stitching clothes. These garments are meant for export to foreign countries like USA, UK, Germany and Netherlands. People work in a small room on sewing machines. One person operates one sewing machine. Workers have to work long hours, normally from 9 am to 10 pm, and at times even later. Workers work for six days a week. Sometimes, they have to work on off-days (normally Sundays) too. They are employed on a regular



salary or daily wages. They are also paid for extra work. During the off season, the factory reduces the staff. Thus, most workers are employed on a casual basis, i.e. as and when required. Such jobs are not permanent. The workers cannot complain about salary, working hours, facilities, etc. There is no job security in such cases, and there is no protection against ill-treatment.

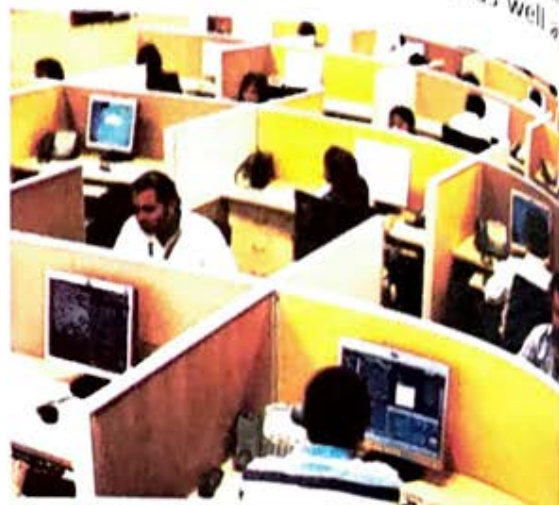
Office-Work

There may be several types of offices. A Call Centre or a BPO (Business Process Outsourcing) is a new form of employment in big cities. A Call Centre is an office that deals with problems and queries that customers (consumers) have regarding goods and services. A Call Centre has large rooms with computers, telephone sets and supervisors. India has become a major centre for Indian as well as foreign companies.

We have read earlier, that marketing or trading is a prominent function in cities. In a marketing organisation, the products are manufactured elsewhere outside the city, while trading is done inside the city. A Marketing Manager supervises the work of several salespersons who travel to different parts of the city. Sales persons get orders from shop-keepers and collect payments from them. The city is divided into a number of zones and the Marketing Manager takes a weekly meeting of sales persons to check their progress report and discuss the problems they face. The marketing manager plans the sales in the entire city. He gets a regular salary on monthly basis and is a permanent worker with the company.

The permanent workers in an organisation get other benefits, e.g. provident fund for the old age, holidays and annual leave, medical facilities for the family, etc.

There are many workers in the city who work in offices, factories and government departments where they are employed as regular and permanent workers. Their job is well-protected and their work is clearly identified. They get a regular salary.



Business Process Outsourcing (BPO)

Thought Shot

21st
CS

Critical Thinking

Think and write a short note on - In what way permanent jobs are different from casual jobs?

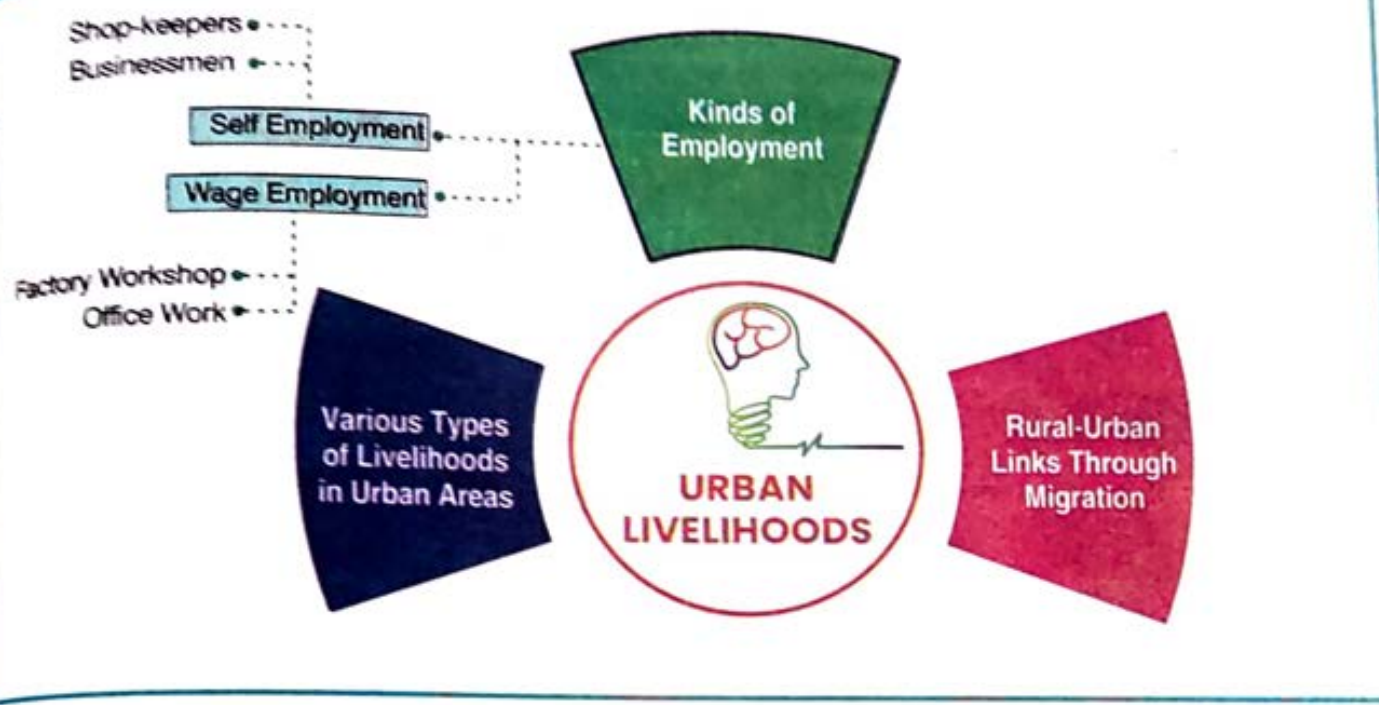
RURAL-URBAN LINKS THROUGH MIGRATION

Migration means the act of shifting from one place to the other. In the rural areas, agriculture is the chief occupation which provides seasonal employment to farmers. Small farmers and landless farmers are not able to earn sufficient money from agriculture. They need to perform extra work in their leisure time to supplement their income. When there is no work on the farms, such people often migrate to urban areas in search of employment. Very often the rural-folk permanently settle in the nearby or distant urban areas. It leads to over-crowding of cities, thereby creating unsanitary conditions. However, such migration establishes links between rural and urban areas and proves advantageous for both. With the additional income the rural people save their families from starvation, while the urban people increase their production with easily available labour.

Thought Shot

Some people, like street vendors, leave their villages and migrate to cities. What do you think, is practising farming while staying in the village only a better option or migration and why?

MIND MAP



EXERCISE



i. Tick (✓) the correct answer.

(MCQs)

- The city having 5 million population is called :
 (a) metro city (b) big city (c) lower city (d) none of these
- The street vendors are working in urban areas in the country almost :
 (a) 3 million (b) 10 million (c) 5 million (d) 8 million
- There is no job security to employees in :
 (a) Office work (b) Factory workshop (c) BPO sector (d) Bank services

ii. Fill in the blanks.

- In big street vending has been banned.
- Shopkeepers and businessmen form a major section of
- In the showroom of readymade, attractive dresses are displayed.
- Their job is and their work is clearly identified.

III. Write 'True' or 'False'.

1. A small city has various zones : commercial, administrative, industrial, etc. and busy streets.
2. The Municipal Corporation fixes a certain day in a week when the market has to remain closed.
3. The workers can complain about salary, working hours, other facilities, etc. in factory workshop.
4. Rural and urban areas are linked through migration, both are benefitted from each other.

IV. Answer the following questions briefly.

1. What are tertiary occupations? Name any two.
2. Name the various types of livelihoods prevalent in cities.
3. Who is a self-employed person?
4. How does migration help the rural areas and the urban areas?

V. Answer the following questions in detail.

1. Give in detail the various types of livelihoods in urban areas.
2. Describe the kinds of employment in cities.
3. What are the causes of rural-urban links through migration ?
4. Rakesh is a factory worker but he stays out of work for two to three months in a year. Why?



Skills Enrichment Zone

FUN ACTIVITY



EL

Experiential Learning

Visit a factory and observe the work of workers. Get the information from your personal sources about their salaries and wages.

PROJECT



21st
CS

Creativity

Choose any one of the following occupations and prepare a small skit/monologue on it.

- Doctor
- Industrialist
- Lawyer
- Shopkeeper
- Army officer
- Accountant

Out of the Box !



21st
CS

Critical Thinking

- What would happen if a person whose skill and level of education are high but is forced to work at a much lower level?
- Life of a rural women is harder than of an urban women. Given your opinion on the given statement.



HALF-YEARLY Assessment Paper

(Based on CBE)

Time :
Marks :

Note : All questions are compulsory.

Tick (✓) the correct answer.

(MCQs)

- Kadambari is written by
(a) Harsha (b) Banabhatta (c) Aswaghosha (d) Dandin
- Which city was famous as a religious city?
(a) Kashi (b) Puducherry (c) Arikamedu (d) Muziris
- The Haryanka dynasty arose in
(a) Koshala (b) Magadha (c) Vaishali (d) Madra
- Zero degree latitude is known as
(a) Prime Meridian (b) Equator (c) North Pole (d) South Pole
- 'Indica' is written by
(a) Seleucus (b) Megasthenes (c) Menander (d) None of these
- The Ramayana was composed by
(a) Sage Ved Vyasa (b) Sage Valmiki (c) Sage Parashar (d) Sage Gautama

B. Fill in the blanks.

- Sangam literature belonged to India.
- are also called shooting stars.
- The people of Indus Valley worshipped Lord
- was a part on the east coast (Bengal).
- was the capital of Lichchavis.
- Kanishka was the greatest of the kings.

C. Match the following.

- | | |
|---------------------------|-------------------|
| 1. Banabhatta | (a) Tools |
| 2. Axes, knives, choppers | (b) Mathematician |
| 3. Rekha Ganit | (c) 0° latitude |
| 4. Aryabhatta | (d) Harshcharita |
| 5. Equator | (e) Geometry |

D. Write 'True' or 'False'.

- Ashoka sent his son and daughter to Sri Lanka.
- Milky way is a spiral galaxy.
- I-Tsing was a chinese pilgrim.



4. Vajji was a republic.
5. Equator is the greatest circle on the earth.
6. Harsha was a ruler of south India.

E. Answer the following questions briefly.

1. Who founded the Gupta dynasty?
2. Who was Vardhman Mahavira?
3. What is meant by history?
4. What were *Shrenis*?
5. What are Puranas? Name some of them.
6. What is solar system?

F. Answer the following questions in detail.

1. Who were the Alvar and Nayanar saints?
2. How did man's life change with the beginning of agriculture?
3. Describe Mauryan administration.
4. Write a note on the *Ashrama* System.
5. What is the purpose of studying history?
6. Describe the heat zones of the world.

H. Find the correct answers from the word grid of the following clues.

1. Capital of Chalukyas
2. Worshipper of Lord Vishnu
3. Capital of Pallavas
4. New capital of Harsha
5. He wrote biography of Harsha
6. The author of *Meghadootam*.

K	O	V	A	B	C	D	I	E	F
A	P	A	L	L	V	A	S	I	G
N	Q	T	L	B	C	D	L	H	Q
N	K	A	L	I	D	A	S	A	M
A	M	P	H	W	A	R	M	O	Q
U	S	I	Z	V	S	F	G	H	I
J	Z	O	U	H	Z	M	U	V	Z
B	A	N	A	B	H	A	T	T	A
A	V	T	O	Z	W	V	U	Y	E
W	Q	K	A	N	C	H	I	Q	R



ANNUAL Assessment Paper

(Based on CBE)

Time :

Marks :

Note : All questions are compulsory.

Tick (✓) the correct answer.

(MCQs)

1. The Varnashrama system arose in :

(a) early Vedic period

(b) later Vedic period

(c) Epic Age

(d) all of these

2. The most popular God in south India was :

(a) Shiva

(b) Vishnu

(c) Indra

(d) Murugan

3. The earth is best represented by a :

(a) globe

(b) map

(c) plan

(d) sketch

4. The fastest orbiting planet is :

(a) Jupiter

(b) Venus

(c) Mercury

(d) Mars

5. Government does not interfere in democracy in the life of :

(a) Govt. officers

(b) People

(c) Culprits

(d) None of these

6. On the basis of power and authority, families recognised are divided into :

(a) Patriarchal

(b) Matriarchal

(c) Both (a) and (b)

(d) None of these

B. Fill in the blanks.

1. The city of Mohen-jo-Daro was excavated in

2. Buddha's teachings are recorded in

3. The Gupta dynasty was founded by

4. determines the local time of a place.

5. A vast expanse of low land is called a

6. A village is the unit of administration.

C. Match the following.

1. Marketing Manager

(a) operates under the Health Officer

2. Health Department

(b) the officer of sales persons

3. Telugu

(c) A Union Territory

4. Puducherry

(d) Andhra Pradesh

5. Mount Everest

(e) Arthashastra

6. Kautilya

(f) Highest peak in the world

D. Write 'True' or 'False'.

1. There is a great Shiva temple in Angkorvat in Cambodia.

2. 36 languages are spoken in India by people numbering over a lakh.





Time :

Marks :

Note : All questions are compulsory.

Tick (✓) the correct answer.

(MCQs)

- Assertion (A)** : The Mauryas established an elaborate system of Administration as Kautilya said that the administration cannot be the work of one man, just as one wheel cannot drive a cart.

Reason (R) : Sungas, the political successors of the Mauryas did not follow such a policy

(A) (A) is true, but (R) is false

(B) (A) is false, but (R) is true

(C) Both (A) and (R) is the correct explanation of (A)

(D) Both (A) and (R) are true, but (R) is not the correct explanation of (A)
- Which of the following places is situated on the bank of the Hindon River?

(A) Lothal (B) Alamgirpur

(C) Dholavira (D) Rangpur
- On the banks of which of the following river did Gautam Buddha attain enlightenment?

(A) The River Ganges (B) Yamuna River

(C) Niranjana River (D) Rijupalika River
- The Longitude that determines Indian Standard Time passes through

(A) Karnal (B) Mirzapur

(C) Bharatpur (D) Jaipur
- Saturn is the second largest planet in our solar system. It is a gas giant with an average radius of about nine times that of Earth. The atmosphere of saturn is mainly composed of

(A) Oxygen and nitrogen (B) Helium and oxygen

(C) Hydrogen and helium (D) Hydrogen and nitrogen
- King Harshvardhan established a large center of knowledge which was called as 'Bhadra-vihar' at

(A) Kashi (B) Kannauj

(C) Haridwar (D) Mathura
- Municipal corporations issue to people to run their business in cities.

(A) Licenses (B) Money

(C) Areas (D) All of these
- Village Panchayat is the lowest level of the three-tier Panchayat system in India. Which of the following statements is true for Village Panchayat?



- (A) The president of the Village Panchayat is the Pradhan.
 (B) The Gram Panchayats can levy certain taxes and duties to meet their expenses.
 (C) The Gram Panchayat must present its budget and annual administrative report before the Gram Sabha.

(D) Both (B) and (C)

9. The life of people in urban areas is than that of the rural area.

- (A) Slower (B) Faster
 (C) Both (A) and (B) (D) None of these

10. Match column I with column II and select the correct option.

Column I

- (P) Small-scale map
 (Q) Large-scale map
 (R) Thematic map
 (S) Physical map

Column II

- (i) Guide maps
 (ii) Roads and railways
 (iii) Wall maps
 (iv) Mountains and rivers

	P	Q	R	S
(A)	(i)	(ii)	(iii)	(iv)
(B)	(iv)	(iii)	(ii)	(i)
(C)	(iii)	(i)	(ii)	(iv)
(D)	(ii)	(iv)	(i)	(iii)

Answers

1. (A), 2. (B), 3. (C), 4. (B), 5. (C), 6. (B), 7. (A), 8 (D), 9. (B), 10. (C).