



# Panorama

An Integrated Course on Social Studies

7

by  
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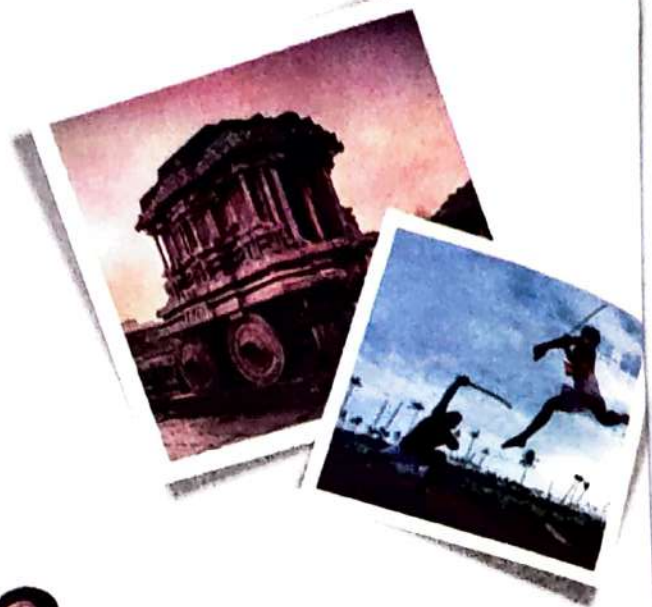


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# Preface



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*  
—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



### PRIOR KNOWLEDGE

- 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.

### LEARNING OBJECTIVES

- Changing Names of India
- Time Frame of the Medieval Period of Indian History
- Major Developments during the Medieval Period
- Sources of History

LITERACY SKILL

LEARNING SKILL

### 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.

### GET GOING

Do you know how and why India came to be called Bharat or Bharatvarsha?

COGNITIVE SKILL

### Get Going

It contains warm up activities to arouse the interest in the chapter.

The person who makes maps is called cartographer and the study of map is known as cartography.

LITERACY SKILL

### 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.

LITERACY SKILL

### Thought Shot

Do you think the inscriptions on the old monuments and buildings are important? If yes, how?

21<sup>st</sup> CS Critical Thinking

### Try It!

Can you recall any other country which was referred to by various name over a period of time?

COGNITIVE SKILL



Information



### Try It!

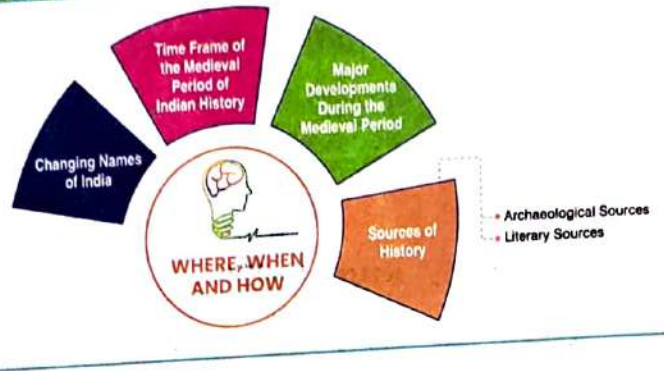
It contains different type of activities which enhance the ability of learners in many ways.

LITERACY SKILL

### Mind Map

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

### MIND MAP



### EXERCISE



INTELLECTUAL SKILL

1. Tick (✓) the correct option.

1. The land of seven rivers was called :

- (a) Aryavarta
- (c) Sapta-Saindhav

2. Tuzuk-i-Babri is a :

- (a) autobiography
- (b) biography

- (b) Dakshinapath
- (d) Brahmarshidesha

- (c) document
- (d) chronicle

(MCQs)

### Exercise

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

### Skills Enrichment Zone

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

COGNITIVE SKILL

### Skills Enrichment Zone

#### FUN ACTIVITY



I. It is said that every name has a history behind it. How far is this statement true in case of a particular place or region? Consider your hometown, learn about its history, and find out when and how it got its present name.

#### RESEARCH WORK



II. With the help of Internet, find out about the literary sources and archaeological sources of an area and collect information on the ruler, kingdom, or people that they depict.

#### MAP WORK



III. In an outline map of India, mark various places where moments are found.



EL Experiential Learning



TR Technology/Digital Resources



OB Observation

### Out of the Box!

Historians know more about Medieval Period than Ancient Period. Why?  
Preeti is an archaeologist and she has found an old coin of the Medieval Period. How can this coin be helpful for her?

21st CS Critical Thinking



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. WHERE, WHEN AND HOW

## PRIOR KNOWLEDGE

- 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.

## LEARNING OBJECTIVES

- Changing Names of India
- Time Frame of the Medieval Period of Indian History
- Major Developments during the Medieval Period
- Sources of History

## GET GOING

Do you know how and why India came to be called Bharat or Bharatvarsha?

India occupies the major part of south Asia. It is bounded by the Himalayas in the north and the Indian Ocean in the south and its two northern arms (the Arabian Sea and the Bay of Bengal) in the southwest and southeast respectively. It has been a distinct geographical and geopolitical unit since ancient times. India, Pakistan, Bangladesh, Nepal, Sri Lanka, Maldives and Bhutan constitute the Indian Sub-continent.



The person who makes maps is called cartographer and the study of map is known as cartography.

## CHANGING NAMES OF INDIA

The name *Bharat* and *India* have deep historical roots. The Aryan named it Saptasaindhav. They extended their sovereignty,



The Indian Sub-continent



gradually to the east over the Ganga-Yamuna Doab and called it *Brahmarshidesa*. In due course of time, the entire area lying between the Himalayas and the Vindhyas was designated as *Aryavarta*. Later, they extended their sovereignty toward the south known as *Dakshinapath*. *Puranas* regarded the land covered by Vedic civilization and culture as *Bharat*.

According to *Markandeya Purana* and *Vayupurana*, the country was named after Bharat, the son of *Rishabh* in the lineage of *Manu*. Elsewhere, *Bharat* is mentioned as

the son of King Dushyant. It is also said that the country derives its name from the 'Bharat', the largest community of the Aryans living in the *Sapt-Saindhav*.

The Persians called Sindhu as Hindu and the land beyond Sindhu as *Hindustan*. The Greeks designated the river Sindhu as Indus and called

this country *India*, which is the English version of Bharat, recognised by the Constitution and in vogue in foreign countries.

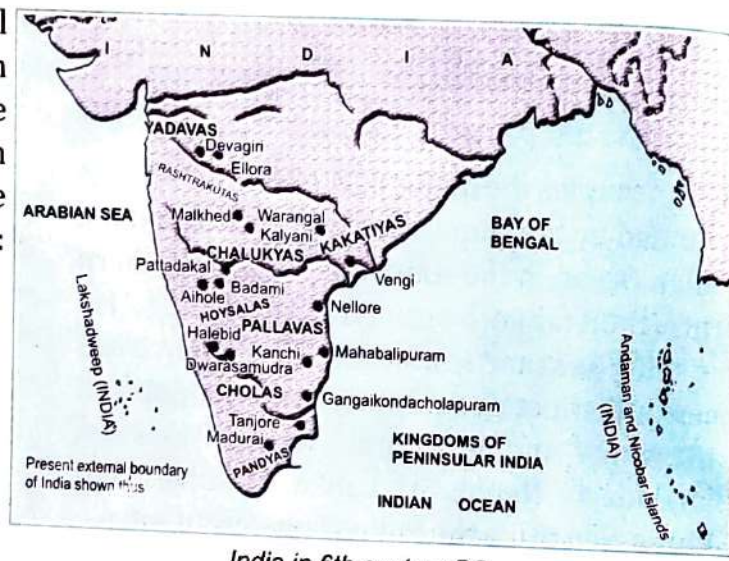
During the Vedic times, the territorial jurisdiction of India extended from Afghanistan in the west to Myanmar in the east and from Nepal and southern Tibet in the north to Tamil Nadu in the south. The country was divided into five major regions:

1. Udichya,
2. Pratichya,
3. Madhya Desh,
4. Prachya and
5. Dakshinapath.

During the age of Mahajanapadas (1000 BC-500 AD), sixteen Mahajanapadas (Anga, Magadha, Kashi, Koshala, Matsya, Vajji, Malla, Vatsa, Chedi, Kuru, Panchal, Surasena, Avanti, Asmaka, Gandhara and Kamboja) rose to prominence.



When Buddhism was introduced into China, the Chinese used the term 'Tien Chu' to India. After Hieun Tsang's visit another term 'Yin-Tu' came to be used for India. Yin-Tu in Chinese means moon.



India in 6th century BC



Afghanistan was then known as Gandhar and Myanmar was then known as Brahmadesh.

**Try IT!**

**21<sup>st</sup> CS Information**

Can you recall any other country which was referred to by various name over a period of time?

**TIME FRAME OF THE MEDIEVAL PERIOD OF INDIAN HISTORY**

The history of a country is generally divided into three major periods : Ancient, Medieval and Modern. The length of a period may differ from one part of the world to the other. In India, the Medieval Period began around the eighth century AD and continued up to the eighteenth

century. The start of the Medieval Period is characterized by changes in the political, social and economic spheres, while the end corresponds to the decline of the Mughals.

The Medieval Period in India is generally divided into two parts : The Early **Medieval Period** and the **Late Medieval Period**.

## **MAJOR DEVELOPMENTS DURING THE MEDIEVAL PERIOD**

The Medieval Period is important for the following reasons :

- (1) Due to sufficient information, we are more familiar with this period.
- (2) Most of the regional languages of India developed during this period.
- (3) Our food and dresses also evolved during this period.
- (4) New religions like Din-e-Ilahi and Sikhism and many of our religious beliefs and social customs and traditions originated in the Medieval Period.
- (5) The Indian culture developed with the fusion of the Hindu and the Muslim cultural traits. This integration reflects in art, architecture, literature, music, painting, etc.
- (6) The Bhakti and the Sufi saints brought about a better understanding of the fundamental principles of Hinduism and Islam which caused a greater harmony and tolerance among people.
- (7) The institution of well-minted currency led to economic development of the country and a marked improvement in agriculture and expansion in trade and commerce.
- (8) Many European countries, attracted by the economic prosperity of India, tried to have trade relations with India.
- (9) However, the position of women in the society was further deteriorated.

## **SOURCES OF HISTORY**

Historians rely on different sources while reconstructing history. By rechecking a fact from different sources, historians make sure that it is as accurate as possible. Precise information regarding the history of ancient India is limited. However, we have much better information regarding the Medieval Period.

There are two main types of historical sources : (1) Archaeological and (2) Literary.

### **Archaeological Sources**

- (i) **Inscriptions** : Inscriptions written on plates of copper or engraved on stones and rocks have been found in large numbers in several villages and temples. They provide us authentic information about important events and their dates, the qualities and the achievements of the rulers, their art and administration, etc. The study of inscriptions is called **epigraphy**.
- (ii) **Coins** : They throw a good deal of light on important historical personalities, events and economic conditions of a period. The study of coins is called numismatics.
- (iii) **Monuments, Temples, Forts and Palaces** : Several temples were built in different styles of architecture by various rulers. *Brihadeshwara Temple* (Thanjavur), *Kandariya Mahadeo Temple* (Khajuraho), *Lingaraja Temple* (Bhuvaneshwar), *Kailashnath Temple* (Ellora), etc. are some of the famous temples of the Medieval Period. The monuments include : The 'Qutub Minar' at Mehrauli, *Vijay Stambha* at Chittor, *Buland Darwaza* at Fatehpur Sikri, *Tajmahal* at Agra etc. Forts like Red Fort, Chittor Fort, Agra Fort, Gwalior Fort and palaces at Jaisalmer, Jaipur, Jodhpur, etc.



## Literary Sources

The early writing was done mostly on palm leaves and birch bark. From the thirteenth century onwards, paper began to be used for writing books. The literary sources include the following:

- (i) **Autobiographies or Memoirs** : The memoirs of Babur and Jahangir were autobiographical accounts of their period. These were written in the first person.
- (ii) **Biography and Chronicles** : Various authors wrote chronicles about the life and activities of various rulers and dynasties. Kalhana's Rajatarangini is an account of the rulers of Kashmir. Kumarapal Charita by Kshemendra and Prithvi Raj Raso by Chandbardai are historical accounts of the Medieval Age. Akbarnama written by Abul Fazl is a biographical account of the life and reign of Akbar.
- (iii) **Literary Works** : Literary works include autobiographies and memoirs like Tuzuk-i-Babri, Aain-i-Akbari, Tuzuk-i-Jahangiri, etc. These are illustrated with beautiful painting, called the miniature painting. They throw a good deal of light on the development of art and painting.
- (iv) **Accounts by Foreign Travellers and Historians** : Foreign travellers like Alberuni, who visited India during the eleventh century wrote vivid accounts of the contemporary history, geography, astronomy, philosophy, etc. Minhas and Barni wrote the history of Islamic rulers and sultans in India. Amir Khusrau wrote Tughluqnama during the thirteenth century.
- (v) **Literature** : Dandin's Dashkumarcharita, Bana's Harshacharita, Kalhana's Rajtarangini, Bilhana's Vikramankdeva Charita, Chandbardai's Prithvi Raj Raso, etc. are great literary works of historical nature.

Besides the above, a host of secular literature was also produced which includes dictionaries, works on grammar, dramatics, medicine, romance, religion, etc.

### Thought Shot



### Critical Thinking



Do you think the inscriptions on the old monuments and buildings are important? If yes, how?

- ◆ India, Pakistan, Bangladesh, Nepal, Sri Lanka, Maldives and Bhutan together constitute the Indian sub-continent.
- ◆ In ancient times, India was known by different names.
- ◆ The Aryans first occupied the Indus basin and called the land as 'Sapta-Saindhav'.
- ◆ Later, they advanced towards the Ganga Valley and called the entire land 'Aryavarta'.
- ◆ The Persians called the Sindhu as 'Hindu' and the land beyond it as 'Hindustan'.
- ◆ The Greeks called the land as 'Indus'.
- ◆ During the Vedic Period, India was named as Bharat, after king Bharat.
- ◆ The Medieval Period extends from the eighth to the eighteenth century in India.
- ◆ There are sufficient records of the Medieval Period which throw a great deal of light on food, dress, religion, culture and economic-political developments in India.
- ◆ The source of history include archaeological and literary sources.



# MIND MAP



## EXERCISE



(MCQs)

i. Tick (✓) the correct option.

1. The land of seven rivers was called :

(a) Aryavarta



(b) Dakshinapath



(c) Sapta-Saindhav



(d) Brahmarshidesha



2. Tuzuk-i-Babri is a :

(a) autobiography



(b) biography



(c) document



(d) chronicle



ii. Fill the gaps.

1. The land of seven rivers was termed as .....

2. Our country was named after King .....

3. India was called ..... by the Persians.

4. The Greeks called the country as .....

iii. Write 'T' for true and 'F' for false statements.

1. The Guptas established the first empire in India.

2. Alberuni visited India during the eleventh century.

3. 'Tughlaqnama' was written by Amir Khusrau in the thirteenth century.

4. During the Vedic times, India was divided into five regions.



**IV. Answer the following questions briefly.**

1. Name the countries included in the Indian sub-continent.
2. Name the various terms used for the Indian sub-continent in ancient times.
3. How did India get its present name?

**V. Answer the following questions in detail.**

1. Discuss the major historical trends during the Medieval Period.
2. Describe the various sources of history of Medieval India.
3. Our information about the medieval period is much more than the ancient period. Explain why.



## Skills Enrichment Zone

### FUN ACTIVITY



EL

Experiential Learning

- I. It is said that every name has a history behind it. How far is this statement true in case of the name of particular place or region? Consider your hometown, learn about its history, and find out when and how it got its present name.

### RESEARCH WORK



21<sup>st</sup>  
CS

Technology/Digital Resources



- II. With the help of Internet, find out about the literary sources and archaeological sources of an area and collect information on the ruler, kingdom, or people that they depict.

### MAP WORK



HD

Observation

- III. In an outline map of India, mark various places where moments are found.

## Out of the Box !

21<sup>st</sup>  
CS

Critical Thinking



- Historians know more about Medieval Period than Ancient Period. Why?
- Preeti is an archaeologist and she has found an old coin of the Medieval Period. How can this coin be helpful for her?

8 DECENT WORK AND ECONOMIC GROWTH



## 2. NEW KINGS AND KINGDOMS IN INDIA (700-1200 AD)

### PRIOR KNOWLEDGE

- ⊙ About 2,500 years ago, big kingdoms developed in the Ganga valley.
- ⊙ Some of these kingdoms later grew into powerful empires.

### LEARNING OBJECTIVES

- ⊙ Political Development in North India
- ⊙ Foreign Invaders
- ⊙ Political Development in Deccan
- ⊙ Political Development in South India

### GET GOING

Do you know who ruled the area where you live today, hundreds of years ago? What did he do that made him so popular and important?

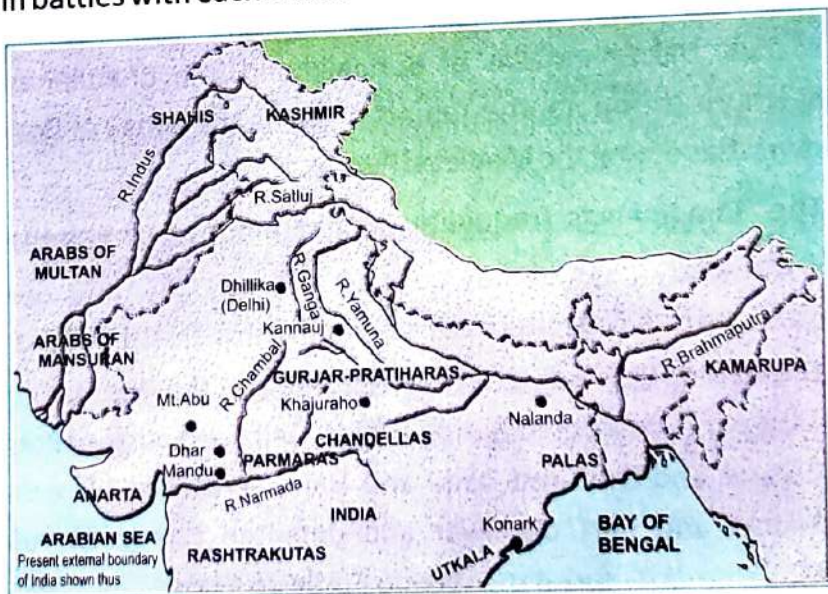
The period between 700 CE and 1200 CE saw the rise of several new dynasties. In the eighth century, three powerful kingdoms arose in northern India and Deccan : the kingdoms of Gurjara, Pratiharas, the Palas and the Rashtrakutas. These powerful kingdoms were mutually warring.

These were different from the vast empires of the ancient period such as those under the Mauryas and the Guptas. This period is known as the Rajput Period.

These kingdoms were competing with each other for supremacy over the country. They wanted to establish their control over Kanauj—the capital of Harshvardhana's empire and north India. Therefore, they were constantly engaged in battles with each other.

In the **tenth century**, several Rajput kingdoms also emerged in northern and central India. These included the Chahamanas or Chauhanas, Paramaras, Bundelas, Solankis, Chandellas, etc.

In the **eleventh century**, Mahmud of Ghazni invaded India and plundered many towns, cities and temples. In the late **twelfth century**, Muhammad Ghori invaded India and put an end to the Hindu rule in the northern India. These invasions laid the foundation of the Sultanate of Delhi and Muslim rule in India.



Kingdoms of North India (9th Century)

## POLITICAL DEVELOPMENT IN NORTH INDIA

### Gurjara-pratiharas (730-1018 AD)

The Pratiharas, also known as Gurjara-Pratiharas, were descendents of the Gurjaras who had entered India shortly after the Hunas. They ruled over Avanti (Malwa) and southwestern parts of Rajasthan and later they occupied Kannauj. First great ruler of this dynasty was **Nagabhata I**. He crushed the Arab Muslims of Sind. His son **Vatsaraja** conquered Kannauj and made it his capital. **Mihira Bhoja** was another famous ruler of this dynasty, who adopted the title of 'Adivaraha' after subduing the Palas of Bengal. During the reign of **Mahendrapala I**, the Pratiharas commanded the entire northwestern India. After **Mahendrapala**, the Pratihara kingdom began to decline because of the weak and incompetent rulers.

### Palas (750-1161 AD)

The Palas were the rulers of modern Bihar, Bengal, Jharkhand and parts of Odisha and Nepal. The region was then witnessing a great turmoil and unrest. **Gopala**, was the first great ruler of this dynasty. He gave a stable administration to Bengal. His son **Dharampala** expanded his kingdom across the Gangetic plains. He founded the famous monastery of Vikramshila which later grew into a university. **Devapala** conquered Odisha and Assam. He was a great patron of learning. He built the famous Mahabodhi temple at Bodh Gaya. Towards the end of the twelfth century, the Pala kingdom fell to the invasions of Bakhtiar Khalji, the General of Muhammad Ghori.

### Rajputs

Around the end of the tenth century AD, the kingdoms of the Pratiharas and Palas declined almost simultaneously. New dynasties arose in these territories. Most of these new dynasties were Rajputs, who are known for their bravery, chivalry, honour and prestige in Indian history. The Rajputs played an important role in the history of India during the Medieval Period. Their origin is shrouded in mystery. They were either *Suryavanshis* or *Chandravanshis*. The Gahadwalas of Kannauj, the Parmaras of Malwa, the Chandellas of Bundelkhand, the Chauhanas of Ajmer, the Solankis of Gujarat, the Kalchuris of Tripura, the Tomars of Delhi, the Senas of Bengal, etc. were some of the famous Rajput dynasties during the Medieval Period.

The Rajput kings frequently fought amongst themselves. Their disunity attracted the Turkish invasions.

### Chahmanas (chauhanas) of Ajmer and Delhi (975-1192 AD)

The earlier Chauhanas were feudatories of the Pratiharas. **Arnoraja** defeated Sultan Mahmud near Ajmer and conquered Bundelkhand, Delhi and parts of Punjab. **Visaldeva** or **Vigraharaja IV** annexed Gujarat and captured Delhi and Hansi. **Prithviraja-II** was a brave warrior who captured Bhiwani, Rewari and part of Alwar and defeated Chandella ruler too. He was, however, defeated by Muhammad Ghori in the second Battle of Tarain.

## Paramaras (949-1305 AD)

The earlier Paramaras rulers of Malwa were feudatories of the Rashtrakutas. **Munja** was a brave warrior who defeated the Hunas and the Kalchuris and later annexed Mount Abu and Gujarat. **Raja Bhoja**, the nephew of Munja, is considered the most famous Paramara ruler. He made Dhara his capital.

## Chandellas (900-1202 AD)

The Chandellas were feudatories of the Pratiharas. They declared themselves independent in 900 AD. **Yashovarman** was a great warrior. He captured Kalinjar, Chedi and Malwa and defeated the rulers of Koshal, Mithila and Gaur (Bengal). His son **Dhangdeva**, another brave and warrior, defeated the Pratihara ruler of Kannauj and Koshal. **Kirtivarman** and **Madanvarman** too were great warriors.

## Solankis

The Solankis rose to power under **Mularaja I**, who established himself in Gujarat and made Anhilwara his capital. **Siddharaja** was the most powerful ruler of the Solanki Dynasty. He defeated the Chauhans, Parmaras and Chandellas.

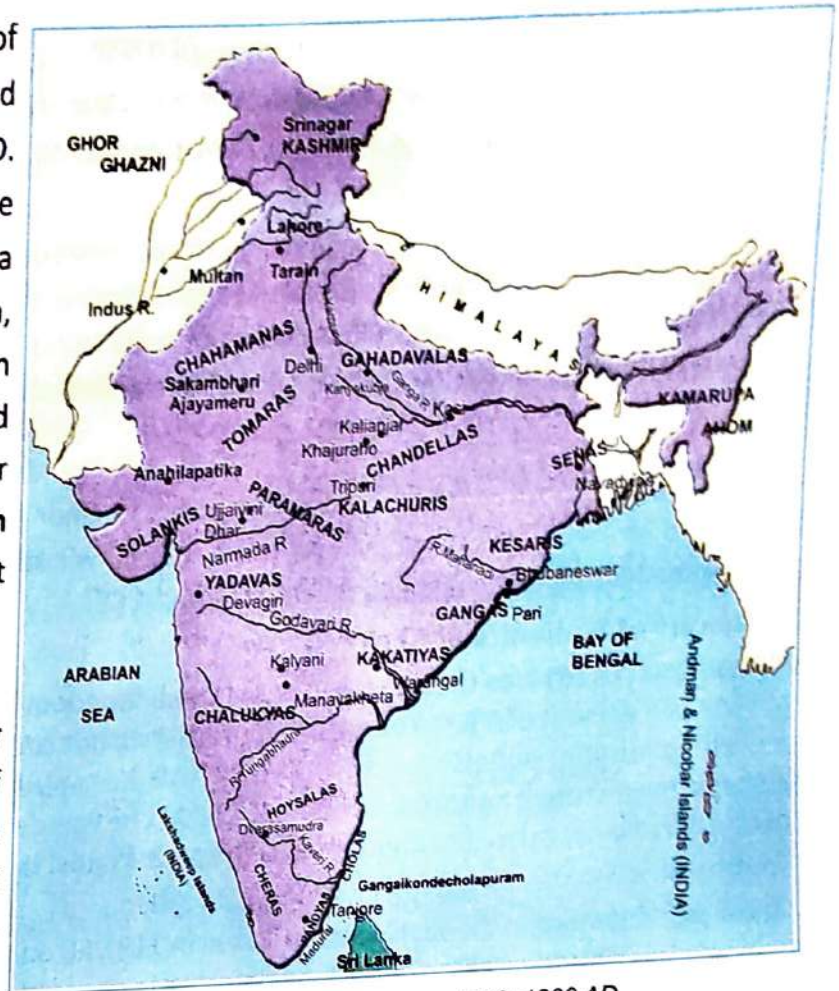
The invasion of Alauddin Khalji in 1297 AD dealt a final blow to this dynasty and the Solanki kingdom was annexed to the Sultanate of Delhi.

Rajput rulers were great patrons of learning and literature. Bhoja patronised many scholars. Art and architecture also flourished under the Rajput rulers. They built a large number of palaces, forts, temples, etc.

Temple and palaces were decorated with murals. Miniature painting also began during this time. Rajasthan and Pahari styles of painting were also developed.

## FOREIGN INVADERS

The **Turks** were a tribe from Central Asia. They along with the **Afghans**, came into India through the passes in the mountains of the north-west.



Map of India between 1200-1300 AD

## The Ghaznavids

The Ghaznavids dynasty came from king Sabuktigin. He was originally a Turkish ruler who invaded Ghazni (Afghanistan). He was succeeded by his son Mahmud, in 997 CE.

### Mahmud of Ghazni

Mahmud of Ghazni was the first Turkish invader. He was the ruler of Ghazni, a small kingdom in Afghanistan. He dreamt of establishing a vast empire in Central Asia for which he needed huge resources to build a strong army. He had heard of the fabulous riches of the temples and palaces of India. He raided India seventeen times between 1000-1027 AD. He plundered many cities and temples. Some of his famous campaigns were against Nagarkot (1009 AD), Thaneshwar (1014 AD), Mathura and Kannauj (1018 AD), Kalinjar (1021 AD) and Somnath (1025 AD). The invasion of Somnath was the most disastrous one.

Mahmud's invasions shook the whole of northern and western India. The country became exposed to future Turkish invasions. The Turks introduced Islam in India. Alberuni, who visited India during an expedition of Mahmud, wrote vivid accounts of India in his book *Tahkik-i-Hind*. We also get vivid accounts of India by Firdausi, who wrote *Kitabul Hind* and *Shahnama*.

## The Ghorids

After the death of Mahmud of Ghazni, the rulers of Ghor (Afghanistan) captured the weakened Ghaznavid empire. The Ghorid dynasty came into power in India under the rule of Shahabuddin Muhammad Ghor, who ascended the throne in 1202 CE.

### Invasions of Muhammad Ghor

Muhammad Ghor was the ruler of Ghor, a small kingdom in Afghanistan. He was an ambitious person. He dreamt of a large empire in Central Asia but could not succeed. He invaded India not merely to plunder but also to rule it. By 1190 AD, he captured Peshawar, Lahore and Sialkot and also annexed Punjab and Sind. Earlier in 1178 AD, he was defeated by Bhimdeva Solanki, the ruler of Gujarat. Ghor turned to conquer the Gangetic Plains. He confronted Prithviraj II, the ruler of Delhi and Ajmer.

Ghor was defeated in the first Battle of Tarain in 1191 AD. In the second **Battle of Tarain** in 1192 AD Ghor defeated Prithviraj. In 1194 AD, he defeated Jaichand, the ruler of Kannauj, who had helped him against Prithviraj. He annexed Kannauj in 1198 AD. He appointed Qutubuddin Aibak as the Governor of the conquered territories in India.

## POLITICAL DEVELOPMENT IN DECCAN

The Deccan kingdoms included the Rashtrakutas, western Chalukyas, Yadavas, Kakatiyas and Hoysalas. Most of these dynasties were feudatories, which later became independent. Most of these kingdoms fought with each other. However, they made rich contribution to cultural development of their territories.

### Try IT!



21<sup>st</sup>  
Cs

Information

Find out what were the major reasons of continuous victories of these foreign invaders over Indian rulers.



16

Social Studies-7



## Rashtrakutas (753-973 AD)

The Rashtrakutas ruled over Deccan. They were feudatories under the Chalukyas of Badami. They rose to power under **Dantivarman**, also known as **Dantidurga**. He established an independent kingdom and made Malkhed his capital, located near Solapur (Maharashtra). He was a great conqueror. He defeated the rulers of Kanchi, Kalinga, Koshala, Malwa, etc. and the Chalukya ruler Kirtivarman II. He assumed the title of '**Maharajadhiraja Parameshwara**' and '**Param Bhattaraka**'. His successor **Krishna I** extended his kingdom up to Karnataka, **Dhruva** extended the empire up to the Kaveri river in the south. The Rashtrakuta empire stretched from Kannauj to Kanyakumari and from Baroch to Varanasi during the reign of **Govinda III**, **Amoghavarsha I** ruled for sixty years. **Krishna III**, the last brilliant Rashtrakuta ruler, defeated the Cholas and conquered Kanchi and Tanjore and the Paramaras of Ujjainyini.

During their rule for nearly two hundred years, the Rashtrakutas gave political unity and stability to the Deccan. They got excavated rock-cut caves in the Deccan.

The Chalukyas of Kalyani are also known as the **western Chalukyas**. Their empire stretched from the Krishna river in the north to Vengi in south in Andhra Pradesh.

The **Yadavas** ruled over Devagiri (near Daulatabad in Maharashtra). The **Hoysalas** were feudatories of the Cholas and the western Chalukyas. They ruled over Mysore (Karnataka) and parts of Tamil Nadu. Their capital was at Dwarasamudra (near Mysore city).

The **Kakatiyas** were feudatories of western Chalukyas. They ruled over Warangal.

## POLITICAL DEVELOPMENTS IN SOUTH INDIA (700-1200 AD)

The region lying south of the Vindhyas mountains, known as *Dakshinapath* in ancient times, is a vast plateau interspersed with forested hills and river valleys. The rugged topography and dense forests caused the development of a culture entirely different from that of North India. There is hardly any mixture of cultures in southern India. During the Medieval Period, there was an unprecedented struggle for power among regional kingdoms of the south.

Pallava, Pandya and Chola were powerful kingdoms of South India.

The **Pallavas** ruled over the plains of Tamil Nadu. Their capital was at Kanchi. They were feudatories of the Satavahanas of Andhra who later became independent. They were great patrons of art and architecture. They got built Ratha temples.

The **Pandyas** ruled over Madurai. They were a great maritime power.

The Cholas re-emerged as a great power in the eighth century due to the Pallava-Pandya rivalry.



### Tripartite Struggle

The Gurjara-Pratiharas, Palas and Rashtrakutas were contemporary. They were engaged in constant struggle to gain hold of Kannauj, which was then a symbol of sovereignty. The constant struggle among the rulers of the three kingdoms is known as 'Tripartite Struggle'. This struggle weakened all the three dynasties and it led to their downfall.



The kingdom of Deccan and South India (700-1200 AD)



## THE CHOLAS : A CASE STUDY

The Cholas of the Medieval Period are known as the **Imperial Cholas**. **Vijayalaya** was the founder of the Imperial Chola dynasty who conquered Tanjore from the Pallavas. His son **Parantaka I** adopted the imperialist policy of his father and captured Madurai after defeating the Pandyas. He adopted the title of **Maduraikondaran**, i.e. the conqueror of Madurai.

**Rajaraja I** and **Rajendra I** were the two most distinguished Chola kings. **Rajaraja I** is known for rebuilding the Chola empire with his efficient administration and trade. He defeated the Cheras of Kerala and the Pandyas of Madurai. He also conquered the northern part of Sri Lanka and made it a Chola province under the name of **Mummadi Cholamandalam**. He also conquered Kalinga, Maldives Islands and Lakshadweep Islands. He defeated the western Chalukyas also.

**Rajendra I** annexed the whole of Sri Lanka. His armies marched up to the Ganga river in the Pala kingdom. He adopted the title of **Ganga Konda** and established a new capital town near the mouth of the Kaveri river and named this town as **Gangaikondacholapuram**.

**Rajendra I** possessed a powerful fleet. He sent a naval expedition in 1025 AD to conquer the Sri Vijaya empire which included Malaya, Java and Sumatra. The Chola rulers also sent emissaries to China. The rulers of Shailendra dynasty of the Sri Vijaya empire were friendly with the Chola kings. Later, the Cholas had to fight against the neighbouring kingdoms and also faced internal conflicts which resulted in the gradual decline of their power.

### Chola Administration

The Chola administration was highly organised and efficient. The king headed the government. The administration was carried out through officials who were paid land in grants. The empire was divided into six *mandalams* (provinces) which were administered by governors, usually royal princes. Each mandalam was divided into *valanadus* (districts) and each valanadu into a number of *nadus* (villages). Large towns were known as *taniyur*. The villages were administered through a system of local self government. *Ur*, *Sabha* and *Nagaram* were the three village assemblies which played a key role in uniting the people of the villages. People elected their own assemblies. The council appointed various committees for collecting revenue, maintaining law and order and providing justice. The *Mahasabha* was the assembly in villages given to Brahmins. *Nagaram* was the assembly where traders and merchants dominated.

The Cholas had a powerful army consisting of infantry, archers, cavalry, elephant corps and naval fleet. Navy was the most powerful wing of the army. The well-organised navy enabled the Chola kings to undertake so many successful expeditions.

### Revenue and Trade

Tax on land and trade was the main source of revenue. Revenue was used for the maintenance of the royal households, public works, salaries of officials and maintenance of the army. Trade flourished under the Chola rule. Foreign trade was carried on with the southeast Asian countries. The traders were organised into *manigraman* (guilds). Textiles, spices, ivory, jewel, etc. were the main items of export. Horses were imported from Arabia.

## Chola Society

The king was the most powerful person in the Chola society. Other members of the royal family were also very important persons. Below them were the high officials who held a position of honour in the society.

The Brahmans were held in high esteem. They were granted tax-free land, called the *Brahmadeya* or *agrahara*.

The merchants too held a position of prestige. The upper castes dominated the lower classes and put severe restrictions on them. They were debarred from entering the temple and were not allowed to draw water from the village wells or tanks.

The state authorities paid great attention to the promotion of agriculture, art, crafts and trade. Land surveys were undertaken and land revenue was assessed on the basis of quality of the land. There was a good system of roads and communication. Merchants were organised into guilds and carried on internal and external trade. The merchants, called *chettis*, traded with Arabia, Persia, China and countries of southeast Asia. Many foreign merchants settled in the prosperous coastal towns.

## Art and Architecture

The Cholas made remarkable contribution to art and architecture. Tanjore and Gangaikondacholapuram had many beautiful gardens, halls, temples and palaces. Brihadeshwara temple at Tanjore built by Rajarajeshwara, is the finest example of the temple architecture in Dravid style. Lofty gopuram (gateways), multistoreyed 'Vimana' decorated with sculptures and the huge seated Nandi, the sacred bull, are the chief characteristics of this temple.

There was another massive temple at Gangaikondacholapuram, the new capital city built by Rajendra Chola. The city was also adorned with a magnificent palace and a vast artificial lake. All these are now in ruins.

The Cholas were excellent sculptors too. They were masters in making images of gods and goddesses in stone as well as bronze. The Nataraja statue in bronze is a masterpiece of sculpture.

## Religion

Hinduism was the main religion of South India. Vaishnavism and Shaivism were the two main sects of Hinduism. The *Lingayat*, founded by Basava of Karnataka, was the most popular sect in the Chola kingdom. Bhakti movement was also started by the *Nayanar* and *Alvar* saints in South India. Devotional songs in praise of Shiva and Vishnu were composed in local languages.

**Adi Shankara** was a great philosopher of this period. At a very young age he became well-versed in the Vedas and other religious scriptures. He established four *mathas* in four corners of the country at Badrinath, Dwarka, Puri and Kanchi.

**Ramanuja** was another great philosopher of that period. He tried to assimilate **Bhakti** to the tradition of the Vedas and, thus, made the Vedas more popular. **Madhava** preached Bhakti towards Krishna.



The inscriptions of the cholas refer to more than 400 terms for different kinds of taxes.



Nataraja statue in bronze :  
Chola Period



Brihadeshwara Temple,  
Thanjavur, Tamil Nadu



## Education and Learning

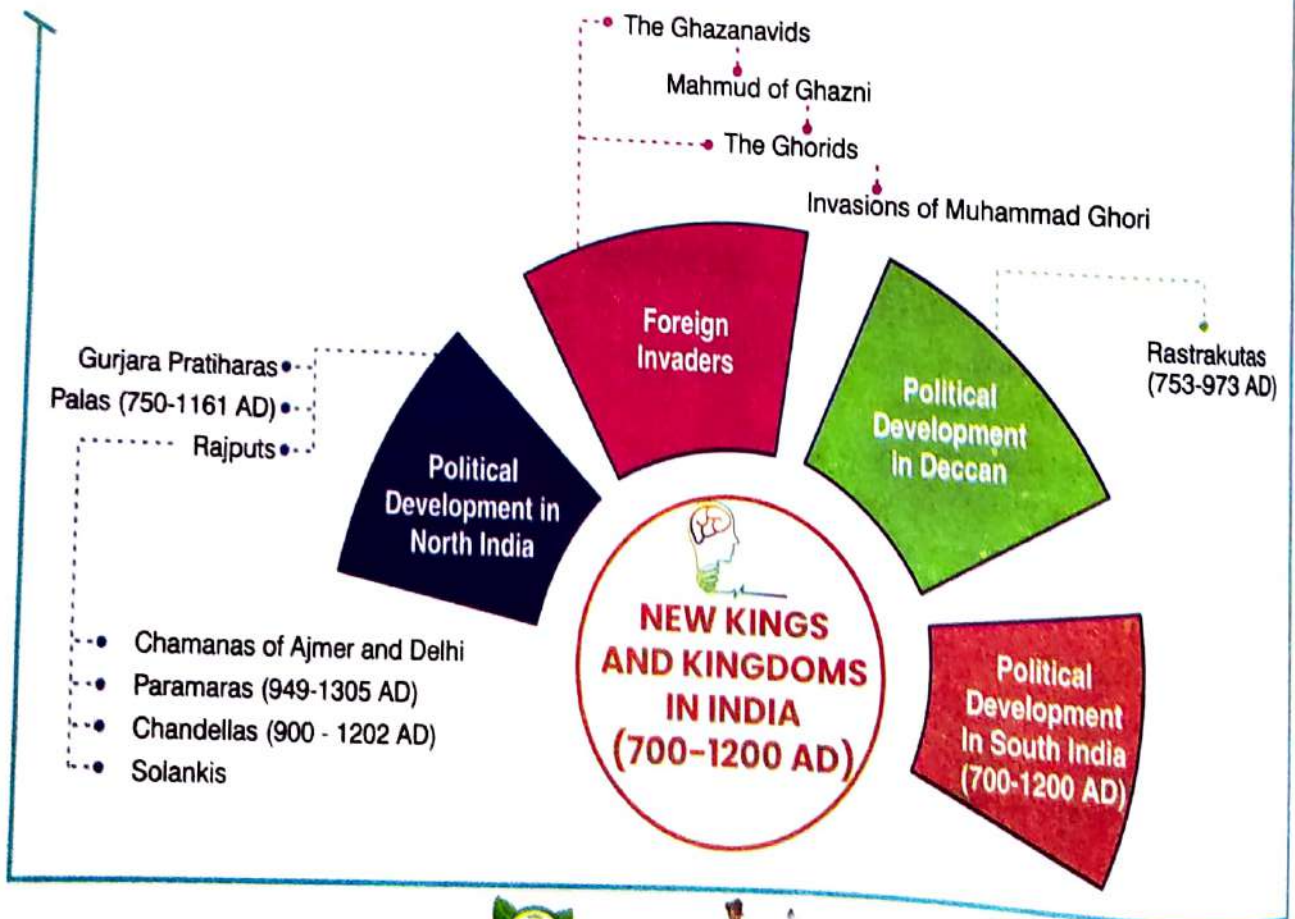
The temples played an important role in the cultural and economic life of the people in South India. They developed into institutions providing education, medicine, hospitality and employment to people. Each temple had an attached 'matha' which provided free education, food, clothing and boarding to students. Besides, cultural activities, live fairs and festivals were also held in the temple premises. These activities are still continuing in the south Indian temple.

Sanskrit and Tamil were the main languages. Kannada and Telugu were also made popular by Bhakti saints. The Ramayana and Mahabharata were translated into south Indian languages. Silappadikaram and Manimekalai were the two epics in Tamil, revered like the Ramayana and the Mahabharata. **Pampa, Ponna and Ranna**, called the **three gems of Kannada**, wrote puranic literature. The Jain and Lingayat saints preached in Kannada. **Nannayya** was the first Telugu poet to translate the *Ramayana* into Telugu. **Kamban, Ottakkuttan and Puglenid** were the **three gems of Tamil literature**. **Kamban** wrote the *Ramayana* in Tamil language.

## Agrarian Expansion in Tamil Nadu

The Cholas ruled for more than five centuries. They paid great attention to the promotion of agriculture in Tamil Nadu. They paid special attention to irrigation. Several tanks were also built. The Cholas rulers carried out elaborate land surveys for the purpose of fixing land revenue. They always kept the interest of the farmers in mind. In case of crop failures due to drought or floods, the land revenue was exempted. Loan were also provided to farmers to meet emergencies.

## MIND MAP



# EXERCISE



(MCQs)

## I. Tick (✓) the correct option.

1. Who adopted the title of 'Adivaraha'?

(a) Nagabhatta

(b) Mihirabhoja

(c) Mahendrapala I

(d) Amoghvarsha

2. The Rathas were built by:

(a) Pandyas

(b) Cholas

(c) Hoysalas

(d) Pallavas

3. Which Rashtrakuta ruler assumed the title of 'Param Bhattaraka'?

(a) Dantidurga

(b) Krishna I

(c) Dhruva

(d) Govinda III

## II. Fill the gaps.

1. Mahmud of Ghazni raided India ..... times.

2. Muhammad Ghorī defeated Prithviraj Chauhan at the Battle of ..... in .....

3. The Pandyas ruled over .....

4. .... was the founder of the Imperial Cholas.

## III. Write 'T' for true and 'F' for false statements.

1. The Chola empire was divided into Valanadus.

2. Rajendra I had founded the new capital town of Gangaikondacholapuram.

3. The Chalukyas of Kalyani were also known as western Chalukyas.

4. Dwarasamudra was the capital of the Hoysalas.

## IV. Answer the following questions briefly.

1. Name the three most powerful kingdoms that arose in the eighth century in northern India and Deccan.

2. Who were the Rajputs?

3. What do you understand by the tripartite struggle?

## V. Answer the following questions in detail.

1. What do you know about the Rashtrakutas?

2. Who is the most illustrious Chola ruler and why? Support your answer with illustration.

3. Who was Mahmud Ghazni? Why did he invade India many times?

4. Muhammad Ghori's invasion changed the course of Indian History: Do you agree with the statement? Give reasons to support your argument.



## FUN ACTIVITY



Communication



- I. Imagine yourself as the Kotwal of a Medieval Indian town. There has been a robbery and the thieves are on the run. What steps will you take to restore the lost valuables and repose people's trust in law and order? Discuss in your classroom.

## MAP WORK



Information



- II.
  - On an outline map of India, mark and label the famous Rajput kingdoms and their capitals.
  - On an outline map of India show the various Deccan and south Indian kingdoms and mark their capitals.

## PROJECT



Creativity



- III. Collect photographs of temples and monuments built during the Rajput period.

## Out of the Box !



Critical Thinking



- If the kingdom did not collect any tax, then what will happen?
- How do battles, events and dates help in reconstructing history?





### 3. THE DELHI SULTANATE

#### PRIOR KNOWLEDGE

- ⊙ Prithviraj Chauhan was the best known among the rulers of the chahamana dynasty.

#### LEARNING OBJECTIVES

- ⊙ Early Turkish Rulers/Slave Dynasty
- ⊙ Khalji Dynasty
- ⊙ Tughlaq Dynasty
- ⊙ Timur's Invasion and Sayyid Dynasty
- ⊙ Lodi Dynasty
- ⊙ Causes of Downfall of the Delhi Sultanate

#### GET GOING

Imagine that you are the head of a Pargana, where farmers have not been able to grow good amount of crops for the past few years due to famine. Write a letter to the provincial head of the Sultanate describing the poor condition of farmers in your area and requesting for a relief in the tax on agricultural produce.

The Chahamana Rajputs were the first to make Delhi the capital of their kingdom in the mid-twelfth century. Prithviraj Chauhan, of whom we read in the previous chapter, was the best known among the rulers of the Chahamana dynasty. In 1192, Prithviraj Chauhan was defeated by Muhammad Ghori in the Second Battle of Tarain. With this, the Chahamana rule in Delhi came to an end and a new line of rulers came to power.

The new rulers of Delhi were Turks from Central Asia of Afghans, called **sultans**. The word 'sultanate' meant the form of government of kingdom under the sultans. So, Delhi under the rule of the sultans came to be known as the **Delhi Sultanate**. By the thirteenth century, the sultans of Delhi were able to control vast areas and resources. In this chapter, you will know how the Sultanate became a vast empire and how Delhi was transformed into the capital of the strongest political power in the Indian subcontinent.

The period of about 320 years from 1206 CE to 1526 CE is known in history as the Sultanate Period. During this period, five dynasties ruled from Delhi. Though the rulers of these dynasties were different from one another in many ways, all of them ruled from Delhi which was their capital. It is interesting to know that the sultans of Delhi built their own capital cities but always in and around the area now known as Delhi. Remains of some of these like Mehrauli, Siri, and Tughlaqabad can still be seen in different parts of the presents-day Delhi.



Let us take a look at the rulers of the five dynasties of the Delhi Sultanate.

## The Delhi Sultanate



### EARLY TURKISH RULERS/SLAVE DYNASTY (1206-1290)

The first dynasty of the Delhi Sultanate was called the 'Slave' or Mameluk dynasty. The word 'Mameluk' in Arabic means 'an individual owned by someone else'. All the important rulers of this dynasty had been slaves before they became sultans. The rulers of the dynasty are also called Illbari turks.

#### Qutb-ud-Din Aibak (1206-1210)

The founder of this dynasty was Qutb-ud-Din Aibak. He was the most favourite slave of Muhammad Ghori. After his victory in the Second Battle of Tarain, Ghori appointed Aibak as the governor of Delhi. When Ghori died in 1206, Aibak declared himself the independent ruler of Delhi. It was during his reign that the construction of the famous Qutb Minar in Delhi, the world's tallest brick minaret, was started. Aibak died in 1210.

He was succeeded by Aram Shah. But Aram Shah was a weak ruler. Soon, he was defeated and overthrown by Iltutmish, the most competent among the slaves of Aibak.

#### Iltutmish (1210-1236 CE)

He ruled for about 25 years (1211-1236 CE). He organised the army efficiently and established the Sultanate as an important kingdom. He also introduced the silver coin known as *tanka* and the copper coin called *jital*. During his reign, the construction of Qutb Minar was almost completed. He nominated his daughter Razia as his successor to the throne.



Qutub Minar in Delhi



## Razia Sultana (1236-1240 CE)

Iltutmish made his daughter Razia as his successor because his sons were not capable of administration. She became Sultana after the death of her father but the nobles did not like the idea of being ruled by a woman. She was brave, bold and courageous. She ruled for a short duration.



Razia Sultan

## Ghiyas-ud-Din Balban

The last important ruler of the slave dynasty was Ghiyas-ud-Din Balban (1266-1287). During his reign, the administration was strengthened and the army was trained to use new weapons. It helped them fight against the attacks by the Mongols. He died in 1287. After him, the Slave dynasty ended and the rule of the Khaljis began.

## Khalji Dynasty (1290-1320)

Balban was succeeded by his grandson Kaiqubad. He was a weak ruler. In 1290, a powerful noble Jalal-ud-Din Khalji killed him and founded a new dynasty called the Khalji dynasty.

## Jalal-ud-Din Khalji

Jalal-ud-Din was an able and courageous ruler. During his time, the Mongols attacked the country. But he fought against them bravely and defended the Sultanate. In 1294, he was murdered by his nephew Ala-ud-Din Khalji.

## Ala-ud-Din Khalji

Ala-ud-Din is known for his conquests and reforms. He conquered almost the entire North India and established a vast kingdom. The regions conquered by him included Gujarat, Chittor, Ranthambhor, Malwa, Ujjain, Mandu, Dhar, Chanderi, etc. He also conquered almost all the kingdoms in the south with the help of his favourite slave Malik Kafur who led most of his military campaigns during the later years of his reign. Ala-ud-Din died in 1316.

There were regular Mongol attacks during the rule of Ala-ud-Din. To protect the Sultanate from those attacks, he built up a large army. Ala-ud-Din also introduced market regulation and several changes in the system of revenue collection.

The purpose was to get regular supply of provisions for his soldiers at a reasonable price. He constructed a new town around the present-day Siri Fort area in Delhi. The taxation system in the Doab was put in practice. He paid his soldiers in cash rather than land grants. To check the rise in the price of essential goods, Ala-ud-Din appointed officials to ensure that merchants sold their goods at prices fixed by the court. Law-breaking merchants were given harsh punishments. These measures proved quite successful.

Minhaj-us-Siraj, a contemporary jurist and writer, wrote with great surprise, that Razia was more able and qualified than her brothers. It was something exceptional in those times when most of the people followed an ideal social order based on distinctions of birth and gender.



## Qutb-ud-Din Mubarak Shah

The third and last ruler of the Khalji dynasty was Qutb-ud-Din Mubarak Shah. During his reign, taxes and penalties were abolished. He released all prisoners of war who were captured in the battles. Khusru Khan, his own slave, killed him. Thus, the Khalji dynasty came to an end.

## TUGHLAQ DYNASTY (1320-1414)

### Ghazi Malik or Ghiyas-ud-din Tughlaq

He Founded the 'Tughlaq dynasty' when he took over the throne from Khusru Khan in 1321. He reformed the police and judiciary departments and reduced the land tax to one-tenth of the produce. He was killed while returning from a military campaign against Bengal.

### Muhammad-bin-Tughlaq (1325-1351 CE)

He was the son of Ghiyas-ud-din Tughlaq. He was a scholar of mathematics, philosophy, astronomy, logic, medicines and physical sciences. All his qualities failed him in practical life. He became unpopular due to some of his decisions. He offended the orthodox ulema and hence, was called 'A mixture of opposites'.

He decided to transfer his capital from Delhi to Devagiri in the Deccan (Daulatabad) because of expansion of his empire and Delhi was invaded by Mongols repeatedly. But the folly was that all the population of Delhi would also be shifted. It was an unwise step. Secondly, he ordered to issue copper coins having same legal value of gold and silver coins. Goldsmiths minted copper coins of which he had no control. Thirdly, he raised the land taxes in Doab, that was suffering from drought at that time. People felt discontented. When Sultan came to know the reality, he established new department of agriculture to improve production. Fourthly, he imposed jizya on the Brahmins to please the orthodox ulemas.

But he founded new cities of Hisar and Firozpur also and established hospital open to all.

### Firoz Shah Tughlaq (1351-1388 CE)

He was the cousin of Muhammad-bin-Tughlaq, who introduced new welfare schemes including building of rest houses, charity department, employment bureaus, etc. He was an ideal ruler. After his death, his successors were not capable to control the sultanate.

## TIMUR'S INVASION AND SAYYID DYNASTY (1414-1451)

In 1398, Timur, the ruler of Balkh in Central Asia, invaded India and attacked Delhi. His soldiers looted the city for many days, killed



Firoz Shah Tughlaq founded the fourth city of Delhi known as Firozabad or Kotla Firoz Shah. Situated next to the River Yamuna, it was a large enclosure of high walls containing palaces, pillared halls, mosques, a pigeon tower, and a water tank. On the top of his palace, Firoz planted a 1500 years old Ashok pillar. He also built several hunting lodges as well as mosques in and around Delhi.



thousands of people and then went back to Central Asia. While leaving Delhi, Timur Appointed Khizr Khan, the governor of Multan, Lahore and Dipalpur, as his deputy in India. In 1414, Khizr Khan conquered Delhi from its weak Tughlaq ruler and founded the Sayyid dynasty. Khizr Khan was succeeded by three rulers in succession—Mubarak Shah Sayyid.

Muhammad Shah Sayyid, and Ala-ud-Din Alam Shah Sayyid. Mubarak Shah was capable but the nobles in his court were against his policies. The last two Sayyid rulers were weak and incompetent. In 1451, an Afghan chief Bahlul Lodi defeated Ala-ud-Din Alam Shah and founded the fifth and last dynasty of the Delhi Sultanate, the Lodi dynasty.



## **LODI DYNASTY (1451-1526)**

The rule of the Lodi dynasty marked the last phase of the Delhi Sultanate. There were three main rulers in this dynasty starting from its founder Bahlul Lodi.

### **Bahlul Khan Lodi**

Bahlul Khan Lodi was the first Afghan ruler of Delhi. His territory was spread across Jaunpur, Gwalior, and northern Uttar Pradesh. He appointed his eldest son Barbak Shah as the Viceroy of Jaunpur.

### **Sikandar Lodi**

After Bahlul Lodi's death, his second son succeeded him as the king. He was given the title of Sultan Sikandar Shah. His empire extended from Punjab to Bihar. He also signed a treaty with the ruler of Bengal, Ala-ud-Din Hussain Shah. He founded the town of Agra.

### **Ibrahim Lodi**

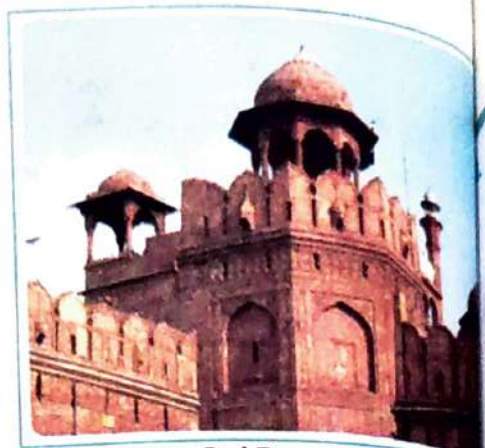
Ibrahim Lodi was the son and successor of Sikandar Lodi. Before ascending the throne, he fought a war with his own brother Jalal Khan. In that war, Jalal was killed. There were a number of nobles who had supported Jalal. When Ibrahim Lodi became the sultan of Delhi in 1517 CE, he punished them ruthlessly. Due to his attitude towards the powerful Afghan nobles, many of whom were his close relatives, he became unpopular. It divided the Afghans into different groups and weakened the sultanate. Thus, Zahir-ud-Din Babur, the ruler of Farghana in Central Asia and Kabul, got the opportunity to invade Delhi.

In 1526, a fierce battle took place between the forces of Babur and Ibrahim Lodi. In that battle, which is known as the first Battle of Panipat, Ibrahim Lodi was killed and his forces were defeated by the Mughal army under Babur. Thus, the rule of Delhi sultans came to an end. Babur founded a new dynasty in India, called the Mughal dynasty.

## CAUSES OF DOWNFALL OF THE DELHI SULTANATE

Some of the causes of downfall of the Delhi sultanate are as follows:

- ❖ The Delhi Sultans conquered Delhi by their armies but failed to win the confidence and love of the natives.
- ❖ Imposition of Jazia tax on Hindus increased the hatred and Hindus became their enemies.
- ❖ The powerful amirs and nobles were cause of downfalls.
- ❖ The revival of Jagirdari system by Firoz Tughlaq was an important factor.
- ❖ The vast and enlarged empire could not be controlled due to lack of means of communication.
- ❖ Babur's invasion on disintegrated sultanate was the final blow for its downfall.



Red Fort, Delhi

## MIND MAP



# EXERCISE



Tick (✓) the correct option.

(MCQs)

- How many years did the period known in history as the 'Sultanate period' cover?  
(a) 320  (b) 360  (c) 150  (d) 400
- The first dynasty of the Delhi sultanate was called the :  
(a) Slave dynasty  (b) Khalji dynasty   
(c) Tughlaq dynasty  (d) Lodi dynasty
- The construction of the famous Qutb Minar of Delhi started during the reign of :  
(a) Iltutmish  (b) Qutb-ud-Din Aibak   
(c) Razia  (d) Ghiyas-ud-Din-Balban
- Who was the last king of the Delhi Sultanate?  
(a) Sikandar Lodi  (b) Ibrahim Lodi   
(c) Mahmud Tughlaq  (d) Babur
- Who had to pay the tax called Jazia during Delhi sultanate?  
(a) Muslims  (b) Persians  (c) Hindus  (d) All citizens

II. Fill the gaps.

- The ..... Rajputs were the first to make Delhi the capital of their kingdom in the mid-twelfth century.
- Delhi under the rule of the sultans came to be known as the ..... sultanate.
- Iltutmish introduced the silver coin known as ..... and the copper coin called .....
- ..... was murdered by his nephew Ala-ud-Din Khalji.
- ..... decided to transfer his capital from Delhi to Devagiri in the Deccan (Daulatabad).

III. Match the following.

- |                        |                                |
|------------------------|--------------------------------|
| 1. Ala-ud-Din Khalji   | (a) Mughal king of Afghanistan |
| 2. Transfer of capital | (b) The Slave Dynasty          |
| 3. Timur-i-lang        | (c) Muhammad-bin-Tughlaq       |
| 4. Babur               | (d) Mongol king                |
| 5. Razia Sultana       | (e) Khalji Dynasty             |

IV. Answer the following questions briefly.

- Give a brief account of the reign of Firoz Tughlaq.
- Why did the nobles oppose Razia Sultana?
- Highlight the work done by Iltutmish during his reign.
- Describe the invasion of Timur.
- What do you know about the first Afghan ruler of Delhi?

V. Answer the following questions in detail.

1. Describe the reforms of Ala-ud-Din Khalji.
2. Ala-ud-Din Khalji made strong arrangements to check the Mongols. How?
3. There was no clear rule of succession during the Sultanate Period. Comment.
4. Describe the achievements of Balban.
5. What were the reasons of the downfall of sultanate?



## Skills Enrichment Zone

### FUN ACTIVITY



EL

Experiential Learning

- I.
  - Find out whether there are any buildings built by the Delhi sultans in your area. Are there any other buildings in your area that were built between the twelfth and fifteenth centuries? Describe some of these buildings and draw sketches of them.
  - Divide the class into groups of four each of which will be given a separate topic relating to the rule of the Sultanate Period. Make a Power Point Presentation describing major events that took place during the reigns of those sultans

### PROJECT



21<sup>st</sup>  
CS

Creativity

- II.
  - Prepare a write-up on any one sultanate ruler.
  - Collect the pictures of the architectural monuments built during the Sultanate Period and paste them to make a poster having a suitable table.

### Out of the Box !



21<sup>st</sup>  
CS

Critical Thinking

- Raziya Sultan was unique in the history of the Delhi Sultanate. Do you think women leaders are accepted more readily today?
- Muhammad bin Tughlaq is known as the 'wisest fool' in the history of India. Justify giving any two of his experiments.





## 4. THE MUGHAL EMPIRE

### PRIOR KNOWLEDGE

- ⊙ The Mughal empire was an Islamic early modern empire.
- ⊙ The Mughal empire was founded by Babur.

### LEARNING OBJECTIVES

- ⊙ Who were the Mughals
- ⊙ Akbar (1556-1605 CE)
- ⊙ Mughal Succession
- ⊙ Mughal Administration
- ⊙ Mughal Relations with Other Rulers
- ⊙ Declines of the Mughals

### GET GOING

The Mughals, just like the rulers of the Sultanate before them, were not native Indians. They were of Persian or Turkish origin and yet they ruled India for some 300 years. Write your thoughts on it.

### WHO WERE THE MUGHALS?

The Mughals descended from two great lineages of rulers; maternally, they descended from the house of Mongol emperor Genghis Khan, and paternally from the Turco-mongol emperor Timur. Although they were known as **Mughals** because of their Mongolian descents they did not like being referred to as Mughals because the name of the Mongols has been marred by massacres and bloodshed. It was connected with Mongols and Genghis Khan who killed many people, the Mughals did not like being called that. But the Mughals were very proud of their Timurid ancestry, not least of all because their great ancestor had captured Delhi in 1398.



Genghis Khan

Timur



The first six Mughal rulers were the most popular and powerful ones :

- ❖ Babur (1526 CE-1530 CE)
- ❖ Humayun (1530 CE-1540 CE)
- ❖ Akbar (1556 CE-1605 CE)
- ❖ Jahangir (1605 CE-1627 CE)
- ❖ Shah Jahan (1628 CE-1657 CE)
- ❖ Aurangzeb (1658 CE-1707 CE)

## AKBAR (1556-1605 CE)

Muhammad Jalalu-din-Akbar was born in 1542 at Amarkot in Sind. At the time of the death of his father-Humayun, he was 14 years old and was crowned as the new Mughal emperor with Bairam Khan. In 1556 Akbar defeated Hemu at Panipat. Bairam Khan was sent on a pilgrimage to Mecca in 1560 and Akbar took the reins of the government in his own hands. Akbar conquered Gwalior, Ajmer and Jaunpur. Malwa was won in 1561, Chittor in 1568 and Ranthambor in 1569.

Akbar wanted to have friendly relations with Rajputs and in 1562 CE, he got married with Jodhabai, daughter of Raja Bihari Mal of Amber.

She was not forced to convert to Islam. Mewar never accepted the suzerainty of Akbar. Rana Pratap Singh was defeated in famous Haldi Ghati War by him.

After acquiring North India by 1595 CE, the Mughal forces were busy in Deccan and defeated Chand Bibi of Ahmed Nagar in 1601 CE. Akbar made three provinces in the Deccan, i.e., Berar, Ahmed Nagar and Khandesh.

Akbar was liberal and he respected all religions. He abolished Jazia tax and pilgrim tax.

### AKBAR : A CASE STUDY

Historians have described Akbar as the noblest king that ever ruled India. He was the head of the state, the supreme commander of the forces, and the chief executive, and possessed the supreme legislative authority. He personally decided cases and settled disputes. We get a glimpse of his daily routine in his biography *Akbarnama*, written by Abul Fazl.

#### Administration

The central government under Akbar was well-organised and consisted of four departments each under a minister. The ministers included : (1) Prime Minister, (2) Finance Minister, (3) Pay-master General and (4) Chief Sadr. He himself appointed all the ministers.

For **provincial administration** Akbar divided his empire into fifteen *Subas* (provinces). In each Suba, there was a governor styled as *Sipah-Salar*, a *Diwan*, a *Bakhshi*, a *Sadr*, a *Qazi*, a *Kotwal*, etc.

Each province or Suba was divided into a number of *Sarkars* (districts). The head of the district was *Faujdar*. Each *Sarkar* (district) was divided into a number of *Paraganas* or *Mahals*, which



Akbar

was the lowest administrative unit. There were four principal officers in every Paragana. The *Shiqdar*, the *Amil*, the *Faujdar* and the *Karkun* or *Qanungo*.

*Ain-i-Akbari* gives us a picture of the municipal administration during the reign of Akbar. The *Kotwal* was in charge of municipal and police work. He also controlled the market, slaughter houses and cemeteries. He enforced Akbar's social reforms.

For *village administration*, Akbar recognised the village panchayat as a legally established court of justice. Every village constituted a village community. The council was responsible for the village administration.

### Army Administration

During the early years of reign, Akbar's army mostly consisted of Mongols, Turks, Uzbeks, Persians and Afghans. In order to stamp out corruption and convert the army into a powerful disciplined force, Akbar introduced a unique feature in the army administrative system. It was called *Mansabdari system*. It was a refined form of the *Iqta* system. The term *Mansab* means a rank. Each officer or noble was given a mansab and was called a *mansabdar*. The mansabdar was not hereditary. The mansabdars were paid a fixed salary. They had to maintain an army according to their rank. There were 33 grades of mansabdars. The mansabdars were transferred from one place to another.

### Revenue Administration

For revenue administration, Akbar adopted the policy of Sher Shah with slight modifications. Todarmal overhauled the entire land revenue system. The revenue was fixed according to the quality of the land and the quantity of the produce. The state land was called *Khalisa*. All the cultivable land was classified into four divisions : (i) The *Polaj*, (ii) *Parauti*, (iii) *Chachar* and (iv) *Banjar*. The state charged one-third of the average produce in cash.

### Religious Policy

Akbar followed a liberal religious policy. His Hindu wives and their relatives exercised a great influence on him. His association with Hindu sages and Muslim sufis exercised great influence on Akbar in liberalizing his religious views.

In 1581, Akbar promulgated the *Din-i-Ilahi*, a new religion. His object was to establish a national religion which would be acceptable to both the Muslims and the Hindus. He incorporated the principles of all religions in the new religion. It was more a code of moral conduct than a religion. It had no priests or rituals to perform. It discouraged killing of animals for food. It also disapproved *Sati*.

However, *Din-i-Ilahi* failed to attract many followers. It perished with the death of Akbar. Yet, it served a very useful purpose bringing people of diverse faiths together and create tolerance among them.

### Policy towards the Hindus

Akbar initiated a new policy towards the Hindus. He abolished the much hated *Jazia* and the pilgrimage tax. He stopped the practice of conversion of the prisoners of war to Islam. He employed Hindus to high offices in administration and army.



## Akbar's Court

Akbar's court was a centre of learning and art. The court played a very important role in the propagation of education and culture. Akbar encouraged men of letters and arts to produce scientific and literary works on a variety of subjects including religion, philosophy, literature, biography, history, mathematics, astronomy, medicine, etc. Fine arts like architecture, music and painting were also encouraged.

There were **nine-gems** at Akbar's court including Raja Todarmal, Raja Birbal, Abdur-Rahim Khan-i-Khana, Tansen, Abul Fazl, Mulla-do-pyaza, Faizi, Man Singh and Bhagwan Das.

## How Akbarnama And Ain-i-akbari are Used to Reconstruct History

Abul Fazl wrote *Akbarnama* and *Ain-i-Akbari*. *Akbarnama* throws light on the history of the Mughal royal family from the times of Timur to that of Humayun in the volume I. Volume II and III are devoted to the history of Akbar's reign covering every aspects of the history of the time. *Ain-i-Akbari*, also in three volumes, is regarded as the most authentic treatise on Akbar's institutions. It deals with Akbar's regulations in all departments and on all subjects including administrative, social, religious, economic and revenue reforms.

### Thought Shot

21<sup>st</sup>  
CS

### Critical Thinking

Raja Birbal was famous for his intelligence and sharp wit and Akbar greatly enjoyed his company and friendship. Do you know the story of Birbal? What values can you take from him?

## MUGHAL SUCCESSION

The Mughal successors were incompetent rulers and pleasure seekers. They were mere puppets in the hands of their nobles. Nadir Shah's invasion in 1739 AD broke the power of the Mughals and led to the rise of the Marathas.

The Mughals did not follow the system of primogeniture (where the eldest son gets the throne). They followed the Mughal and Timurid custom of coparcenary inheritance, or a division of the inheritance amongst all the sons. But this system resulted in many conflicts and rebellions within the family.

## MUGHAL ADMINISTRATION

The Mughal administration combined in itself the Indian and Persian systems. The absolute authority of the king and the strength of the army were its two pillars.

The emperor was the Commander-in-Chief of the army. He directly appointed the officials. The *Wazir* (Prime Minister) looked after the department of finance. The *Sadr-us-Sadur* acted as the chief advisor to the emperor in religious matters and also as the incharge of the disbursement of imperial aid for various institutions. He also worked as the chief judge after the emperor. The *Mir Bakhshi* was the Paymaster General who also looked after military administration. The *Kharid-i-Saman* or *Mir-Saman* was the incharge of the Royal household. The *Qazi* was the head of the



judicial department. The *Kotwal* was the incharge of the police department who maintained law and order.

For provincial administration, Akbar divided his empire into fifteen *Subas* (provinces), each being under a *Subedar*, with full civil and military powers. The Subedar was assisted by a number of provincial Diwan, Bakhshi, Qazi, Kotwal and other officers.

Each *Suba* was further divided into *Sarkars* and *Paraganas*, and each paragona had a number of villages. The paragona was kept under the charge of a *Fauzdar*. Each village had a *Muqaddam*, a *Patwari* and a *Chowkidar*. The officials were carefully recruited and were paid in cash salaries. Sometimes, they were given 'jagirs' (land grants) for distinguished services.

## MUGHAL RELATIONS WITH OTHER RULERS

The Mughals treated other rulers as their vassals if those rulers submitted voluntarily to Mughal sovereignty. Those rulers were allowed to retain their royal privileges in their respective kingdoms but they had to pay tribute to the Mughal emperor. For example, the ruler of Jaipur acknowledged Mughal sovereignty and remained the king of Jaipur.

However, if some ruler resisted Mughal sovereignty, the emperors sought to ruthlessly crush them in battles. This was what happened in the case of the rulers of Mewar like Rana Pratap.

### Agrarian Relations

The main source of income of the Mughal Empire was tax on farm produce, and peasants paid taxes to headman or local chieftains. The Mughals called all middle-men Zamindars (landlords) and assigned to them the tasks of collecting taxes. Akbar's revenue minister Todar Mal carried out a survey of crop yields, prices and areas cultivate for a 10 year period, and then fixed taxes on each crop. Each province was divided into revenue circles with its own rates of revenue for each crop and this revenue system was known as *Zabt*. And it was prevalent in areas where Mughals could survey the land and keep the regular accounts. The Mughal administrators exploited the peasants and this started revolts which picked up speed later, in the end of the 17th century.

## DECLINES OF THE MUGHALS

Mansabdars gained a lot of power and became highly corrupt under the rule of the later Mughal kings. The Mughals and their mansabdars spent a lot on salaries and goods which benefited the artisans and peasantry, but the large scale of revenue collection left very little for the artisans and peasantry in terms of savings.

As the Mughal power declined, their servants slowly emerged as centres of power and money. They created new provinces such as Hyderabad and Awadh, but in theory they still considered the king in Delhi as their master and emperor.



# MIND MAP

How Akbarnama and Ain-i-Akbari are used to reconstruct history



## EXERCISE



Tick (✓) the correct option.

(MCQs)

1. Akbar conquered :  
(a) Gwalior  (b) Ajmer  (c) Jaunpur  (d) All of these
2. Who wrote Ain-i-Akbari?  
(a) Akbar  (b) Rahim   
(c) Abul Fazal  (d) Begum Nusrat
3. Which Mughal emperor abolished Jazia and Pilgrim tax?  
(a) Humayun  (b) Akbar  (c) Jahangir  (d) Shah Jahan
4. Which Mughal emperor gave trading rights to the Portuguese and English merchants?  
(a) Akbar  (b) Jahangir  (c) Shah Jahan  (d) Aurang zeb



II. Fill the gaps.

1. Akbar was born in ..... at .....
2. The mansabars were paid a fixed .....
3. The Mughals did not follow the system of .....
4. Each suba was further divided into ..... and .....

III. Match the following.

Son

1. Humayun
2. Akbar
3. Jahangir
4. Khurram

Father

- (a) Babur
- (b) Humayun
- (c) Akbar
- (d) Jahangir

IV. Answer the following questions briefly.

1. Who was Bairam khan? How did he help Akbar?
2. How did Akbar expand the Mughal Empire? Describe his major conquests.
3. Who wrote *Akbarnama*? What does it contain?

V. Answer the following questions in detail.

1. Why did the Mughals emphasise their Timurid and not their mongol descent?
2. Discuss the Army administration of Akbar.
3. Why is Akbar called 'The Great'?
5. Discuss Mughal relations with other rulers.

 **Skills Enrichment Zone**

**ROLE PLAY** 

**EL** **Experiential Learning**

- I. Have a role play in the class with one student playing the role of Akbar and the rest as his courtiers and noblemen. You can enact a court scene with one of the students playing the role of a common man addressing the king regarding the pilgrim tax.

**PROJECT** 

**CS** **Creativity** 

- II. Collect the pictures related to the Mughals (Rulers, architectural marvels, etc.) and make a scrap book with the title "Achievements of the Mughals".

**Out of the Box!** 

**CS** **Critical Thinking** 

- Like the Mughal Empire, India today is also made up of many social and cultural units. Does this pose a challenge to national integration?
- Peasants were vital for the economy of the Mughal Empire. Do you think that they are as important today? Has the gap in the income between the rich and the poor in India changed a great deal from the period of the Mughals?

## 5. SOCIAL CHANGES IN TRIBAL COMMUNITIES

### PRIOR KNOWLEDGE

- ⊙ There are many tribal societies in India.
- ⊙ Most of the tribes live in forest area.

### LEARNING OBJECTIVES

- ⊙ Tribes, Nomads and Itinerant Group
- ⊙ An Idea of Long-term Social Change (changes in caste structure)
- ⊙ Tribes in Medieval Period
- ⊙ How Anthropological Studies are used to write History

### GET GOING

Suppose you visit some place as a member of a nomadic tribe which keeps moving from one place to another throughout the year. During your brief stay at that place, you meet people from a settled community of farmers and develop friendly relations with some of them. Write a letter to one of those friends describing why you like or dislike the nomadic life.

Over different periods of time, various political, economic and social changes occurred in different parts of the Indian subcontinent as the societies evolved differently in different places. Firstly the society was divided into four *varnas* (term for four ranks of Brahmins, Kshatriyas, Vaishyas and Shudras into which the traditional Hindu society was divided from the time of Rigveda). But after sometime this class system became caste system in the society. However, there were some societies that remained unchanged for thousands of years. These were called the **tribal societies**. Many of them still exist in India.

### TRIBES, NOMADS AND ITINERANT GROUP

A **tribe** can be defined as a community living in hilly forest or well demarcated areas, having its own culture, religion, language and strong ethnic identity. A tribe is viewed, historically or developmentally as a social group existing before the development of states.

Indian tribes are classified in a number of ways. On the basis of manner in which they make a living, there are four types of tribes in India :

India has 645 tribal communities, distributed in 660 districts in varying proportions. Madhya Pradesh ranks first in terms of total Scheduled Tribes population and is followed by Maharashtra, Odisha, Rajasthan, Jharkhand, Chhattisgarh, and Andhra Pradesh.

1. Hunters, fishers and food-gatherers, e.g. the Onge and the Jarawa of Andamans.
2. Shifting cultivators, e.g. tribes of Nagaland, Assam, Arunachal Pradesh.
3. Peasants, artisans and castes, e.g. Gonds of MP, Santhals and Oraons of Jharkhand.
4. Nomadic groups.

Nomads are wandering people. Many of them are pastoralists who roam from one pasture to another with their flocks and herds.

Similarly **itinerant groups**, such as craftspersons, pedlars and entertainers travel from place to place practising their different occupation.

Nomadic or itinerant artisans include the Birhors of Jharkhand, the Pentias of Odisha, the Gadia Lohars of Rajasthan, the Gaddis of Himachal Pradesh and the Rabaris of Gujarat.

### Thought Shot



Do you think there are some similarities between the nomadic tribals and the early hunter-gatherers? Write your views.



## AN IDEA OF LONG-TERM SOCIAL CHANGE

### (Changes In Caste Structure)

Tribal societies have undergone transformation due to their contact with the neighbouring communities.

Society undergoes continuous changes. Social change involves long term changes either in social structure of cultural characteristics or in both.

### New Castes And Hierarchies

Due to various economic and social developments the demand for people with new skills increased. Smaller castes or *Jatis*, emerged within *varnas*. For example new castes appeared amongst the Brahmanas. On the other hand, many tribes and social groups were taken into caste based society and given the status of *jatis*. Specialised artisans, like smiths, carpenters and masons, were also recognised as separate *jatis* by the Brahmanas. *Jatis*, rather than *varna*, became the basis for organisation of the societies.

Among the Kshatriyas, new Rajput clans became powerful by the eleventh and twelfth centuries. They belonged to different lineages, such as Hunas, Chandelas, Chalukyas and others. Some of these, too, had been tribes earlier. Many of these clans came to be regarded as Rajputs. They gradually replaced the older rulers, especially in agricultural areas. A new and developed society emerged that had many powerful states.

The rise of Rajput clans to the position of rulers set an example for the tribal to follow. Gradually, with the support of the Brahmanas, many tribes became part of the caste system. But only the leading tribal families could join the ruling class. A large majority joined the lower *jatis* of caste society. On the other hand, many dominant tribes of Punjab, Sind and the North-West Frontier

had adopted Islam quite early. They continued to reject the caste system. The unequal social order, prescribed by orthodox Hinduism, was not widely accepted in these areas.

### Try It!

10  
MINUTE  
ACTIVITIES



HD

Coordination & Cooperation with others

Tuka is a new student who has been enrolled in Raghav's class. He has come from a tribal society and though he has lived in the settled community all his life, he feels a little shy in mixing with other students. What should Raghav and other students do to make Tuka more comfortable among them?

## TRIBES IN THE MEDIEVAL PERIOD

The tribal people were engaged in the occupations like agriculture, herding and hunting gathering. They were dependent on natural resources available in their surroundings. Some tribes led a nomadic lifestyle and moved here and there while few settled in an area. Those tribes who were moving place to place took other professions too.

Some tribal communities were small in size while some were very large and powerful, such as Baluchi tribe in north west, Khokhars in Punjab, Gorakhas in Chaubisi rajya (presently western Nepal), Afghans in the north-west, Langahs and Arghuns in Multan, Nagas and Khasis in north-east. Afghans controlled important trade routes via Kandahar and Multan. The Mundas and the Santhals were important tribal groups in eastern India. Kolis lived in the Deccan, Karnataka and parts of Gujarat. Koragas, Vetars and Maravars were major tribes in the south.

Many communities who were dependent on forests were gradually forced to give up their old livelihood and became farmers. The enlarged population of the settled communities required various services more regularly, which gave rise to convert tribals into artisans and peddlers. Thus, gradually more number of tribal communities became part of the settled communities. They had special knowledge of various skills and trades.



Afghani woman



The Bnei Menashe tribe consisting of the Mizo, Kuki, and chin peoples, found in manipur and Mizoram, are descendants of the test tribes of Israel

Nomadic tribes moved place to place with their animals. When the supply of food for their animals exhausted in an area, they moved to the other one. They exchanged milk, honey, wool, ghee, etc., with the settled agriculturists for grain and various other items. Banjaras were one type of nomadic traders, who travelled with their families in big groups. They transported grains from villages to towns through their carts, horses and cattle. Their Caravan was called 'Tanda'. They supplied food grains to the Mughal army too.

There were powerful tribes who established independent kingdoms. We will discuss such two tribes—the Gonds and the Ahoms.



## The Gonds

The Gonds were the best known tribal community in Central India including parts of Madhya Pradesh, Chhattisgarh, Maharashtra, Andhra Pradesh and Odisha. The region was termed as 'Gondwana' or the 'Country inhabited by Gonds'. They practised shift cultivation. Many new small clans were formed from a large Gond tribe. Each clan had its own raja or rai. A few large Gond kingdoms were beginning to dominate the smaller Gond Chiefs at the time of declining of Delhi Sultanate. The biggest Gond kingdom 'Garh Katinga' was divided into 'garhs' whereas each 'Garh' was controlled by a particular Gond clan. This was further divided into units of 84 villages called 'Chaurasi' while 12 villages made one 'barhot'.



Gonds tribe

The emergence of large states changed the nature of the Gond society and they were divided gradually into unequal social classes. Powerful rulers like Aman Das gave away lands to Brahmins who declared that Aman Das and his forefathers were Rajputs. Son of Aman Das was Dalpat who got married Durgawati, Chandella Rajput princess from Mahoba. Thus, the Chandel and Rajgond dynasties were allied. After the death of her husband in 1550 CE, Durgawati took the reins of the Gond kingdom.

Durgawati's son was 5 years old only at the time of starting the ruling by Rani Durgawati. In 1565, the Mughal forces attacked Garh Katinga. She fought but defeated. She preferred to die rather than to surrender.

There were more than 70,000 villages in Garh Katinga as per Akbarnama. Garha Katinga was a rich state, and it earned much wealth by selling wild animals to other states, Mughals got a huge booty of precious coins and elephants after defeating Durgawati. Despite the defeat, Garha Katinga survived for sometime and later on was defeated by Bundelas and Marathas.



Rani Durgawati

### Thought Shot

Does the story of Rani Durgawati remind you of another Indian queen who is renowned for her bravery? Find out who she is.

## The Ahoms

The Ahoms were a powerful tribe who were migrated from present-day Myanmar to the Brahmaputra valley. They created a new state by suppressing the older political system of the 'Bhuiyans' (landlords). They ruled a kingdom in the present-day Assam for about 600 years (1228-1826 CE).

The first Ahom ruler Sukaphaa established his capital at Charaideo near the present-day Shibsagar. In the sixteenth century, several other tribes came under their control. The Ahoms

faced many invasions from the south-west. They had learnt to use cannons and gun powder. In 1662, the Mughals under Mir Jumla attacked the Ahom kingdom and defeated the Ahoms. But the direct Mughal control over the region could not last long. The Ahom state depended on forced labour. The forced labourers were called 'Paiks'. Each village had to send a specific number of paiks. Almost all adult males served in the army during war and were busy in public works at the time of peace. Ahoms introduced new methods of rice cultivation.



The Ahoms

Ahom society was divided into clans or khels. A khel controlled several villages. The peasant was given land by his village community. Initially, the Ahoms worshipped their own tribal gods, later on the influence of Brahmins increased. In the reign of Sib Singh (1714-1744), Hinduism became the predominant religion.

Ahom society encouraged the poets and scholars. Important works of Sanskrit were translated into the local language.

Ahom historical works known as 'Buranjis' were also

written first in the Ahom language and then, in Assamese. The Ahom kingdom lost its glory by the eighteenth century.

### Other Major Tribes

Apart from the Ahoms and Gonds, there were several other tribes that were powerful in different areas of the Indian subcontinent. The Khakhar tribe of Punjab was very powerful during the thirteenth and fourteenth centuries. Similarly, the Langahs and Arghuns had been very powerful in several areas in Multan and Sindh. The north-east was under the control of the tribes like the Nagas, Khasis, and many others.

The Afghans in the north-west were among the most notable tribal groups. They controlled important trade routes via Kandahar and Multan. In many areas of present-day Bihar and Jharkhand, Chero chiefdoms became powerful. The Mundas and the Santhals were two other important tribal groups in eastern India.

Kolis were another important tribe. They lived in the Deccan, Karnataka, and parts of Gujarat. Koragas, Vetsars, and Maravars were some major tribes in the South.

## HOW ANTHROPOLOGICAL STUDIES ARE USED TO WRITE HISTORY

The study of tribal life is a part of anthropology. Anthropology is a branch of science which deals with the study of humankind, tracing the evolution in their lifestyle and culture. All the information about tribal communities is collected by scholars of anthropology (anthropologists). It is their written work which is used by historians as sources for tribal societies.



Birsa Munda, a freedom fighter in the Indian Independence struggle, belonged to the Munda tribe that is primarily found in Jharkhand.



# MIND MAP



## EXERCISE



Tick (✓) the correct option.

(MCQs)

- Who prescribed the rules of the 'Varna' system?  
(a) The Brahmins  (b) The Kshatriyas  (c) The Vaishyas  (d) The Shudras
- Under the system of 'Varna', people had to follow the rules prescribed by the Brahmins. But there were some people who did not follow those social rules and rituals and were divided into numerous unequal classes. What were they known as?  
(a) Refugees  (b) The Rajputs  (c) Tribes  (d) Soldiers
- The Gonds lived in parts of  
(a) Odisha  (b) Madhya Pradesh  (c) Andhra Pradesh  (d) All these areas
- The tribal people who lived in Punjab during the Medieval Period were:  
(a) Kolis  (b) Khokhars  (c) Ahoms  (d) Nagar
- What was the caravan of the Banjaras called?  
(a) Tanna  (b) Tanda  (c) Channa  (d) Ganna

ii. Fill the gaps.

- The new castes emerging within *Varnas* were called .....
- ..... were historical works written by the Ahoms.
- The ..... mentions that Garh katinga had 70,000 villages.
- The ..... lived in parts of MP, Chattisgarh, Maharashtra, Andhra Pradesh and Odisha.
- 'Chaurasi' was a group of ..... villages.

6. .... tribe of Punjab was very powerful during the 13th and 14th centuries.
7. .... tribe lived in the Deccan, Karnataka, and parts of Gujarat.

III. Write 'T' for true and 'F' for false statements.

1. During the rajput period, the Brahmins received freeland grants.
2. The Rajput women could choose their husband in Swayamvara.
3. In South India, the custom of Devadasi was prevalent.
4. The Kayasthas were originally Rajputs.
5. Bhils are the largest tribe of India.

IV. Answer the following questions briefly.

1. What do you understand by tribal societies?
2. How was the Gond kingdom administered?
3. Give an account of Rani Durgawati.
4. Mention three of the Indian Tribes and regions where they lived.
5. What changes took place in Varna based society?

V. Answer the following questions in detail.

1. Describe the important features of tribal societies. How are they different from settled or non-settled societies?
2. Why was Akbar keen to defeat Rani Durgawati?
3. How was the administration of the Ahom state organised?
4. What changes took place in Varna-based society?
5. Write about any four politically important tribes that enriched the course of Indian history.

## Skills Enrichment Zone

### MAP WORK

- I. Plot the location of the tribes mentioned in this chapter on a map. For any two, discuss whether their mode of livelihood was suited to the geography and the environment of the area where they lived.

### SEARCH WORK

- II. Find out about present day government policies towards tribal populations and organise a discussion about these.

### PROJECT

- III. Prepare a write up in 150-200 words on how the clearing of forests might have affected the lives of tribal people. Discuss in class.

## Out of the Box!


- Were the Banjaras important for the economy?
- Why is it that Gonds' way of worship, songs and dances show a strong connection with nature?
- Why do you think Rani Durgawati declined Akbar's offer to become a vassal to the Mughal empire?

 Information

 Technology (Digital Resources)



 Communication

 Critical Thinking

## 6.

# POPULAR BELIEFS AND RELIGIOUS DEBATES



### PRIOR KNOWLEDGE

- ⊙ The Upanishads are the most important vedic texts as far as the later Hindu tradition is concerned.
- ⊙ Jainism and Buddhism were also two other religions.

### LEARNING OBJECTIVES

- ⊙ The Bhakti Movement
- ⊙ The Sufi movement
- ⊙ Sikhism
- ⊙ Other Cults
- ⊙ Pilgrimages

### GET GOING

Imagine that you are the disciple of a saint from the fourteenth century. You spend most of your time in the company of the saint and observe his life very closely. Based on that, write down a brief account describing the activities of the saint covering the period of one week.

During the early medieval period Hinduism and Islam were the dominant religions in India. Shaivism and Vaishnavism were the two main sects of Hinduism. In addition to these, the worship of Shakti in the form of Kali, Durga, Jagdamba, etc. was widely prevalent. Buddhism declined in the north, but it remained popular in eastern India. Jainism became popular among the trading class. The Lingayat founded by Basava of Karnataka was the most popular sect in the Chola kingdom. Bhakti movement was also started by the Nayanar and Alvar saints in south India. In the early sixteenth century, Sikhism was founded by Guru Nanak. The Hindu religion was ridden with several evils. There was domination of the priests and meaningless rituals and ceremonies. The Hindu society was ridden with rigid and complex caste system. In the Muslim society *purdah* system was prevalent, while *Sati* and *Jauhar* were prevalent among the Hindus.

## THE BHAKTI MOVEMENT

According to ancient Hindu thought, salvation or freedom from the bondage of birth and death is the ultimate end of human life; and it can be attained by three means : *Jnana* (knowledge), *Karma* (action), and *Bhakti* (devotion). During the Sultanate period a series of Hindu religious thinkers and reformers set on foot a movement for religious reform which emphasized devotion, which came to be known as **Bhakti movement**. This movement was not altogether new. This movement received impetus from the presence of iconoclastic Muslim preachers who vehemently criticised the Hindu religion and thought.

The history of the bhakti movement goes back to the time of the great reformer **Shankaracharya** who successfully combatted Buddhism and gave Hinduism a common solid philosophical background. He established a logical monistic system and laid emphasis on jnana as a means of attaining salvation. However, this failed to evoke hearty response from the common people. Anxious to attract the common people, our religious thinkers of the medieval age laid stress on **bhakti** which means personal devotion without performing any rituals. The people as well as the leaders of the movement sought salvation without other worldliness.

According to the Bhakti-cult, God may have a form (*Saguna*), or may be formless (*Nirguna*). Followers of *Saguna* Bhakti worship many gods while those of *Nirguna* Bhakti do not believe in the worship of any god. They believe that God is omnipresent and resides within the heart of man. However, both *Saguna* and the *Nirguna* believe in the Upanishadic philosophy of *advaita* (non-duality of God). The Bhakti saints laid great emphasis on securing true knowledge from a Guru for devotion and attaining salvation (salvation).

### Thought Shot

IE Indian Education

Shivansh went on a trip and when he returned he told his friends about the famous Bhakti movement temples built by the Pandaya and the Chola kings that he visited. Which place did he visit for the trip?

## Nayanars and Alvars

The history of Bhakti movement dates back to the Alvars and the Nayanars of south India. It was started in the Tamil region by twelve Vaishnavite saints (Alvars) and sixty-three Shaivite saints (Nayanars). Later, it spread to other regions in south India. It became popular in north India around fifteenth century.

The basic principle of the Bhakti movement was the loving relationship between the devotee and a personal god. Most of the Bhakti saints were non-Brahmins. They discarded rituals and sacrificial modes of worship. They emphasized the purity of heart and mind, and kindness and love to all. They also discarded discrimination in society based on caste and creed. They preached in popular language. All these factors made Bhakti a mass movement.

## Bhakti Saints

Various saints popularized Bhakti movement in different parts of India. **Ramanuja** (1017-1137AD) was the first saint of the Bhakti movement. He lived and preached in South India.

**Ramananda** was a disciple of Ramanuja who spread the message of Ramanuja in north India. **Ravidas** (Raidas) and **Kabir** were his main disciples who belonged to the so called lower castes. Ramananda laid stress on justice, unity and equality in society.

**Kabir** was a weaver by profession. He lived in Varanasi (Uttar Pradesh). He was a Nirguna Bhakti saint. He criticized both the Hindus and the Muslims equally.



Saint Ravidas



for their meaningless rituals. He rejected the Vedas and Quran and the supremacy of the Brahmins and the Mullahs. He was opposed to the caste system and idol worship. He emphasized the path of love, devotion and Bhakti through his *dohas*, which had a great appeal for the common man. Ravidas, another *Nirguna* Bhakti saint was a cobbler by profession. **Guru Nanak** was also a *Nirguna* Bhakti saint.

Among the *Saguna* Bhakti saints, Chaitanya, Vallabhacharya, Mirabai, Surdas and Tulsidas may be mentioned.

**Chaitanya** (1485-1534 AD) was the greatest Bhakti saint in Bengal. He was a devotee of Krishna.

**Vallabhacharya**, a Telugu Brahmin, was also a devotee of Krishna.

**Mirabai** was the princess of Merta, and married to Rana Sanga's son Bhojaraja of Chittor. She was a devotee of Krishna from her childhood. She composed many devotional songs in praise of Krishna.



Mirabai



Surdas

**Surdas** (1479-1584 AD) was a devotee of Krishna. He wrote *Sursagar*. His poetry is saturated with love and devotion to Krishna.



Tulsi Das wrote *Hanuman Chalisa* when he was imprisoned by Akbar.



Tulsidas

**Tulsidas** (1532-1623 AD) was a devotee of Rama. He wrote *Ramacharitamanas*.

**Shankardev** was a religious reformer of Assam. He was a devotee of Krishna, an incarnation of Vishnu.

**Narsi Mehta** wrote songs in Gujarati depicting the divine love of Radha and Krishna.

In Maharashtra, **Sant Gyaneshwar** began the Bhakti movement. He wrote *Gyaneshwari*, a commentary on Bhagwat Gita in Marathi. **Namdev**, **Tukaram** and **Ramadas** were other prominent Bhakti saints of Maharashtra. **Guru Ramadas** had a profound influence on Shivaji.

## Teachings of the Bhakti Saints

All the Bhakti saints shared the same ideas.

- ❖ Through selfless love and devotion, one can come close to God. Purity of heart and mind was important to achieve this. Closeness to God, however, was not possible through any outward show of worship.
- ❖ All human beings are equal. God did not create castes nor did he create religions.
- ❖ Helping fellow human beings by sharing their woes is the true form of bhakti.

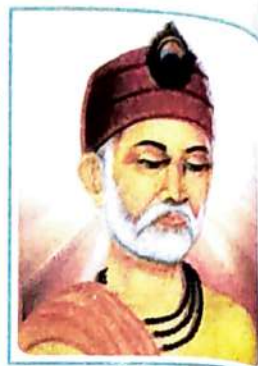
Knowledge is essential to bhakti. This knowledge could be attained through a guru.

Bhakti could be expressed through devotional music, such as *bhajan*, *Kirtan* and *abhang*. Jayadeva composed such songs in *Gita Govinda*.

The belief that social privileges came from birth in a 'noble' family or a 'dominant' caste was the subject of many texts. Many people were uneasy with such ideas and turned towards the new faiths—Buddhism and Jainism, which propagated the idea that it was possible to overcome social differences and break the cycle of rebirth through personal efforts. Others felt attracted to the idea of a Supreme God.

### KABIR : A Case Study

Kabir (1440-1518 AD) was a notable exponent of the Bhakti-cult. He made the most earnest efforts to foster a spirit of harmony between Hinduism and Islam. Kabir's early life is shrouded in mystery. He is said to have been born of a Brahmin widow of Banaras who left him near a tank from where he was picked up by a muslim weaver. Scholars differ about his date of birth. It seems almost certain that he flourished towards the close of the fifteenth century. From his early life he was a boy of meditative turn of mind and thoroughly religious, though in an unconventional sense. He is said to have become a disciple of Ramananda.



Kabirdas

Kabir did not believe in the efficacy of ritual, or external formalities, either of Hinduism or Islam; for him the true means of salvation was *Bhajan* or devotional worship, together with the freedom of the soul from all sham, insincerity, hypocrisy and cruelty.

#### Try It!

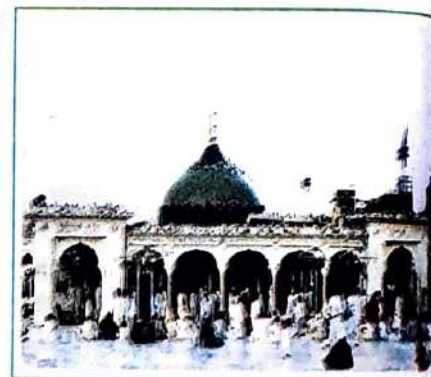
2<sup>nd</sup> CS

Life Skills & Values

Do you think that the teachings of Kabir are very relevant in today times also? You may agree or disagree. Give reasons. Also tell that which values you can take from his life.

### THE SUFI MOVEMENT

The word *Sufi* is derived from the Arabic word *safa* which means pure. Muslim saints who advocated a life of purity and renunciation came to be known as *Sufi*. According to Sufism, God is the unity behind all plurality and the reality. The **Sufi Movement** originated in Persia (modern Iran). Since the 8th century, many Sufi saints began to migrate to India and settled in different parts of the country.



Data Ganj Bakhsh

The doctrine was propounded by *Shaikh Mohiuddin Abdul Arabi* (1165-1240 AD). It became the acknowledged belief of all the

Sufis in India who were successful in converting a large number of low caste Hindus to Islam. They laid the foundation of the Urdu language that became a medium of intercourse between them and the



Indian people. They looked like Indian Sadhus in some of their practices and behaviour. **Data Ganj Bukhsh** is considered as the founder of Sufi cult in India.

### Sufi Silsilahs (Orders)

Sufis were organized into various *silsilahs* (religious orders). Their doctrines were not common. These Sufi orders were named after the founder of the particular order. In India *Chishti*, *Suhrawardi* and *Naqshbandi* were the three oldest Sufi orders. Each Sufi order had a *khangah* (hermitage).

According to **Abul Fazl**, there were fourteen Sufi orders in India during the fifteenth century.

- (1) **Chishti Order** : It was founded by **Khwaja Abdul Chishti** in Herat. It was brought to India by **Khwaja Muinuddin Chishti** (1141-1236 AD), who came to India with Mahmud of Ghazni in 1161 AD. He settled at Ajmer. The Chishti order was very popular in India. Both Hindus and Muslims became their followers. **Baba Farid**, **Bakhtiar Kaki**, **Nizamuddin Auliya** and **Shaikh Salim Chishti** were great Sufis of this order. Akbar was devotee of *Shaikh Salim Chishti*. He built Shaikh Salim Chishti's tomb at Fatehpur Sikri. Ajmer and Delhi are big centres of the Chishti order in India.
- (2) **Suhrawardi Order** : It was founded by **Shaikh Shihabuddin Suhrawardi** (1145-1234 AD). In India, this order was founded by **Shaikh Bahauddin Zakaria Suhrawardi** (1182-1263 AD), a disciple of Shaikh Shihabuddin. This order was popular in Sind and Multan (now in Pakistan). Shaikh Bahauddin did not believe in modesty and asceticism. He led a luxurious life and followed the rules of Islam. He took keen interest in politics and mixed with elite and influential people only. He accepted lands and gifts from the Sultans. *Firdausi* and *Shattari* orders were off-shoots of the Suhrawardi order and active in Bengal.
- (3) **Naqshbandi Order** : It was founded by **Khwaza Baqi Bittah** in the sixteenth century. Shaikh Ahmad Sirhindi was a famous Sufi of this order.

### Teachings of Sufism

The Sufis did not believe in feasts, fasts and rituals. They emphasized love and devotion to reach God. They preached that God is one and Almighty. All men are his children. To love God is to love mankind. Prayers, fasts and rituals are not so important as the true love of God. Devotional music is one way of coming close to God. People should follow the teachings of a Pir, who is like a Guru of the Hindus. Caste or creed is no barrier. There is no need of conversion.

The Sufis were able to spread Muslim culture in India. Their concept of equality and brotherhood attracted the lower classes of Hindus.

### Thought Shot

21  
CS

Critical Thinking



The sufies began migrating to India from ninth century onwards. They settled in various parts of the country. Had sufis not come to India with the Turks, what would have been the impact on the life of people?

### SIKHISM

Sikhism is based on the teachings of ten Gurus of the Sikhs including **Guru Nanak Dev**. He was born at Talwandi (in Pakistan) in 1469 AD. Even as a child,

Nanak had a contemplative mind. He took little interest in worldly affairs. He remained happy in the company of sufis and sadhus. On the day of Kartik Purnima in 1496 AD, Nanak experienced a spiritual regeneration. He travelled throughout India and spread his message and teachings. He also went to Mecca, Medina, Baghdad and Sri Lanka. His teachings are contained in *Adi Grantha*, the holy book of the Sikhs. Nanak believed that God has no form, He is *Nirankara*; call him Ram, Rahim, Rab, Hari, Govind or whatsoever. He preached through his *kirtans*.



Guru Nanak Dev

### Main Teachings of Guru Nanak

- ❖ God is one. He is the Creator of the universe.
- ❖ God is truth.
- ❖ Class distinctions are useless because they divide human beings.
- ❖ Nanak believed in good actions and true devotion.
- ❖ He insisted that his followers should organised *langar* (community kitchen to bring different castes together).
- ❖ He denounced useless rituals of Hindus and Muslims.
- ❖ He did not believe in renouncing the world.

Nanak also started free community kitchens, called *Guru ka Langar*. He established *sangats* and *pangats* at several places. These served as association for his disciples to meet regularly. Twenty days before his death in 1539 AD at Kartarpur, he had a big congregation of his followers and established the seat of Guru. He chose Angad as his successor who became the second Sikh Guru.

### The Ten Sikh Gurus

(i) Guru Nanak, (ii) Guru Angad (1539-52 AD), (iii) Guru Amardas (1552-74 AD), (iv) Guru Ramadas (1574-81 AD), (v) Guru Arjan Dev (1581-1606 AD), (vi) Guru Har Gobind (1606-44 AD), (vii) Guru Har Rai (1644-61 AD), (viii) Guru Har Krishan (1661-64 AD), (ix) Guru Tegh Bahadur (1664-75 AD), (x) Guru Gobind Singh (1675-1708 AD).

Guru Angad collected the hymns of Guru Nanak and organized them in Gurumukhi script. Guru Arjan Dev constructed the *Har Mandir Sahib* in the centre of the Amritsar tank. He advocated worldly life and made offerings (*daswandh*) compulsory. Guru Har Gobind organized the Sikhs into a military community and constructed the *Akal Takht*. Guru Har Rai and Guru Har Krishan followed the policy of pacifism and consolidated Sikhism. Guru Tegh Bahadur spent his whole life fighting against injustice and oppression during the Mughal rule. His martyrdom changed the history of the Sikhs and of Punjab. Guru Gobind Singh, the son of Guru Tegh Bahadur, and the last Guru, created a new order of Sikhs, the *Khalsa*.



The *Adi Grantha* contains nearly 6000 hymns composed by the first five Gurus-Guru-Nanak (974), Angad (62), Amardas (907), Ramadas (679), and Arjun (2218). Govind Singh incorporated 115 hymns written by his father Tegh Bahadur. It is written in Punjabi language and Gurumukhi script. It includes the teachings of the Gurus and devotional hymns by them, other devotees, and the poet saint Kabir.



Guru Gobind Singh was born at Patna in 1666 AD. He was brought up and trained like a prince. He was nominated as the next Guru during the lifetime of Guru Tegh Bahadur. He made Anandpur his headquarters and decided to create national awakening in Punjab. In 1699 AD, he called a meeting at Anandpur and established the *Khalsa Panth*. He called upon people to come forward for the cause of dharma. In the assembly, five men came out and pledged their life to the Guru for the cause of dharma. The Guru baptised them with Amrit. They came to be known as *Panj Pyaras*.



The importance of the sacred scripture (al kitab) in Islamic is also recognized in Sikhism by the elevation of the Granth to the status a religious preceptor and its treatment as an exalted personality in its own right (Guru Granth Sahib).

For the guidance of his followers, the Guru prescribed a special set of rules of conduct. The five symbols of Sikhism are *Kesh* (long hair), *Kangha* (a comb), *Kachchha* (a pair of shorts), *Kara* (iron bracelet) and *Kirpan* (sword). The writings of Guru Gobind Singh were collected as the *Dasam Granth*.

After Guru Gobind Singh, the temporal seat of the Guru ended. The leadership of the community was vested in the *Khalsa Panth* and the Granth Sahib, Gurudwara; Sangat and Pangat became the prominent Sikh institutions.

## OTHER CULTS

Many other religious groups also existed in the same period. The Nathpanthis, Siddhas and Yogis were a few among them. They asked their followers to **renounce** the world and taught training of the mind and body through intense meditation and breathing exercises. These **cults**, however, did not attract many followers.

## PILGRIMAGES

A sacred journey to a holy place is called as pilgrimage. The holy places are usually the birth places or tombs of saints, temples, mosques, or places of other religious significance.

As the Bhakti and Sufi movements spread around the country, the relevance of pilgrimages also emerged. People began to take such journeys during specific time of the year.

During pilgrimages, different sections of society would come closer, as kings, nobles and common people, all shared just one thought, that is, pure devotion.

Some important pilgrimage places in India are Mathura, Prayagraj, Hardiwar, Nashik, Thanjavur, Varansasi and Madural for Hindus. Ajmer, Nizamuddin and Burhanpur for Muslims.

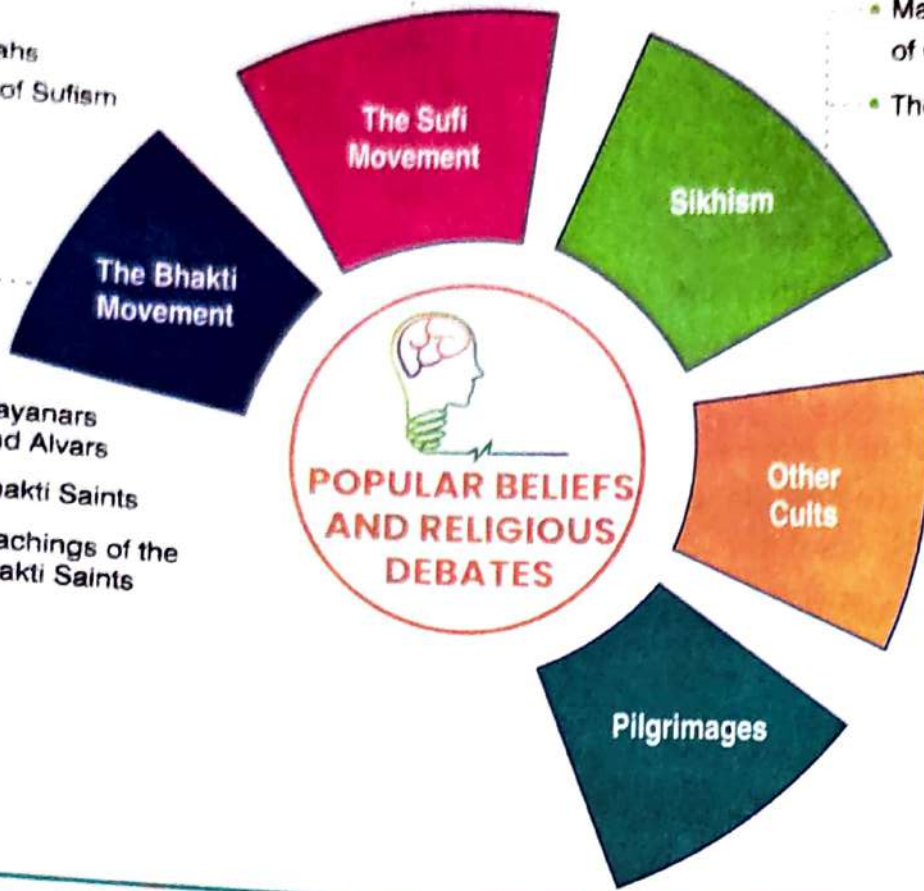
The new religious ideas developed in India during meieval period and the biggest message spread by them is equality. They manages, to an extent, to bring unity among the people of different religions.



# MIND MAP

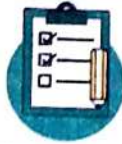
- Sufi Silsilahs
- Teaching of Sufism

- Main teachings of Guru Nanak
- The Ten Sikh Gurus



- Nayanars and Alvars
- Bhakti Saints
- Teachings of the Bhakti Saints

## EXERCISE



### I. Tick (✓) the correct option.

- Har Mandir Sahib was established by :
 

(a) Guru Nanak	<input type="checkbox"/>	(b) Guru Angad	<input type="checkbox"/>	(c) Guru Arjan Dev	<input type="checkbox"/>	(d) Guru Har Krishan	<input type="checkbox"/>
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- Akal Takht was constructed by :
 

(a) Guru Angad	<input type="checkbox"/>	(b) Guru Gobind Singh	<input type="checkbox"/>
(c) Guru Tegh Bahadur	<input type="checkbox"/>	(d) Guru Har Gobind	<input type="checkbox"/>
- The disciple of Ramanuja in the north was :
 

(a) Kabir	<input type="checkbox"/>	(b) Ravidas	<input type="checkbox"/>	(c) Tulsidas	<input type="checkbox"/>	(d) Ramananda	<input type="checkbox"/>
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(MCQs)

### Fill the gaps.

- Khalsa Panth was established by .....
- Kabir believed in the ..... form of Bhakti.
- Gyaneshwar was a Bhakti saint of .....



- Nizamuddin Auliya was a Sufi saint of the ..... order.
- Many other ..... groups also existed in medieval period.

iii. Write 'T' for true and 'F' for false statements.

- Most of the Bhakti saints were Brahmins.
- Firdausi and Shattari orders were off-shoots of the Suhrawardi order.
- Guru Nanak's teachings are contained in Adi Granth.
- The headquarters of Guru Gobind Singh was at Patna.

iv. Answer the following questions briefly.

- What do you understand by 'Bhakti' ?
- Who popularised the Bhakti movement in north India ?
- Which two orders of Sufism were popular in India ?
- Who organised the hymns of Guru Nanak into Gurumukhi ?
- What do you mean by pilgrimages?

v. Answer the following questions in detail.

- What did Kabir preach ?
- Describe the contribution of Guru Govind Singh for Sikhism.
- What is Sufism ? Describe the teachings of Sufism.
- What are the five tenets of Sikhism ?



## Skills Enrichment Zone

### CHART WORK



### Information



- Choose any important pilgrimage centre. Create a chart mentioning why the place is important any legends associated with it and the period of the year when it is most visited. Share your findings in class.

### SEARCH WORK



### Technology (Digital Resources)



- Find out the other names of the Lord Shiva and the Lord Vishnu by which they are worshipped across the world. Find out the significance of these names and thus make an assignment on the topic 'One God, Different Names'.

### ROLE PLAY



### Experiential Learning

- Work in groups. Enact a day in Mirabai's life. Demonstrate and dramatise her devotion to Lord Krishna and the resistance offered by her people against her devotion.

### PROJECT



### Indian Ethos

- Collect some bhajans of Mirabai and Narsi Mehta.

### Out of the Box !



### Critical Thinking



- Religion during the medieval period of Indian history was characterised by a combination of supreme devotion to God and a liberal approach. Analyse this statement in the light of your understanding the chapter.



## 7. THE FLOWERING OF REGIONAL CULTURES

### PRIOR KNOWLEDGE

- ⊙ Culture is a way of life.
- ⊙ India has variety of regional culture.

### LEARNING OBJECTIVES

- ⊙ Regional Languages : An Overview
- ⊙ Regional Literatures
- ⊙ Regional Paintings
- ⊙ Regional Dance Forms
- ⊙ Regional Music Forms

### GET GOING

Imagine you are a witness to Tansen's performance of Raag Megh Malhar, at the end of which his music brings rain. Write your reaction to the extraordinary event you just experienced.

Culture denotes the way a society leads life, and develops its language, literature, religion, beliefs, customs, rituals, etc. and organises various socio-cultural activities and institutions. It also includes the development of art and architecture.

India has a variety of regional cultures that have developed over the long period of history. Disintegration of the Turko-Afghan empire in the fifteenth century caused the rise of several independent states in different parts of India. Again, the disintegration of the Mughal rule in the eighteenth century was followed by the rise of new kingdoms in Maharashtra, Punjab, Rajputana, Awadh, Bengal, Hyderabad, etc. Assam in the northeast was being ruled by the Ahoms. Under the new kingdoms in the independent states, regional cultures developed differently.

In the following sections we will read about language, literature, painting, dance and music in India.

### REGIONAL LANGUAGES : AN OVERVIEW

Language is one of the most important elements of culture. Regional languages grew due to the support of local rulers. During the Mughal period, Persian was the official language. Hindi was developed between the 7th and 10th century, and it was developed from Sanskrit. The fusion of Hindi and Persian led to the formation of Urdu. 'Miraj ul Ashiqin' by Hazrat Gesudaraz is the earliest work in Urdu.

The Indian constitution has recognised 22 major languages, thirteen of which find territorial identification in large political units (states). The major regional languages include, Bengali, Telugu,

Marathi, Tamil, Gujarati, Kannada, Malayalam, Oriya, Punjabi, Assamese, Konkani, Manipuri and Kashmiri (in the descending order of speakers).

Indian languages and dialects are grouped into four language families— (i) **Indo-European** Bengali, Marathi, Gujarati, Oriya and Assamese belong to the Indo-Aryan group. (ii) **Dravidian** while the Dravidian language family includes four major languages : Telugu, Tamil, Kannada, and Malayalam. Each is mostly contained within a single state. Hindi, with its variants, is spoken in Haryana, Uttar Pradesh, Rajasthan, Madhya Pradesh, Chhattisgarh and Bihar. (iii) **Sino Tibetan** Kashmiri, Manipuri, and languages of the north-eastern states and Sikkim belong to the Sino-Tibetan and Tibeto-Berman group. (iv) **Austro-Asiatic** The Austric group is the mother of Kal and Munda speeches of the Central and Eastern India, Nicobarese of Nicobar Islands, Santhal of Bengal, Bihar and Odisha. It is also the mother language for many other tribal languages.

Variations in language are related to variations in culture, including literature, art, architecture, modes of livelihood, patterns of social organisation and religion. The range of regional cultural differences can be illustrated by the contrast between the Tamil speaking region (Tamil Nadu) and the Malayalam speaking region (Kerala). Both languages belong to the Dravidian family, but they are written in different scripts and have different literary heritages. Similarly, Bengal and Bihar, physically close and closely linked in commerce and administration over centuries, are sharply different in culture, religious orientation and social structure.

## Regional Literatures

Every regional language has a rich heritage of literature.

**Tamil Literature** : Among the south Indian languages of India, **Tamil** has the oldest literature. It begins around the first century AD. The ancient Tamil literature is known as the *Sangam* literature about which you have read in the previous class. The twin epics *Silappadikaram* and *Manimekalai* and the *Tirukkural*, a collection of aphorisms were produced between fourth and sixth century. Between sixth and ninth century *bhakti* poetry was composed by the Alvars and the Nayanars saints. From the twelfth to the sixteenth century, many philosophical treatises and anthologies of religious legends were composed, as well as the classic writings of the poet Kambar who wrote '*Ramayana*' in Tamil.

**Malayali Literature** : In **Malayalam**, the earliest extant literary work is *Rama-Charitam* (late twelfth or early thirteenth century). Ezhuthachan's *Adhyatma-Ramayana*, composed during the first half of the sixteenth century is revered in the same way as *Tulsidas Ramayana* in north India. Kunjan Nambiar (1705-1770) and Unnayi Variyar produced mythological stories.

**Kannada Literature** : The earliest records in **Kannada** literature date from the sixth century AD. The classical tradition begins with the *Kavi Raja Marga* of Nripatunga (ninth century). In the twelfth century *Vachana*, a new form of short blank verse poetry arose. Nemichandra's *Lilavati* (1370 AD) is the earliest novel in *Kannada*. One of the most famous Kannada works is the *Rajashekharavilasa*, a fictional tale written by Sadaksharadeva in 1657.

**Telugu Literature** : Telugu literature began to be composed in the tenth or eleventh century, mainly poetry and epics. It flourished in the sixteenth century under the Vijayanagara empire.

**Assamese Literature** : The earliest text in Assamese is the *Prahlada Charitra* of Mena-Saraswati (thirteenth century). The first great Assamese poet was Kaviraja Madhava Kandali (fourteenth century) who translated the Sanskrit Ramayana and wrote *Devajit*, a narrative on the God Krishna. The most famous Assamese poet of the sixteenth century was Shankaradeva who inspired poets like Madhavadeva to write lyrics of great beauty. *Buranjis* are chronicles written in a prose tradition brought to Assam by the Ahoms of Burma.

**Oriya Literature** : *Madala-panji* texts, the chronicles of the Jagannatha temple in Puri, is the earliest prose work in Oriya (twelfth century). During the fourteenth century the anonymous *Kalasa Chautisha* and the famous *Chandi Purana* of Saraladas were composed. The best known medieval Oriya poet was Jagannatha Das, in the sixteenth century, who produced a version of the Sanskrit *Bhagwata Purana*.

**Marathi Literature** : Along with Bengali, Marathi is the oldest of the regional literatures dating from about 1000 AD. In the thirteenth century, two Brahminical sects, the *Mahanubhava* and the *Varakur Panth* put forth vast quantities of literature. The latter was associated with *bhakti*. It was out of this tradition that Jnaneshwara, Namdeva and Eknath emerged as great names of early Marathi literature. Among the *bhakti* poets of Maharashtra, the most famous is Tukaram (sixteenth century). A unique contribution of the Marathi is the tradition of *Povadas*, heroic stories popular among a martial people during the time of Shivaji.

## REGIONAL PAINTINGS

The history of painting in India is a long one dating back to upper Palaeolithic period. Painting from ancient and early medieval India survives in the wall paintings found at rock-cut architecture sites. These paintings were made on a thin layer of dry plaster applied over a base of mud, straw and cow dung. From about the eleventh century onwards, illustrated manuscripts from western and eastern India survive in fairly large numbers. The manuscripts were made of palm-leaf folios. In the fourteenth century, paper began to replace palm-leaf in illustrated manuscripts.

The first surviving examples of Indian painting from a historical period are the wall paintings from caves 9 and 10 at Ajanta, near Aurangabad in Maharashtra, dating from the first century BC.

The medieval painting style of eastern India is known through the surviving manuscripts of Buddhist subjects painted in Bihar and Bengal. This painting died out with Islamic domination of the region in the thirteenth century.

The western Indian style paintings were mostly created in Gujarat. Regional variations of this style are found at Mandu and Gwalior (Madhya Pradesh), Jaunpur (Uttar Pradesh) and Delhi. The most important painting style in India in the early sixteenth century is known as *Chaurapanchashika* Group style.

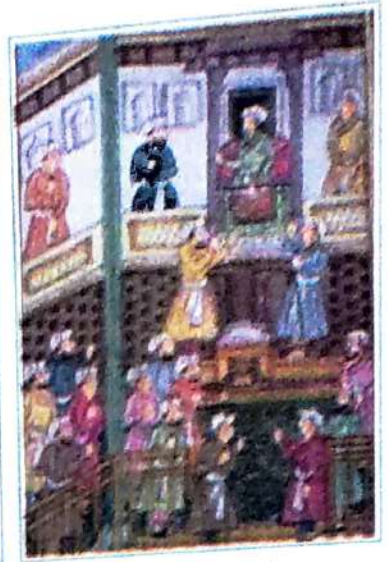
## Mughal Painting

The Mughal rulers were great lovers and patrons of art and painting. The Mughal style of painting was developed under the patronage of Akbar. The *Hamza-nama* is a collection of paintings of 14 large scale volumes. **Basawan** and **Daswant** were famous artists during Akbar's rule.

During the reign of Jahangir, Mughal style reached heights of refinement. Principal artists of Jahangir's reign include **Bisan Das, Abu-al-Hasan, Manohar, Govardhan, Balchand, Bichitra** and **Miskin**. During the reign of Shah Jahan also considerable painting continued to be made. Imperial patronage of painting began to decline during the reign of Aurangzeb.



Mughal painting during Akbar's reign



Shah Jahan on the Peacock Throne

In **Deccan**, the painting exhibits a blending of Persian and Turkish influences. The main centres of the **Deccani styles** are : Ahmednagar, Bijapur, Golkunda and Aurangabad.

## Rajput Painting

The late sixteenth and early seventeenth centuries saw the rise of regional painting in Rajasthan and hills states. The Rajput paintings can be divided into : (i) Rajasthani and (ii) Pahari schools.

The **Rajasthani** school of paintings (including Bundi, Hadauti, Malwa, Kishangarh, Mewar styles) depict court scenes, royal festivities, procession and hunting, etc. The **Pahari** school of painting, also called the Kangra school of painting, is further divided into various school (viz., the Kangra, the Basoli,



Basoli painting



Mewar painting



Kishangarh painting

Jasrauta, Mandi, Mankot, Nurpur, etc.). These paintings depict the devotional love of Radha and Krishna, scenes from the *Ramayana* and the *Mahabharata* and mythology.

**Try IT!**

Asha wants to gift a Rajasthani painting to her teacher on Teacher's Day. She likes a Rajasthani painting in a shop. The shopkeeper recognises Asha as the topper of the school. Her requests her to help his son Ronu in studies in exchange for as promises the shopkeeper to teach his son. What qualities of Asha are depicted here?

**REGIONAL DANCE FORMS**

Dance is a performing art. It is a physical expression of inner emotion of telling a story and of drama. Dance in India can be categorised into three categories : *classical*, *folk* and *modern*. **Classical dance** forms are among the best preserved and oldest practised in the present century. The royal courts, the temples, and the **Guru-pupil** tradition have kept this art alive. **Folk dancing**, on the other hand has remained in rural areas as an expression of the daily work and rituals of village communities. **Modern** Indian dance is a creative mixture of the first two forms.

**Classical Dance** : The chief source of classical dance is Bharata Muni's *Natyashastra*, a comprehensive treatise on the origin and function of *natya*. There are six types of classical dance forms in India. Bharatanatyam, Kathak, Kathkali, Manipuri, Kuchipudi and Odissi. Other classical or semi-classical dance forms include : Bhagavatha Mela, Mohini Attam and Kuravanchi.

**Bharatanatyam**, also called *Dasi Attam*, is indigenous to Tamil Nadu. It expresses Hindu religious themes and was originally performed exclusively by *devadasis*.

**Kathak** is indigenous to northern India; it developed under the influence of both Hindu and Muslim cultures. Kathak is steeped in the Radha-Krishna love lore. There are two styles of Kathak : The *Jaipur gharana* and the *Lucknow gharana*.

**Kathakali** originated in Kerala state. This school is based on a regional text influenced by the *Natyashastra* and later treatises; its themes are taken from *Ramayana*, *Shiv Purana*, *Bhagwata Purana*, Mahabharata and other religious texts.

**Kuchipudi** originated in the villages of Kuchipudi in Andhra Pradesh, with the creation by Sidhyendra Yogi.

**Manipuri** is indigenous to the state of Manipur. Its various forms are linked to folk tradition and ritual. Themes are generally taken from the life of Lord Krishna.

**Odissi** is indigenous to Odisha. It was originated and developed in the temples and later flourished in the courts as well.

**Folk Dance** : Indian folk dances have an inexhaustible variety of forms and rhythms. They generally fall into four groups : *social*, *religious*, *ritualistic* and *masked*.

Among the **social** folk dances, the *Kolyacha* of the Konkan coast, *ghoomar* dance of Rajasthan, *bhangra* of Punjab, 'bison horn' dance of the Muria tribe in Chhattisgarh, etc. may be mentioned.

Some major examples of **religious** folk dances are the *didi* and *kala* of Maharashtra, *garba* of Gujarat. Of the endless variety of **ritualistic** folk dances, the *Karakam* dance of Tamil Nadu and the *Therayattam* of Kerala may be mentioned.



Among the **masked** folk dances, the Yak dance in the Ladakh region of Kashmir, the Chhau of Mayurbhanj district in Odisha may be mentioned.

Besides the above said, Lepcha dance of Sikkim, Chakri of Kashmir, Wangla of Meghalaya, Phitlam of Manipur, Bihu of Assam, Gidda of Punjab, Kalbelia of Rajasthan, Jhoomar of Chhota Nagpur region, Bamboo dance of Mizoram, Chang or Sema dance of Nagaland, Lavni and Tamasha of Maharashtra, Pandwari of Chhattisgarh, etc. may be mentioned.

Among the **martial** dance forms, there are Thang ta of Manipur, Chhola of Uttarakhand, Sattariya of Assam, and Patebaji of Punjab.

## REGIONAL MUSIC FORMS

Music in India is inextricably linked with the cycle of life and death. A variety of *sanskara geet* (songs of tradition) form part of the rituals that accompanies events such as birth, religious initiation, marriage and death. In addition, music has always accompanied traditional agricultural activities such as sowing, reaping and harvesting.

Music is divided into two types : **vocal** and **instrumental**. In vocal music, there are two main types : classical and folk.

**Classical music** in India has flourished for centuries and exists today as Hindustani music and Carnatic music. During the Sultanate period (1206-1526) the Sufi Saints brought music to India. Amir Khusrau was a poet as well as a singer. He introduced *Qawwali* and *Tarana* and created *Ragas*. The credit of inventing the Tabla, Sarangi and Sitar goes to Khusrau and Nayak Gopal, a great musician from Deccan. The **Hindustani music** evolved during this period was a combination of the Persian, Arabic and the classical Indian music.

### Try It!



Communication



Amir khusrau created a new form of literary composition called **ghazals**. Can you name a few ghazal maestros of India? Also recite any ghazal you like in class.

The Mughals were great patrons of music. There were numerous musicians at Akbar's court. Baz Bahadur, the king of Malwa was an unrivalled singer. Tansen was the best singer of Akbar's time. He composed several *ragas* and discovered Rudra Vina. Baba Ram Das, Baiju Bawra and Surdas were also famous singers.

The **carnatic music** flourished largely in Tamil Nadu, Kerala, Andhra Pradesh. In Carnatic music, *Kritti's* of Trinity of Purandaradasa, Thyagaraja, and Muthuswami Dikshitar are mainly rendered.

Music in almost all Indian communities is used as a means to communicate with the divine. The various forms of music include the *Kirtana*, *Sufi Qawwali*, *Samaj Parampara of the Vaishnavites*, *Shabad-Kirtan*, *Gurbani*, *Gurmatt Sangeet* and *Jagrans*. The poetry of saint poets such as Kabir, Namdev, Charandas, Bulle Shah, Baba Farid, etc., is rendered in devotional songs.

Beside the above said, there is sojkhwami or dirge singing in the *majlis* during *Muharram*, Mehlas or chapter in the *Adi Granth* of Sikhs, Haveli sangeet, kirtans, bhajans, choirs of devotional music, etc.



The richness of our musical heritage is best reflected in our **folk music**. In fact, every region has its own folk music. Different folk lover may be distinguished by their composition, words and moods.

## CASE STUDY : BENGAL

### Language and Literature

Around 1000 AD, the Bengali language developed along with Oriya and Assamese. The specimen of old Bengali are found in *Charyapada* songs, written between 950-1200 AD, by some Mahayan teachers known as *Siddhas*. Their themes resemble those of bhakti saints and reformers.

Bengali poetry is largely written in three distinct genres : (i) *Mangal Kavya*, (ii) *Mahakavya* and (iii) *Padavali*. *Ramayana* by **Krittibas** in the early fifteenth century is an example of *Mahakavya*. **Chandidasa** wrote about 1250 poems (*Padavali*) relating to the love of Radha and Krishna in Bengali language. He is considered by many as the greatest lyric poet of Bengal prior to Rabindranath Tagore.

Earlier **Jayadeva** composed *Gita Govinda* in the twelfth century.

**Alaol**, an outstanding Muslim poet, composed '*Padmavati*' in 1648. During the Mughal period Bengali literature was largely influenced by the Vaishnava movement initiated by Chaitanya. Various biographies of Chaitanya were written both in Sanskrit and Bengali. Among them, *Chaitanya Bhagvate* by **BrindaVanda**, *Chaitanya Charitamrita* by **Krishnadas Kaviraj** and *Chaitanya Mangal* by **Jayananda** are notable. Lyrical poems and songs on Radha and Krishna, written during 16th-18th centuries, greatly enriched the Bengali literature.

### Paintings

The earliest specimen of Bengal paintings are the twelve miniature paintings on the palm leaves of a manuscript of the Buddhist text named *Astahasrika-Jnainaparamita*, dated 983 AD. These paintings are an expression of the Mahayana Buddhism cult. The art of painting reached a high mark during the rule of Dharampala and Devapala; under their patronage, **Dhimha** and his son **Pitapala** emerged as master painters.

During the Mughal rule, the art of painting was patronised in Bengal by the Mughal governors of Bengal.

### Music

Not much is known about the development of music in Bengal till the eighteenth century. The *Charya* were the first musical composition. We get an early account of *Charya* in *Sangeet Ratnakar*, a musical treatise by **Sarangdev** who lived in the thirteenth century. **Jayadeva**, a Bengali poet of the late twelfth century modelled his songs on the immortal love of Radha-Krishna in his *Geet Govinda* which is regarded as the forerunner of Dhrupad. **Baru Chandidasa's** book of songs known as *Shrikrishnakirtan* gave a shape to Bengali music. Later, Vaishnavite songs greatly contributed to the realm of Indian music.



# MIND MAP



## EXERCISE



I. Tick (✓) the correct option.

(MCQs)

1. Hamzanama is a/an :

- (a) Collection of paintings  
 (c) Literary work



2. Dasi Attam refers to :

- (a) Mohini Attam  (b) Bharatanatyam



3. Ramayana by Krittibas was written in :

- (a) Sanskrit  (b) Hindi



II. Fill the gaps.

1. Tabla and Sarangi were invented by .....

2. Qawwali and Tarana were introduced by .....



3. Gurbani and Jagrans are ..... forms of music.
4. .... was originally performed exclusively by *devadasis*.
5. Charyapada songs are written in ..... language.

iii. Write 'T' for true and 'F' for false statements.

1. Mughal painting reached its climax under Shah Jahan.
2. Kamban wrote *Ramayana* in Tamil.
3. Ghoomar is a social folk dance of Jharkhand.
4. In Carnatic music, Kritti's of Trinity of Purandaradasa, Thyagaraja and Muthuswami Dikshitar are mainly rendered.

iv. Answer the following questions briefly.

1. Which south Indian language has the oldest literature?
2. What are Buranjis?
3. Name the two styles of Rajput paintings.
4. What is the chief source of classical dance in India?
5. Name two masked dances of India.

v. Answer the following questions in detail.

1. Write a note on Bengali literature.
2. Give an account of the Mughal paintings.
3. Give two examples each of :
 

(a) Social folk dances	(b) Masked folk dances
(c) Religious folk dances	(d) Martial dance forms
4. Why were temples built in Bengal?



## Skills Enrichment Zone

### MAP WORK



- I. On an outline map of today's India, mark the regions where different dance forms originated.



Information

### PROJECT



- II. Collect some more information about the painting styles you have studied in this chapter. Organise your information under different heads as : styles, rulers, reign, painters etc., and make a Power Point presentation on it.



Creativity

### Out of the Box !



Critical Thinking

- Why do we know much about the cultural practices of rulers than about these of ordinary people?
- Were there any translation works in literature and languages during the medieval period? If yes, mention some of them.





## 8. NEW POLITICAL FORMATIONS IN THE EIGHTEENTH CENTURY

### PRIOR KNOWLEDGE

- ⊙ The power of the Mughal empire had declined by the start of eighteenth century.

### LEARNING OBJECTIVES

- ⊙ The Later Mughals
- ⊙ The Sikhs
- ⊙ The Rajputs
- ⊙ The Jats
- ⊙ Awadh
- ⊙ Bengal
- ⊙ Mysore
- ⊙ Hyderabad

### GET GOING

Imagine you are a ruler of an eighteenth century kingdom. Tell us about the steps you would take to make your position strong in your province and what opposition or problems you might face while doing so.

During the eighteenth century, India saw many changes in the political, social and economic front. The power of the Mughal empire had declined by the start of eighteenth century due to the emergence of a number of independent kingdoms.

In fact, the disintegration of the Mughal empire had started during the last twenty-five years of Aurangzeb's reign. There were serious revolts of the Rajputs, the Jats, the Bundelas, the Satnamis and the Sikhs. The rise of Marathas in the Deccan too shook the foundations of the Mughal empire.

### THE LATER MUGHALS

The successors of Aurangzeb were called the **Later Mughals**. This period of reign stretched from 1707 CE-1857 CE. **Muazzam**, the eldest son of Aurangzeb, emerged victorious and ascended the throne under the title of **Bahadur Shah I**. At the time of his accession, he was more than sixty-three, mild, tolerant, learned and generous. He was too weak to suppress revolts. He died in 1712 AD. After Bahadur Shah I, **Jahandar Shah** (1712-1713), **Farrukh Siyar** (1713-1719) and **Muhammad Shah** (1719-1748) became the emperors. All of them were indolent, incompetent and pleasure seeking rulers. They took no interest in the affairs of the government. The nobles also shirked all military tasks. Under



these circumstances, many provinces became independent. **Murshid Quli Khan** in Bengal, Bihar and Orissa (now Odisha), **Saadat Khan** in Awadh and the **Nizam** in Deccan set up their independent kingdoms. In the Doab, the Rohillas set up autonomous chieftainship. The Marathas occupied Gujarat, Malwa and part of Bundelkhand. The Rajputs freed themselves from the central control.



Nadir Shah

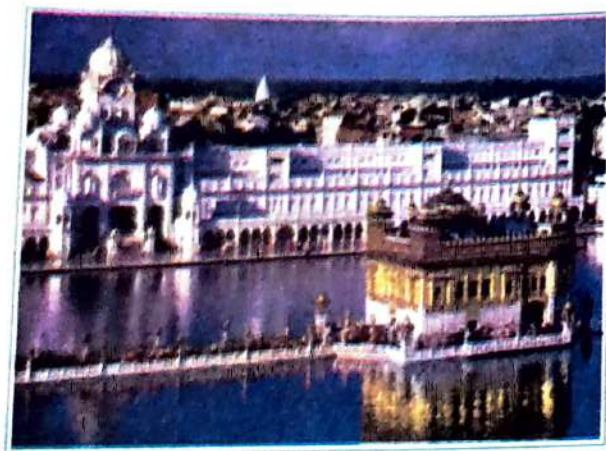
The invasion of **Nadir Shah** of Persia in 1739 AD was the greatest blow to the Mughal empire. Nadir Shah massacred thousand of people in Delhi and plundered the city. His reign of terror continued for almost two months. On his return from Delhi, he took away the Peacock Throne and the famous Koh-i-noor diamond with him.

## THE SIKHS

The Sikhs emerged as a militant community under **Guru Har Gobind** (1606-1645 AD). The first four Gurus of the Sikhs were basically reformers. The fifth **Guru Arjan Dev**, was assassinated by the orders of Jahangir. **Arjan Dev** had given the Sikhs a permanent organisation. The ninth Guru, **Tegh Bahadur**, was killed under the orders of Aurangzeb. The tenth and the last Guru, **Guru Gobind Singh** (1664-1708 AD) organised the Sikhs into **Khalsa** in 1699 AD. He lost his four sons in the battles against the Mughals. He was murdered by an Afghan in 1708 AD.



Guru Har Gobind



Golden Temple, Amritsar

Singh were deeply rooted in their hearts. They began to organise themselves into a Sikhs state. The disorder and confusion in Punjab after the invasions of Nadir Shah and Ahmad Shah Abdali helped the rise of the Sikhs as a great power.

In 1764 AD, the Sikhs proclaimed their sovereignty in Punjab. They organised themselves into twelve misls and established small principalities like Nabha, Kapurthala, Patiala, etc. Towards

After Guru Gobind Singh's death, **Banda Bahadur** (1708-1716 AD), organised the Sikhs and captured the region between the Satluj and Yamuna rivers. He tried to establish an independent kingdom and issued coins in the name of Guru Nanak and Guru Gobind Singh. He was captured by the Mughals, imprisoned and tortured to death. His followers called him **Sachchidanand Padshah**—the True Emperor. The military power of the Sikhs, though weakened, could not be completely destroyed. The tenets of Guru Nanak and Guru Gobind



The Khalsa declared its sovereign rule and minted its own coins in 1765. These coins bore the same inscription as the one on the orders issued by Banda Bahadur on his coins.



At the end of the eighteenth century, the Sikhs were able to establish a strong sovereign state in Punjab under the leadership of Maharaja Ranjit Singh.

## THE RAJPUTS

The anti-Hindu policies of Aurangzeb had alienated the three main Rajput states of Mewar, Marwar and Amber. Prominent Rajput rulers like **Rana Amar Singh** of Mewar, **Ajit Singh** of Marwar and **Sawai Raja Jai Singh** of Amber (Jaipur) wanted to withdraw their allegiance to the Mughals and assert their independence. Mughal emperor Bahadur Shah I, also known as Shah Alam (1707-1712 AD), tried to pacify the Rajputs. During the reign of Farrukh Siyar (1713-1719 AD), Ajit Singh was made the Governor of Ajmer and Gujarat. Jai Singh II (1699-1732 AD) of Jaipur was appointed the Governor of Surat and Agra.



Rana Amar Singh

These Rajput rulers were able to make their kingdoms strong and prosperous. Jai Singh founded the city of Jaipur, the first ever planned city in India. He was deeply interested in mathematics and astronomy. He built observatories in Jaipur, Delhi, Ujjain, Banaras and Mathura. He got many works on mathematics translated into Sanskrit.



Amber fort, Jaipur

## THE JATS

The Jats occupied the region around Delhi, Agra and Mathura. They were a hardy tribe, farmers by occupation. They are known for their valour, energy, martial dash and perseverance. **Churaman** and **Rajaram** were their famous village headmen. **Badan Singh** (1722-1756 AD) organised the scattered Jats into a strong army and constructed many forts including the forts of Bharatpur and Deeg. He laid the foundation of a new ruling house of Bharatpur. Mughal emperor Ahmad Shah gave him the title of Raja in 1752 AD. His son **Suraj Mal** (1756-1763 AD) extended his territories which included the districts of Agra, Mathura, Meerut, Aligarh, Etawah, Dholpur and some places of Haryana. Thus, he established the first Jat kingdom.



Suraj Mal

## AWADH

Awadh became independent in 1722 AD under **Saadat Khan**, a Persian Shia. He was appointed Governor of Awadh by the Mughal emperor Muhammad Shah. Saadat Khan rapidly rose to power and fame. At the time of Nadir Shah's invasion, he was deputed by the emperor to negotiate with Nadir Shah to desist from destroying Delhi in return of a large amount of money.

But Saadat Khan betrayed the emperor and the country. When Nadir Shah did not get the money promised to him, he ordered a general massacre in Delhi. Out of utter humiliation and shame Saadat Khan committed suicide. **Safdar Jung** succeeded Saadat Khan as the Governor of Awadh.

**Shujauddaulah** succeeded Safdar Jung as Wazir. He indulged in pleasure and other wasteful exercises. He was treacherous. He played an important role in the history of north India. He was finally defeated in the battle of Kara (Allahabad) and Awadh fell to the British.

## BENGAL

The province of Bengal was the first to become independent. **Murshid Quli Khan** was appointed as the Diwan of Bengal in 1700 AD. In 1717 AD, he was made the Governor of Bengal. He was a strict and efficient administrator. He effectively reorganised the revenue system and introduced the Ijara system. Under this system, the collection of revenue was given to contractors, who later on became Zamindars and many of them got the title of Rajas and Maharajas. This created a new landed aristocracy in Bengal. He also encouraged agriculture, industry and trade and brought prosperity in Bengal.

**Ali Vardi Khan** seized the masnad of Bengal by defeating and killing Sarfaraj Khan, in 1740 AD. His grandson **Sirajuddaulah** was defeated and killed at the battle of Plassey in 1757 AD.

## MYSORE

Mysore became an independent state under **Haider Ali**. In the early eighteenth century, the kingdom of Mysore was being ruled by Chikka Krishna Raja who was a mere puppet in the hands of his ministers Nandraja and Devaraja.

Haider Ali started his career as petty officer in the Mysore army. By his merit, skill, dash and diplomacy, he became the fauzdar of Dindigul in 1755 AD. He raised an independent army and in 1761 AD overthrew Nandraja and Devaraja, and established his authority in the state of Mysore. Later, he conquered Bednore and Canara and set up his capital at Seringapatam.

He fought with the Nizam and the Marathas to maintain independence. Later, he was defeated by the British and died in 1782 AD.

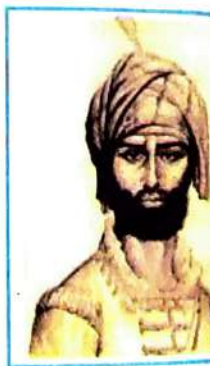
**Tipu Sultan** (1782-1799 AD) succeeded his father Haider Ali. He also fought bravely against the British to save his territories. He was the first Indian king to use western methods of administration and warfare.



Saadat Khan



Murshid Quli Khan



Haider Ali



## HYDERABAD

Hyderabad was formed by the six Deccan Subas of the Mughal empire. In 1724 AD, **Chin Quilich Khan**, Mughal emperor Muhammad Shah's minister, migrated to the Deccan and established the state of Hyderabad under the title of *Nizam-ul-Mulk Asaf Jah*. He was the first Nizam of Hyderabad. He was a shrewd diplomat. He tried to check the growing power of the Marathas. He ruled the Deccan independently till his death in 1748 AD. He was an able administrator. He promoted trade and followed a policy of religious tolerance. After his death, there was a war of succession. Political stability could be restored in 1762 AD, by the accession of *Nizam Ali* who ruled for more than four decades.



Chin Quilich

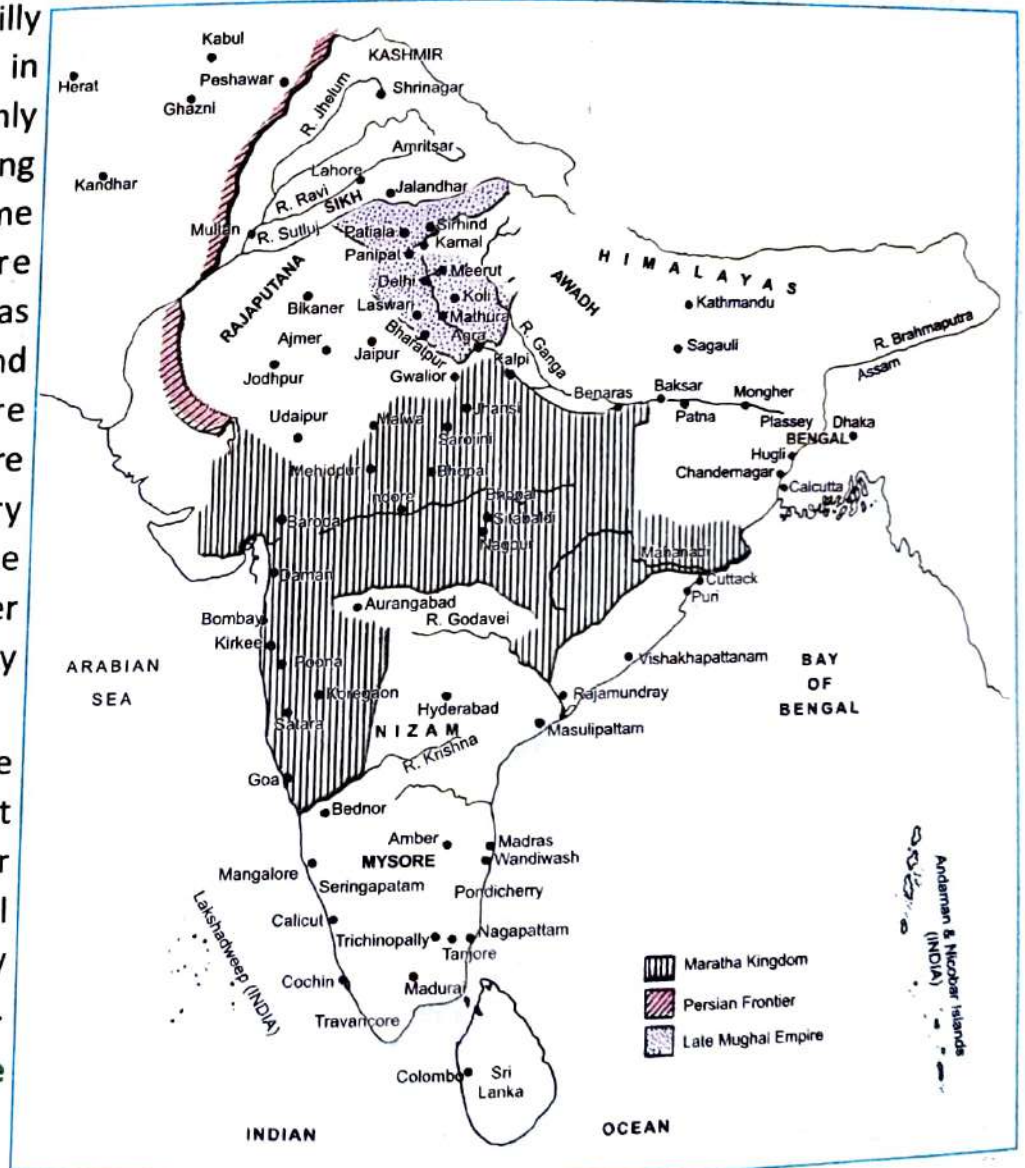
## THE MARATHAS : CASE STUDY

The Marathas inhabited the hilly regions of Pune and Konkan in Maharashtra. They were mainly cultivators and soldiers. During the reign of Shah Jahan, some groups of Marathas were involved in looting in the areas of Bijapur. They were brave and sturdy warriors. They were inspired by the Bhakti literature of Marathi and the military training instilled in them the feelings of nationalism. Under the leadership of **Shivaji**, they grew powerful.

In the 18th century, the Marathas emerged as the most formidable power in India. Their pre-eminence in the political sphere came to be openly recognised by the later Mughals.

### Factors Contributing to the Rise of the Marathas Power

The rise of the Marathas to power is attributed to the illustrious leadership provided to



India in the eighteenth century

them by Chhatrapati Shivaji in the second half of the 17th century. The tough geographical environment developed in the Marathas, the exceptional qualities of "self-reliance, courage, perseverance" and above all, "pride in the dignity of man". The broken hill ranges afforded them natural protection against the enemies. Besides, Marathas women added to the strength and patriotism of men.

Popular *Bhakti saints* like Tukaram, Ramdas, Eknath had created in their minds the abiding sense of mutual love and faith in one God. They carried their message to the masses through the popular Marathi language.

Shivaji was born in 1627 AD. He was the son of **Shahji Bhonsle**, a petty jagirdar in the Bijapur state. He received military training from Dadaji Konda Dev. His mother Jijabai was a pious lady. She narrated many stories of bravery from epics and the puranas and instilled patriotism in him.

Shivaji grew into a great politician and warrior. He organised the Maratha hill tribes into a military force.

He had an ambition to establish a Hindu power in India. He captured many forts, e.g. Toran and Purandar

and then set his eyes on the Konkan region. His rising power made him an enemy of the Bijapur state and the Mughal viceroy of Deccan.

There ensued a series of long and protracted battles. Shivaji killed Afzal Khan, the General of the Sultan of Bijapur. Aurangzeb, the Mughal emperor sent his uncle Shaista Khan to subdue Shivaji. Shivaji killed his men, but Shaista Khan was able to escape. Aurangzeb then sent Raja Jai Singh of Amber to subjugate Shivaji. Shivaji had to sign the Treaty of Purandar. Jai Singh persuaded Shivaji to visit the court of Aurangzeb, where he was insulted, captured and imprisoned. Shivaji, by his tact, managed to escape from the prison along with his son Sambhaji.

On returning to his court, Shivaji resumed his activities against the Mughals. He plundered Surat, and proclaimed himself emperor. Aurangzeb had to recognise him as an independent ruler. Shivaji was crowned as Chhatrapati at a Grand Durbar held at Raigarh, near Pune in 1674 AD. He, thus, laid the foundation of the Maratha state. After this, Shivaji carried on many campaigns. He captured Jinji and Bellare and some parts of Mysore. He died in 1680 AD.



Portrait of Shivaji



## Administration

Shivaji himself controlled the administration of the state. He had a council of eight ministers, called the *Ashtapradhan Mandal*. The *Peshwa* (Prime Minister), the *Senapati* (Commander-in-Chief) and the *Pandit Rao* (Minister-in-charge of the religious matters) were the most important ministers in his council.

Shivaji divided his empire into *Prants* (provinces) which were further subdivided into *Paraganas* and *Tarafs*. The village was the smallest administrative unit headed by *Patel*.

Shivaji introduced a new source of revenue from the territories subjugated by the Marathas. These territories had to pay two kinds of taxes—*Chauth* and *Sardeshmukhi*. These taxes helped Shivaji to maintain a huge force but it deprived his state of the goodwill of the neighbouring kingdoms.

Shivaji maintained a well trained and disciplined army with a strong cavalry and infantry. His soldiers received regular cash salaries. He insisted on high moral values among his soldiers. His army was well trained in **guerilla warfare**. Shivaji also maintained a naval fleet to curb the activities of pirates. The forts formed a special feature of Shivaji's military administration. There were about 280 forts in his possession. Each hill fort was under a *Havaldar* who was assisted by a Brahmin *Subedar* for civil and revenue administration.

After the death of Shivaji in 1680 AD, his elder son **Sambhaji** ascended the throne. But he and his successors were weak. They could not retain their territories. Moreover, after the death of Aurangzeb (1707 AD), the Marathas were divided into two hostile camps. At this time, a new system of Maratha Government was evolved under the leadership of Balaji Vishwanath, the Peshwa of Sahu. He restored peace and order and also introduced several reforms that improved the financial conditions of the Marathas kingdom.

Balaji Vishwanath increased the power and prestige of the Marathas.

Baji Rao I (1720-1740 AD), the son of Balaji Vishwanath, was also a shrewd statesman and an able administrator. He organised a union of independent Marathas chiefs known as '**Marathas Confederacy**' and demarcated their sphere of influence. The four Maratha chiefs were the Gaekwad of Baroda, Bhonsle of Nagpur, Holkar of Indore and Scindia of Gwalior.

The Marathas reached the height of their power, prestige and glory under Balaji Baji Rao (1740-1761 AD), the third Peshwa. However, the Marathas were defeated at the third battle of Panipat in 1761 AD by Ahmad Shah Abdali. Their dream of establishing a Hindu empire was broken.

Madhav Rao I (1761-1772 AD), the son of Balaji Baji Rao, was also a brave and talented statesman. He defeated the Rohillas, Rajputs and Jats. After his death (1772 AD), the Maratha empire disintegrated and the rule of the Peshwas came to an end in 1818 AD.

### Thought Shot

Why did the Marathas want to expand beyond the Deccan?

HD Curiosity

# MIND MAP



## EXERCISE



### I. Tick (✓) the correct option.

1. The Maratha confederacy was organised by:

(a) Shivaji

(b) Bajji Rao

(c) Balaji Vishwanath

(d) Balaji Bajji Rao

2. The Sikhs were transformed into a military community under:

(a) Guru Har Gobind

(b) Guru Arjan Dev

(c) Guru Tegh Bahadur

(d) Guru Gobind Singh

3. The capital of Haider Ali was:

(a) Dingidul

(b) Mysore

(c) Seringapatam

(d) None of these

### II. Fill the gaps.

1. .... was the first Peshwa.

2. .... established the first Jat kingdom.



- At the time of Nadir Shah's invasion ..... was the Mughal emperor.
- ..... was the first Nizam of Hyderabad.

### III. Write 'T' for true and 'F' for false statements.

- Maharana Ranjit Singh organised twelve Sikh misls.
- Safdar Jung was the first Nizam of Hyderabad.
- Murshid Quli Khan was the first independent ruler of Bengal.
- Ahmad Shah Abdali defeated the Rajputs in the third battle of Panipat.

### IV. Answer the following questions briefly.

- Who was Shivaji ?
- Who formed the independent Mysore state ?
- Who formed the independent state of Hyderabad?
- When and under whom did Awadh become an independent state ?

### V. Answer the following questions in detail.

- How were the Marathas able to build up a strong and independent state ?
- Which were the kingdoms that came into existence in the eighteenth century?
- What were the circumstances which made the Sikhs a political power?
- Describe the administration of the Marathas.
- Describe the role of Shivaji in establishing and strengthening the Maratha Empire.



## Skills Enrichment Zone

### MAP WORK



- On an outline map of India, mark the regional states during the eighteenth century.

21<sup>st</sup> CS

Information



### SEARCH WORK



- Find out what happened to the Kohinoor diamond and the Peacock throne of Shah Jahan taken away by Nadir Shah. Where are these things today and under whose custody?

21<sup>st</sup> CS

Technology/Digital Resources



### PROJECT



- Collect popular tales about rulers from any one of the following groups of people: the Rajputs, Jats, Sikhs or Marathas.

21<sup>st</sup> CS

Information



## Out of the Box !



21<sup>st</sup> CS

Critical Thinking



- Did any of the kingdoms mentioned in this chapter develop in your state? If so, in what ways do you think life the state would have been different in the eighteenth century from what it is in the twenty-first century?
- Do you think merchants and bankers today have the kind of influence they had in the 18th century political systems?



# 9. COMPONENTS OF ENVIRONMENT

## PRIOR KNOWLEDGE

- ⊙ The environment refers to the surrounding in which life exists on earth.
- ⊙ We should protect our environment.

## LEARNING OBJECTIVES

- ⊙ Natural Environment
- ⊙ Human Environment

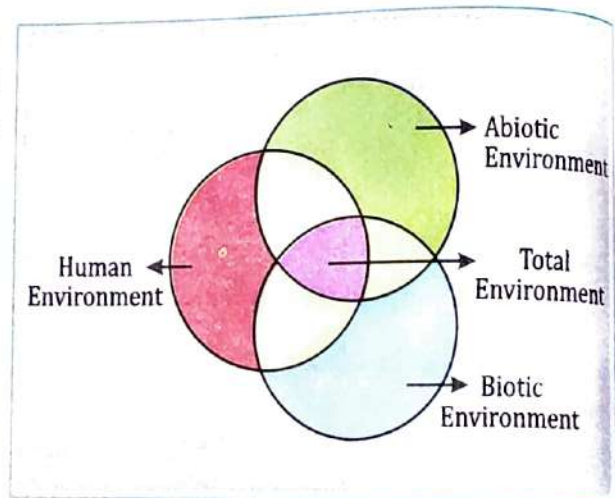
## GET GOING

Do you know what is our life support system, and provides us with the air we breathe in, the water we drink, the food we eat and the land where we live?



Our environments is where we live 'our surroundings. It includes everything on, in, and around the Earth' natural or made by humans and how each of these elements affect the others.

It comprises the unique conditions on the Earth which allow life to exist and make it different from the other planets. Basically, environment refers to the interaction of humans and all other living forms with the physical aspects of the Earth. Total environment can be represented as it is depicted in the given figure.



Total Environment

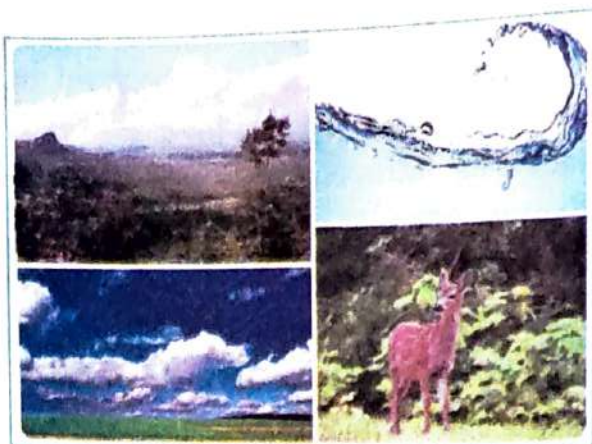
The environment may be **natural** and **human** both.



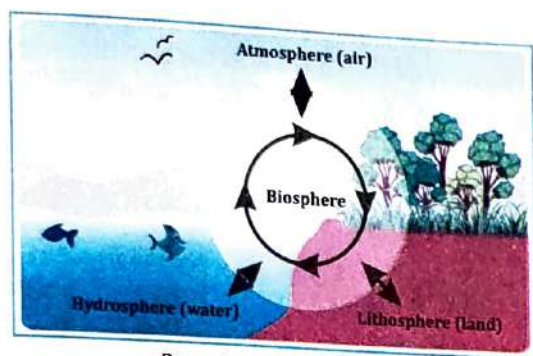
## NATURAL ENVIRONMENT

The natural environment is comprised of land, water, air, plants and animals. It includes both biotic and abiotic components. **Biotic** components include all biological or living beings such as plants, animals, insects, etc. On the other hand, **abiotic** components include all physical or non-living things such as land, minerals, soil, water, and climate.

There are four major domains of natural environment—Lithosphere, Hydrosphere, Atmosphere and Biosphere. Let's learn more about these domains.



Elements of Natural Environment



Domains of Environment



The United Nations Environment programme has declared the 5th of June as world Environment Day.

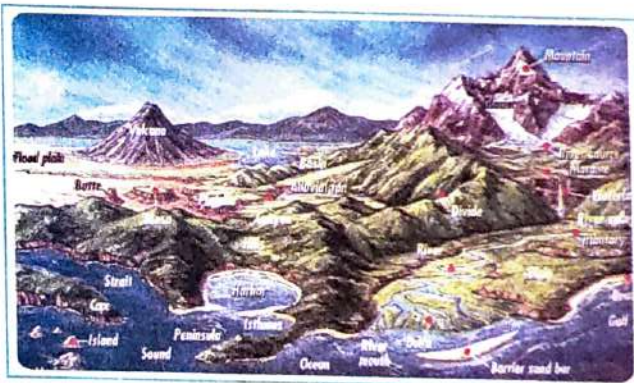
## Lithosphere

Lithosphere is the rocky outermost layer of the earth that provides us forests, grasslands for grazing, land for agriculture and human settlements. It is also the source of mineral wealth. The crust is made up of a number of solid blocks or plates, which are of two types : continental and oceanic.

The continental crust lies below the landmass and its thickness varies from 40 km to 100 km. It is generally older and more complex than the

oceanic crust. Continental crust is the layer of igneous, sedimentary, and metamorphic rocks. On the other hand, oceanic crust is about 6 km thick and it lies below the oceans. It is thinner, denser, younger, and of different chemical composition than continental crust.

Lithosphere is marked by a variety of landforms, such as mountains, plains, plateaus, valleys, etc. It is a rich source of various minerals (coal, oil, iron, natural gas, etc.). The thin layer of soil of the earth's crust is used to grow crops by humans. In short, lithosphere is very important as it provides land for agriculture, and for providing houses, buildings, factories, roads, etc.

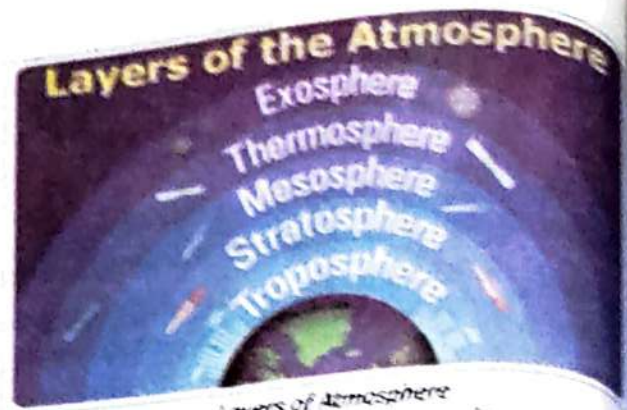


Landforms



## Atmosphere

It is the thin layer of air that surrounds the earth and is retained by earth's gravity. The exact thickness of atmosphere is not known. The air is a mixture of gases including nitrogen (78%), oxygen (21%), carbon dioxide (0.6%) and traces of so many other gases. This layer is thicker near the land surface and thinner at the higher levels.



There are five main layers in the atmosphere—troposphere, stratosphere, mesosphere, thermosphere and exosphere. Ozone layer is present in stratosphere.

The atmosphere is very important layer that helps life survive on earth. It prevents the sun's harmful ultraviolet rays from reaching the earth's surface through ozone layer. Living organisms take oxygen from this layer to survive while plants obtain their supply of nitrogen and carbon dioxide from it. It also controls the extremes of temperature during day and night and prevents living organisms from scorching heat of the sun. Without atmosphere life will not sustain on earth.

## Hydrosphere

The domains of water on earth is called **hydrosphere**. It consists of all forms of water sources like oceans, seas, lakes, rivers, waterfalls, streams, waterfalls, glaciers, ice, snow, etc. Water found under the earth is called ground water.

Water is essential for all forms of life. The oceans and rivers are the sources of food and minerals. They are also used for transportation. Water is found in three states—solid, liquid and gaseous. Through the process of water cycle fresh water is obtained.

## Biosphere

It consists of plant and animal kingdom together. It is a narrow zone of the earth where land, water and air interact with each other to support life. Thus, the biosphere, (from Greek— bios = life, sphaira = sphere) is the layer of the planet earth where life exists. It is unique.

The size of biosphere is small but more than 15 lakhs different species of organisms are found in biosphere.

## Ecosystem

All organisms, whether belonging to the plant or animal kingdoms, interact with each other and are interdependent on one another. They also interact with their physical environment. The complex system of interactions between the organisms and their physical environment in a particular area is referred to as an **ecosystem**.

An ecosystem can be as large as a rainforest, or as small as a pond. Grasslands, coastal (oceanic) areas, mountains, deserts, lakes : all have their own unique ecosystem.

That is why, Kerala with heavy downpour has lush green fields and coconut plantations, elephants and other animals. While Rajasthan, where there is no much rain, has only kikar and sand everywhere. Also, it has camels, snakes, lizards, etc. In this way, we find that the animals, the vegetation and the way people live vary from place to place.

Ecosystems can be natural or artificial. Forests, grasslands, deserts, mangroves, lakes, coral reefs, etc. are natural ecosystems. Terrariums, aquariums, agricultural land, etc. are artificial ecosystems. They are created by human beings.



Earth day is celebrated on 22nd April in all the countries to demonstrate support for environmental protection. It was initiated in 1970 by the US Senator Gaylord Nelson, who was later awarded the "Presidential Medal of Freedom" in recognition of his work.

### Thought Shot

Why do you think the earth is home to human beings and other organisms?

HD Curiosity

15



## HUMAN ENVIRONMENT

Human beings are part of the environment in which they live. They are, to an extent, influenced by the environment. They are also able to adapt and modify the environment according to their needs. With scientific and technological advancement, they have succeeded in controlling and dominating nature.

The interaction of human beings with the environment is complex in nature. It varies from place to place and from time to time.

Human environment may have positive or negative impact on natural environment.



These make up the Human Environment

## Evolution of Human Beings

Early humans adjusted themselves with the surroundings in which they lived. Most of their needs were fulfilled from the environmental resources. With time, the quality and quantity of human needs changed. They started developing techniques and new ways to use the environment.



75

Social Studies-7



In the past, humans settled in the fertile plains of the river valleys to cultivate land. They domesticated animals and learnt to use fire for warmth and protection. The invention of the wheel, surplus food production of the wheel, surplus food production and exchange of surplus goods with others helped them to progress.

Gradually, humans started processing various raw materials to meet their needs. The Industrial Revolution in Europe enabled large scale production of goods. The means of transport and communication improved and the world became a family. Thus, many changes took place in our environment, which were mostly due to natural processes and human activities.

### Human-Environment Interaction

In spite of all the developments, the physical environment still provides human beings with their material needs. The primary activities—farming, fishing, forestry and mining—still provide food and raw materials, without which advanced societies cannot survive and progress.

Human beings and their activities also represent the greatest danger to the environment. Right from the dawn of human civilization, people have not only used nature for their existence and fulfillment of needs, but also exploited and misused it to a certain extent. Thus, they have a disturbed the natural balance of the environment.

### Environmental Pollution

When the disturbances made by human beings in the environment are less, nature can easily repair and maintain it. But when the exploitation is on a large scale, nature fails to repair it. This creates problems not only for nature but also for humans.

Today, the whole world is facing various problems due to technological and scientific development on one hand and overpopulation, urbanization and industrialization on the other. Environmental pollution is the result of unplanned and unwise use of technology.

A perfect balance is needed between the natural and human environment. A number of organizations with the help of scientists, technologists and planners are working to solve the environmental problems facing the world.

It is important that all of us understand and learn to live and use the environment in a harmonious way. Only then will a balance in nature be maintained.

### Try IT!



### Health & Well Being

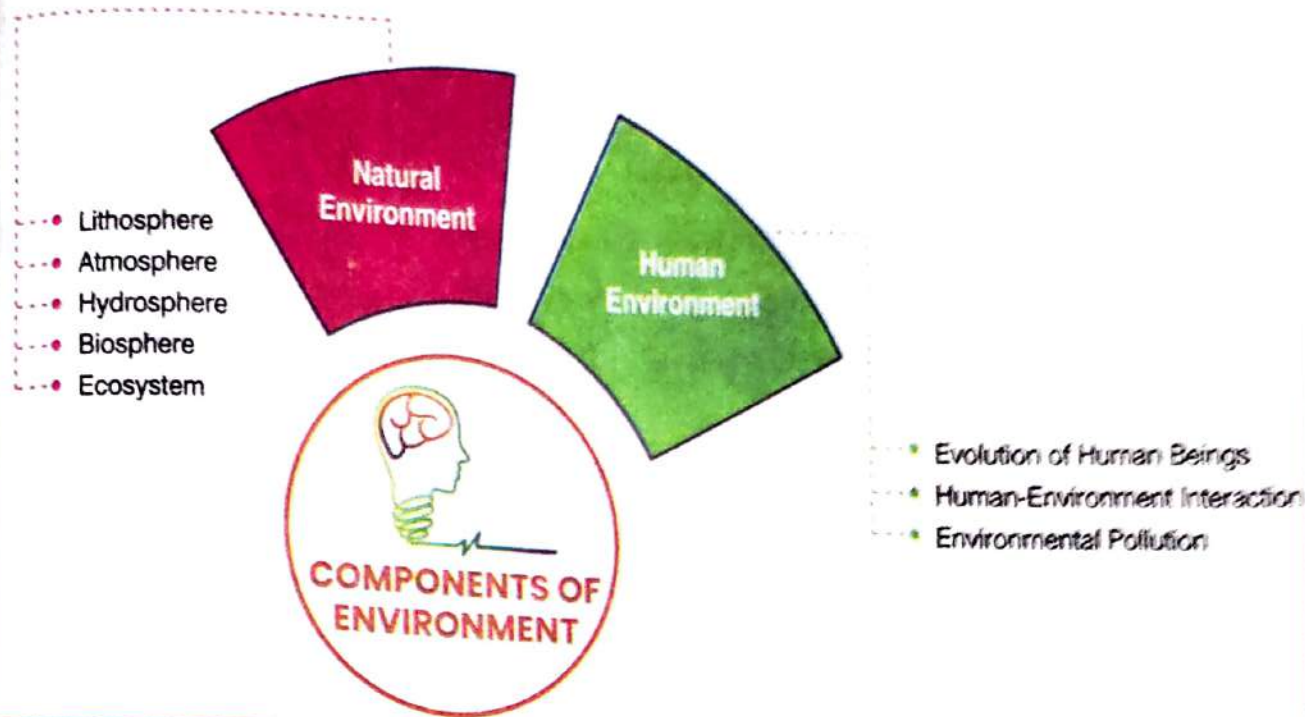


Suppose on an outing with your parents you buy an icecream and a packet of chips. After you eat them, what will you do with the packets in the following cases :

- If there is a dustbin kept a distance of about 20 m from where you are standing.
- If there is no dustbin at all.



# MIND MAP



## EXERCISE

Tick (✓) the correct option.

(MCQs)

- Which is not a natural ecosystem?
 

(a) Desert	<input type="checkbox"/>	(b) Aquarium	<input type="checkbox"/>
(c) Forest	<input type="checkbox"/>	(d) Mountain	<input type="checkbox"/>
- Which of the following is not a part of the human-made environment?
 

(a) Land	<input type="checkbox"/>	(b) Industry	<input type="checkbox"/>	(c) Village	<input type="checkbox"/>	(d) Transport	<input type="checkbox"/>
----------	--------------------------	--------------	--------------------------	-------------	--------------------------	---------------	--------------------------
- Which of the following is not a biotic component of the environment?
 

(a) Water	<input type="checkbox"/>	(b) Plants	<input type="checkbox"/>
(c) Animals	<input type="checkbox"/>	(d) Human beings	<input type="checkbox"/>
- The 'Earth Day' celebrated throughout the world on :
 

(a) 31 March	<input type="checkbox"/>	(b) 1 January	<input type="checkbox"/>
(c) 22 April	<input type="checkbox"/>	(d) 22 July	<input type="checkbox"/>
- An ecosystem is a part of :
 

(a) lithosphere	<input type="checkbox"/>	(b) atmosphere	<input type="checkbox"/>
(c) hydrosphere	<input type="checkbox"/>	(d) environment	<input type="checkbox"/>



ii. Fill the gaps.

1. The natural environment can be ..... or .....
2. Human environment may have ..... or ..... impact on natural environment.
3. There are ..... major domains of natural environment.
4. The domains of water on earth is called .....
5. Water is found in three states ..... and .....

iii. Write 'T' for true and 'F' for false statements.

1. All water bodies provides provide us potable water.
2. Oceans are major links between landmasses.
3. Man increases the bio-diversity in nature.
4. Plants and animals are the major elements of abiotic environment

iv. Answer the following questions briefly.

1. What do you understand by the word 'environment'?
2. What is the biosphere?
3. Define natural environment.
4. What are the components of natural environment?
5. Name the various layers of atmosphere.

v. Answer the following questions in detail.

1. Explain what is an ecosystem
2. Give an account of the human environment.
3. Hydrosphere is important to human beings. Explain.
4. What are the reasons of environment pollution ?
5. Differentiate between hydrosphere and lithosphere.



## Skills Enrichment Zone

### ACTIVITY



- i. Organize and participate in a group discussion in the class on the topic "Importance of atmosphere to sustain life."



Communication

### PROJECT



- ii. Collect pictures of the human activities which are responsible for the environmental pollution and paste them in your scrapbook.



Creativity

## Out of the Box !

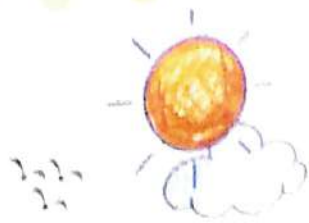


- What is Chlorofluoro carbon (CFC)? How does it affect the ozone layer? What are its sources?
- How do plants and animals depend on each other?



Integrated with Science





# 10. INSIDE OUR EARTH

## PRIOR KNOWLEDGE

- ⊙ Long age, the earth had no life.
- ⊙ Our earth is like a giant ball.
- ⊙ The surface of the earth is covered with land and water.

## LEARNING OBJECTIVES

- ⊙ Interior Structure of the Earth
- ⊙ Rocks and Minerals

## GET GOING

We know that our earth is like a ball. Is it filled with something or it is hollow inside?



The earth is about 460 crore years old. Its surface has been undergoing changes throughout these years. We still have very limited information about what is inside our earth. A detailed study of the interior of the earth is done by geologists. An elementary knowledge about the earth's structure is necessary to understand the nature of changes that take place on the surface of the earth.

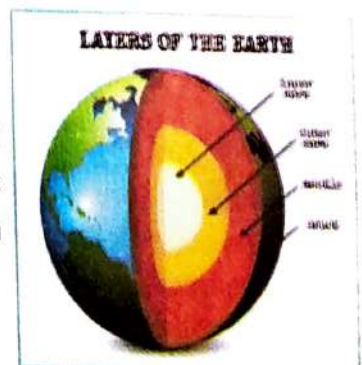
It is impossible to reach the centre of the earth because the temperature inside increases with the increase in depth. The temperature at the centre is estimated to be about 5,000°C. Thus, it is not possible to access direct information about the interior of the earth.

Most of our knowledge about the earth's structure and interior is based on the density of materials and the behaviour of the earthquake waves. These waves reveal that the earth behaves like a solid body upto a depth of about 2,900 km from the surface.

The average density of the earth is about 5.5 g per cubic cm. The earth is not composed of uniform material. The materials of the inner layers are heavier than that of the outer layer. The density of rocks increases towards the centre.

## INTERIOR STRUCTURE OF THE EARTH

On the basis of varying density and other physical and chemical properties of rocks, the earth can be divided into three concentric layers—crust, mantle and core. This arrangement can be compared to an onion with its layers one inside the other.



Layers of the Earth

## The Crust

The outermost shell, called the crust or lithosphere is the thinnest layer. Its average thickness varies from 5 to 40 km. The average thickness of the crust beneath the ocean is 5 km. On the other hand, the continental crust on an average is about 40 km thick. Despite greater thickness the continental crust is less denser than the oceanic crust because it is made of a mix of light and dense rock layers. The chief mineral constituents of the continental crust are silica and alumina. It is also called sial (silica and al-alumina). The oceanic crust consists mainly of silica and magnesium. It is called sima (silica and magnesium).

## The Mantle

The mantle or the mesosphere is the second layer of the Earth. It is located beneath the crust which is about 2,900 km thick. It is believed that there is constant movement in the mantle, with the cooler matter sinking down and the hotter matter forming the upper part of the mantle. Temperatures range from 2,800°C near the core to 1,800°C near the crust. The mantle consists of iron and magnesium. The lower part of the mantle from about 650 km to 2,900 km is solid.

## The Core

The earth's core lies below the mantle and is huge in size, with a radius of 3,500 km. The innermost part of the core is solid while the outer parts are liquid. The core consists of heavy metals like nickel and iron and therefore, it is also known as **nife** (ni-nickel and fe-ferrous *i.e.* iron). The mass of core is equal to one third mass of the earth. The temperature varies from 2200°C to 5000°C. The other name of core is barysphere.



Beno Gutenberg (1889-1960) was a German Seismologist. He discovered the Gutenberg discontinuity, which is the boundary between the mantle and the outer core, on the basis of the speed of the earthquake waves.

## Thought Shot

Temperatures increase towards the centre of the earth, so why does the inner core seem to be solid not liquid like the outer core?

## HD Curiosity

## MINERALS AND ROCKS

The earth is made up of minerals and rocks. Rocks are the aggregate of minerals.

### Minerals

**Minerals** are naturally occurring substances. They have definite structure, physical properties and chemical composition. There are organic and inorganic minerals.

#### Organic Minerals

Organic minerals are formed from dead and decayed animal and plant material trapped underground. Some examples are coal, petroleum and natural gas. These are also called fossil fuels. They are important sources of energy.



A lump of coal



An off-shore oil-rig drilling for petroleum

## Inorganic Minerals

Inorganic minerals are either metallic or **non-metallic** in nature. Some of the metallic minerals are iron, aluminium, gold, lead, silver and copper. Silicon, sulphur and phosphorus are some examples of non-metallic minerals.

## Rocks

Any natural solid substance that is aggregate of one or more minerals is called rock. Rocks may be soft or hard, and these may be of different colour, size and texture. They do not possess a definite chemical composition. When a chemical substance is found in larger quantity in a mineral, then it is called ore of that substance. Thus, all minerals cannot be ores but all ores will be minerals. Rocks are generally of three types based on the manner of their formation.

### Igneous Rocks

During the eruption of volcanoes, lava comes out along with gases and steam. When the molten magma cools, it becomes solid. Rocks thus formed are called igneous rocks. These are also known as primary rocks and are of two types—Intrusive rocks and extrusive rocks.

(a) **Intrusive Rocks** : When the magma cools down to solidify before reaching the outer surface of the earth, it forms intrusive rocks which remain below the earth's surface. Since they cool down slowly they form large grains. Thus, these rocks are coarse-textured rocks. Granite, diorite, peridotite and gabbro are some examples of intrusive rocks.



Rocks

(b) **Extrusive Rocks** : When the magma reaches the surface of the earth and cools down rapidly to solidify, then the rocks formed are called extrusive rocks. These rocks have very fine grained structure. Basalt, pumice, andesite, and rhyolite are examples of extrusive rocks.




Intrusive Rocks



Extrusive Rocks

### Characteristics of igneous rocks

- Hard and compact rocks.
- Do not occur in distinct beds or stratas.
- Do not have remains of animals or plants.
- Do not allow water to percolate through them (non-porous rock).

 Fossil fuels are formed from the remains of plants and animals that lived long ago. They are non-renewable resources of energy.

- ❖ Rich source of valuable minerals like iron, gold, silver, aluminium, etc.
- ❖ Around 95% of the upper section of the earth's crust is made up of igneous rocks.

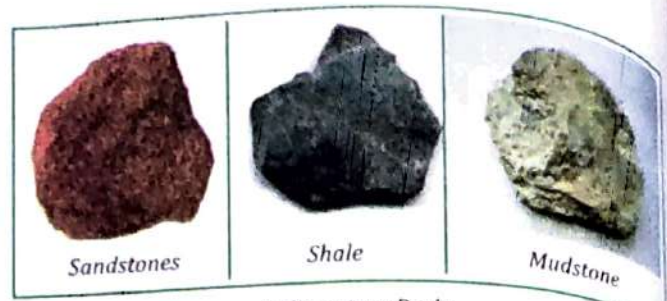
### Sedimentary Rocks

Sediments are those small fragments which are formed when rocks roll down, crack and hit each other. These sediments are transported and deposited by the action of wind, water and ice, etc. These sediments are compressed and hardened to form the layers of rocks which are called sedimentary rocks. These rocks are formed either by mechanically (sandstone), chemically (salt) or organically (coal). These rocks cover about 75% of the total land area of the earth.

Common examples are sandstone (made up of the grains of sand), shale (made up of clay), mudstone (made up of silt, clay and sand), conglomerate (made up of sandstones and pebbles of hard rocks), etc.



Palaeontology is the branch of science dealing with the study of fossils to determine organisms' evolution.



Sedimentary Rocks



The Red fort is made of red sandstone

### Characteristics of sedimentary rocks

- ❖ Softer than igneous rocks.
- ❖ Have horizontal layers, arranged one above the other.
- ❖ Formed mostly under water and have marks of waves and mud cracks.
- ❖ Have remains of plants, animals and other micro-organisms (called fossils).
- ❖ Many sedimentary rocks have organic sediments which have compacted to form coal or petroleum and natural gas within the layers.



Fossil

### Metamorphic Rocks

Metamorphic rocks are formed when igneous and sedimentary rocks are subjected to great heat and pressure. The physical and chemical changes bring the change in texture and structure of the parent rock after metamorphism (recrystallisation).

Examples of metamorphic rocks include anthracite, quartzite, marble, slate, schist, gneiss and

granulite. Anthracite is a type of coal with a high carbon content, few impurities and with a high lustre. Marble is formed from the sedimentary rocks of limestone, while quartzite is formed from sandstone sedimentary rocks. Slate is a metamorphic form of mudstone sedimentary rocks while granulite is formed from igneous rock basalt.

### Characteristics of metamorphic rocks

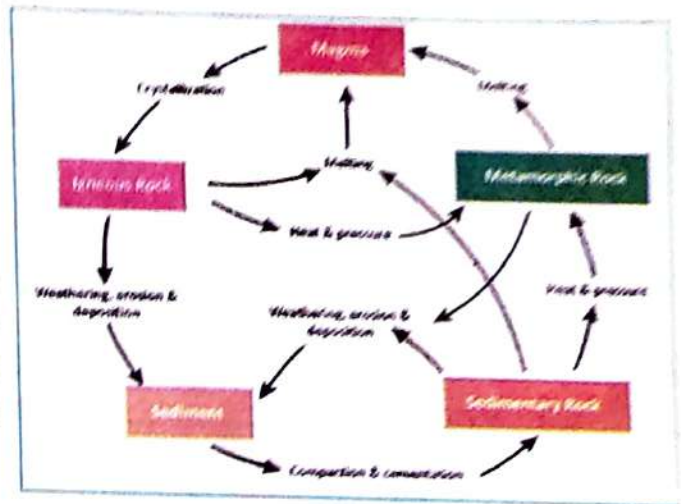
- ❖ Remains in the original position after changes.
- ❖ Hard and having high specific gravity.
- ❖ Do not have empty spaces.



Metamorphic Rocks

### Rock Cycle

Rocks go through a cycle of transformation. Magma rising from below the Earth's surface solidifies to form igneous rocks. These rocks are broken down to form sediments which produce sedimentary rocks; igneous and sedimentary rocks are changed into metamorphic rocks due to extreme heat and pressure. When rocks are melted by heat, new magma is formed. The continuous changing of rocks from one kind to another over long periods of time is called the rocks cycle.



Rock Cycle

### Thought Shot

The rock cycle neither has a beginning nor an end. Why?



### Uses of Rocks and Minerals

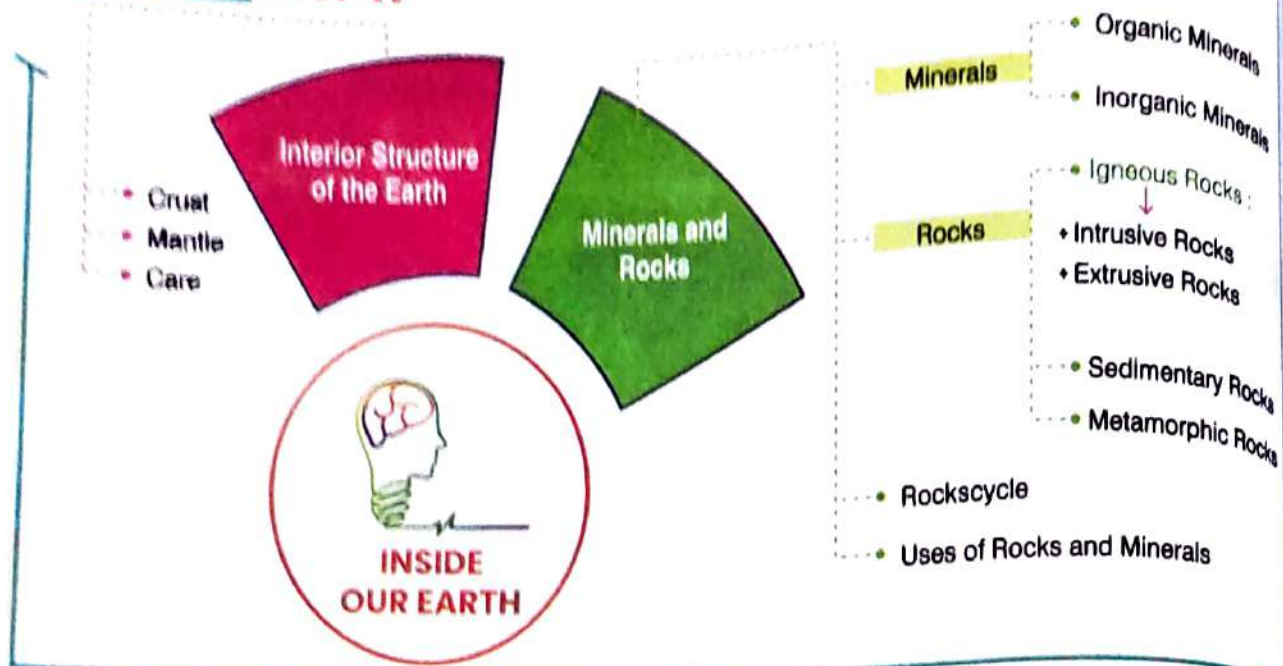
The minerals in the soil provide nutrients that plants need.

- ❖ Hard and large blocks of rock are used for construction work.
- ❖ Potash and phosphates that are used as a source fo chemicals are found in the sedimentary rocks.
- ❖ Coal, petroleum and natural gas are used as fuels.
- ❖ Minerals that we consume in everyday life include salt. In fact, rocks have made agriculture possible as soil is formed from the degradation or decomposition of rocks. Chemicals found in rocks are also used to make fertilizers.

**Try IT!**

Imagine you are an igneous rock. Describe your experiences as you travel in a rock cycle. Talk about transition from one form to another. This could be a humorous account of what you felt at every step.

**MIND MAP**



**EXERCISE**



1. Tick (✓) the correct option.

(MCQs)

- The thinnest layer of the earth is the :  
 (a) crust  (b) mantle  (c) outer core  (d) inner core
- Which type of rock contains fossils?  
 (a) Igneous  (b) Sedimentary  (c) Metamorphic  (d) None of these
- Which layer of the earth is made up of Iron and nickel?  
 (a) Mantle  (b) Crust  (c) Core  (d) None of these
- What is the average radius of the mantle of the earth?  
 (a) 2900 km  (b) 3500 km  (c) 4000 km  (d) 5000 km
- Which rock is also known as primary rock?  
 (a) Metamorphic rock  (b) Igneous rock   
 (c) Sedimentary rock  (d) None of these

Fill the gaps.

1. A detailed study of the interior of the Earth is done by .....
2. On the basis of varying density and other physical and chemical properties of rocks, the Earth can be divided into ..... concentric layers.
3. The chief mineral constituents of the continental crust are ..... and .....
4. The ..... is the second layer of the Earth.
5. Rocks are generally of ..... types based on the manner of their formation.

Write 'T' for true and 'F' for false statements.

1. Metamorphic rocks have no fossils.
2. Sedimentary rocks are also called primary rocks.
3. Granite changes into gneiss due to metamorphism.
4. Upper mantle is partially molten.

Answer the following questions briefly.

1. What are the three main types of rocks on earth?
2. What are the different types of layers of the earth?
3. How are igneous rocks formed?
4. Give two examples of sedimentary rocks.
5. What are metamorphic rocks?

Answer the following questions in detail.

1. How does the rock cycle work?
2. What are the uses of rocks and minerals?
3. How are extrusive and intrusive rocks formed?
4. What do you know about the structure of the earth?
5. Write an account of the Earth's mantle?



## Skills Enrichment Zone

### ACTIVITY



1. Form a geology club. Make a field trip to the local museum. Observe the different types of rocks. Also, note the sculptures and artefacts made out of rocks. Write about what you learnt from this visit.

### RESEARCH WORK



1. Find out about the different activities that take place inside the three layers of the earth separately and also find out the consequences of the activities.

### Out of the Box !



- What happened when there were no rocks on earth?
- We cannot get direct information about the interior of the earth. Why?



Experiential Learning



Information



Critical Thinking



# 11. OUR CHANGING EARTH

## PRIOR KNOWLEDGE

- ⊙ Now, after thousands of years, the earth has many kinds of plants and animals
- ⊙ All the planets of the solar system move on their axes and around the sun.

## LEARNING OBJECTIVES

- ⊙ Sudden Movements
- ⊙ Continuous Movements
- ⊙ Major Landforms

## GET GOING

Were all the seven continents joined in one huge landmass millions of years ago or did Earth always look as it does today?

The earth is a highly dynamic or active planet. We know that the earth moves around the sun and also on its own axis. Changes and movements constantly take place inside the earth.

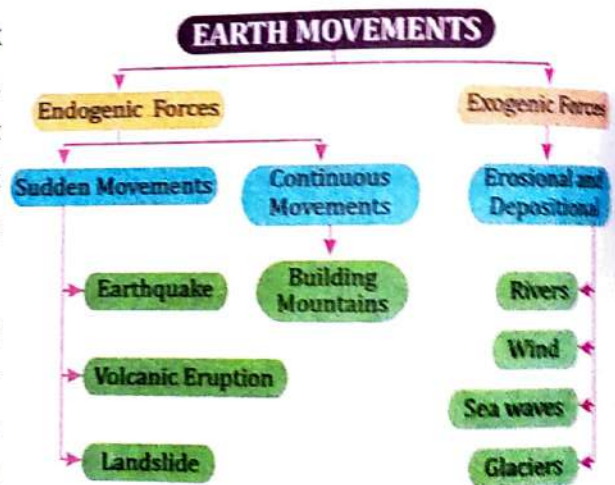
**Endogenic movements** are those movements that take place under the surface of the Earth, such as plate movements and the resulting earthquakes and volcanoes. You cannot see these movements happening but you can feel their impact. We will read more about them later in this chapter.

**Exogenic movements** are those that occur on the surface of the Earth, such as the action of wind, water, and ice.

There are also different external forces working constantly and changing the face of the Earth. These forces are varied and they effect the face of the earth differently. We can divide these forces into two categories: **endogenic forces** and **exogenic forces**.

Both endogenic and exogenic forces work together to create the relief features of our Earth. So, after a fold mountain is formed by endogenic forces, it is weathered and eroded by exogenic forces, which change its shape and appearance over the years.

The movements of the plates cannot be even felt until and unless the plates interact with each other along with their boundaries. Human beings can feel the tremors of the interaction through



Evolution of landforms



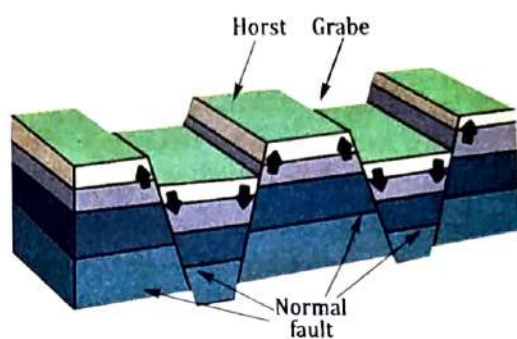
earthquakes. The tectonic plates may diverge from each other, converge with each other or slip past each other. Thus, there may be three types of plate movements— divergent movement, convergent movement, and lateral slipping.

### Folding

Horizontal movements are caused due to compressional forces operating in the Earth's interior resulting in folding of the rock strata. Folding of the Earth's crust is responsible for the formation of fold mountains. The major mountain chains of the world, namely the Rockies of North America, the Andes of South America, the Alps of Europe and the Himalays of India are examples of fold mountains. Fold mountains formed in recent geological period are called **young fold mountains** while the mountains formed during earlier geological period are called **old fold mountains**.

### Faulting

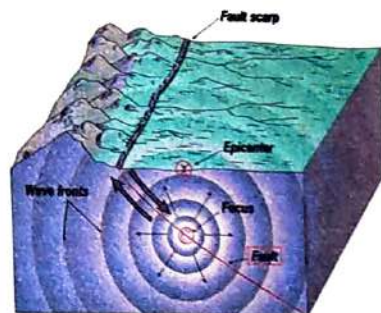
When plates move, stresses and strains occur in the lithosphere giving rise to fissures and fractures. This causes large scale displacement of the rock structures, which is known as faulting. This results in the formation of block mountains and rift valleys. When there are almost parallel faults on the Earth's crust and the land between them is either uplifted or remains at the same place even after the surrounding areas have subsided, a block mountain is formed. The uplifted part is known as **horst** or **block mountain**, and the subsided part is referred to as **graben** or **rift valley**.



## SUDDEN MOVEMENTS

### Earthquakes

Many factors, such as volcanic eruptions, movement of the lithospheric plates or even bomb explosions can cause the surface of the earth to shake. This shaking of the earth's surface is called an **earthquake**. The place of origin of an earthquake is called focus. The point on the earth's surface, which is vertically above the focus is called epicentre. The vibrations of an earthquake spread out as concentric waves from the focus. The intensity of an earthquake is maximum near the epicentre.

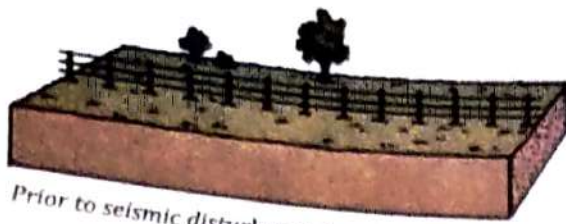


Location of focus and epicentre

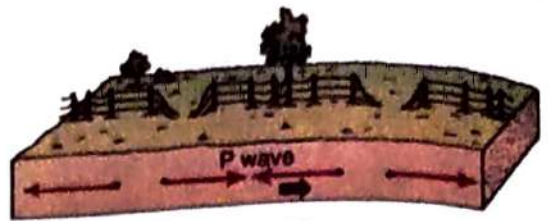
### Types of Earthquake Waves

According to the mode of travel, earthquake waves are classified into three main types :

**Primary waves** : The primary waves (P waves) or push waves are the first to arrive as they are the fastest. These waves usually travel at a speed of about six km per second. These waves cause relatively small displacements.



Prior to seismic disturbance A straight fence line provides a good reference.

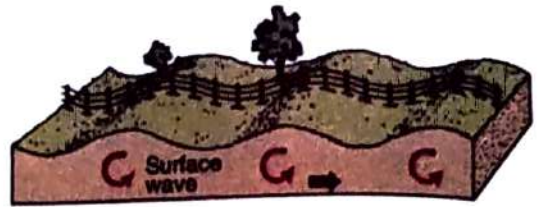


Motion produced by P wave Particles are compressed and then expanded in the line of wave progression.

**Secondary waves:** The secondary waves (S waves) or shake waves are the next to arrive. Their rate of movement is less than that of the P waves. These waves produce a strong shaking action. They do not pass through liquids.



Motion produced by S wave Particles move back and forth at right angles to the line of wave progression

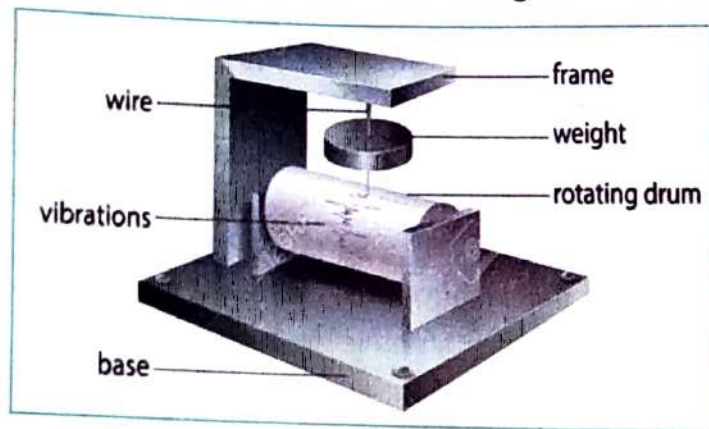


Motion produced by surface wave Particles move in a circular path at the surface. The motion diminishes with depth.

**Surface waves:** The surface waves are the last to arrive and travel over the surface of the earth. These waves are very powerful and cause most of the damage. Their effect is not seen at great depths.

### Measuring Earthquakes

The intensity of earthquake waves is measured on the Richter Scale. The earthquake tremors are recorded by an instrument called seismograph. The science that deals with earthquakes is called seismology, and the earthquake scientists are called seismologists.



Seismograph

The Richter Scale ranges from zero to nine. An increase in one point on the Richter Scale indicates that the force of the earthquake is 10 times greater than the strength of the previous number. The earthquakes of intensity six and above are very destructive.

### Effects of Earthquakes

Tremors in the earth's crust are produced due to the passage of shock waves during an earthquake. Most earthquakes only last a



Charles Francis Richter (1900-1985) was an American seismologist. In 1935, he invented the Richter Scale to measure the intensity of earthquakes.



few seconds but the biggest one can last up to seven minutes. Aftershocks may continue for years. Earthquakes can make huge openings on the surface of earth, and even change the course of a river. Fences, roads and railway lines may be twisted. Damage to houses, buildings, monuments and farms are caused by earthquakes. On Jan 26, 2001, at 8:46 AM, a severe earthquake struck Gujarat (Bhuj). More than 10,000 fatalities and a big loss to property occurred due to this earthquake. High rise buildings, power supply poles and communication poles were collapsed.

### Earthquake Preparedness

"Prevention is better than cure" is a very right saying in case of earthquakes. Local government and disaster management committees are responsible for managing the disaster. Public awareness is to be created through sensitization and training programmes.

### What do we do when an earthquake occurs?

- (i) **Safe spot** : Take shelter under a kitchen counter, table or desk, against an inside corner or wall.
- (ii) **Stay away from** : Fire place, area around chimney, windows that shatter including mirrors and picture frames.
- (iii) **Be prepared** : Spread awareness amongst family, friends and neighbours to face any disaster confidently.

## EARTHQUAKE IN KASHMIR REGION : A CASE STUDY

A massive earthquake rocked Pakistan, Afghanistan and India in October 2005, leaving around 40,000 dead and wiping out several towns and villages. More than 70,000 people were injured and nearly 5 million were rendered homeless. The earthquake measuring 7.6 on Richter scale was the strongest earthquake in memory in the region. The quake lasted over a minute. Its epicentre was near Muzaffarabad, the capital of Pakistan-Occupied Kashmir (POK). It was also felt as far south as Delhi.

In Muzaffarabad, two-thirds of the buildings were damaged. The city's only Military Hospital crumbled, killing 200 people including doctors and nurses. Thousands of children were trapped in collapsed schools. Around 600 students were buried alive as the Azad Jammu Kashmir University buildings caved in. Nearly 400 school children died in two schools in Manshera district in the north-west Frontier province of Pakistan. Balakot, a thriving tourist town near Kaghan valley was flattened. On the Line of Control (LOC), at least, 38 army men were crushed to death as bunkers and barracks caved in.

In the valley, Uri and the surrounding Baramulla districts were the worst hit, followed by areas in Kupwara, Poonch and Rajouri. 80% of the buildings in Uri were entirely damaged. Across Jammu and Kashmir, around 1500 people were killed, over 32,000 houses damaged, and nearly half the number of official buildings including schools and offices were levelled with the ground. The Srinagar-Muzaffarabad bus route was blocked with landslides.



If an earthquake occurs and we are indoors, we must take shelter below a table, bed or frame of door. Why?

## Volcanoes

You have read earlier that when there is subduction by converging tectonic plates, volcanoes are formed. The subducted plate often melts, and the magma finds an opening through which it comes out and erupts. This opening generally looks like a pipe and is called the vent. What erupts at the surface through the vent is lava. Look at Fig. It shows how the Caribbean plate and the Cocos plate converged and the Cocos plate was subducted. Locate the vent in this figure.



Volcano

Volcanic mountains are built by lava and other debris that solidify near the vent. These mountains are cone-shaped. These are central type of volcano, with the vent in the centre.

Divergent tectonic plates also cause magma to rise and flow out, and create new crust. Here, the magma comes out through cracks or fissures—it does not erupt at the surface. It just flows out and solidifies. This is fissure type of volcano.

## Types of Volcanoes

Volcanoes are three types based on their activity—active, dormant, and extinct.

**Active** volcanoes are those that are erupting or have erupted recently, or show signs of unrest. Popocatepetl in Mexico (2000), Hoshō in Japan (1995), and Mount Etna in Italy (1997) are examples of active volcanoes.

**Dormant** volcanoes are those that have not erupted for a very long time or have not been active. These are also known as sleeping volcanoes, which may wake up at any time. Some volcanoes may be dormant for thousands of years before becoming active again. Mount Baker and Mount Hood (both USA), and Nisyros (Greece), are examples of dormant volcanoes.

**Extinct** volcanoes are those that have not erupted in historic times and it is believed that no further eruption will take place in future. These are also known as the dead volcanoes. Two examples are Mount Warming (Australia) and Mount Elbrus (Russia).

## Try IT!

The recent eruptions of the Eyjafjallajökull volcano of Iceland threw out fine, glass-rich ash into the atmosphere. It thereby disrupted air traffic across western and northern Europe and caused inconvenience to air travel. Do you think that in spite of technological development, nature still continues to dominate technology? Discuss in class.

## CONTINUOUS MOVEMENTS

### Formation of Mountains

The formation of mountains is attributed to the movement of lithospheric plates, giving rise to horizontal or **orogenic** movements. Such movements result in folding and faulting of the Earth's crust and are responsible for the formation of mountains.

## MAJOR LANDFORMS

Endogenic forces are responsible for the formation of various landforms on the earth's surface. Whereas the **exogenic** forces tend to reduce the elevation of the existing landforms. The landscape is continually worn away by two processes — **weathering and erosion**.

Weathering is the breaking up of the rocks on the earth's surface whereas the erosion is the wearing away of the landscape by different agents— the wind, water and ice. The eroded material is transported by wind, water, etc. and are deposited at different places. Thus, the process of weathering and erosion creates different landforms on earth.

### Work of a River

The running water in the river erodes the landscape. The place where the river originates is called the 'source' and the place where the river joins another water body like sea, ocean or lake is called the 'mouth'. The one drained by the river and its tributaries is called the 'river basin'. A river erodes the rocks over which it flows and transports the eroded material and it deposits the materials transported by it.



Waterfall

When the river falls almost vertically down a steep valley side, a waterfall is formed. When the river enters the plain it twists and turns forming large bends known as 'meanders'. The ends of the meander loop come closer and closer

due to continuous erosion and deposition along its sides. After some time, the meander loop cuts off from the river and forms a cut-off lake, which is known as oxbow lake. When the river overflows its banks, it leads to the flooding of the neighbouring areas. During this process, it deposits layer of fine soil and other materials called sediments along its banks.

This results in the formation of a flat fertile 'floodplain'. The raised river banks are called 'levees'.

The Sunderbans delta is a river delta (Ganges-Brahmaputra delta), which is the world's largest delta. This is also most fertile region of the world, which is given the nick name 'The Green Delta'.





Sea Arch

When the river approaches the sea, its speed decreases and the river begins to break up into a number of streams known as distributaries. The river becomes very slow and it begins to deposit its load. Each distributary forms its own mouth. The collection of sediments from all the mouths forms a 'delta'.

### Work of Sea Waves

Coastal landforms are the result of the erosion and deposition by the sea waves which continuously strike at rocks. Cracks developed by waves become larger and wider and result into the formation of sea caves. When a head-land projecting into the sea is attacked by sea waves from both sides, a thorough passage is created. This is known as 'sea arch'. When the roof of sea arch is eroded, it collapses and the pillars of rocks are left standing in the open water. These are called 'stacks'. The steep rocky coast rising almost vertically above sea water is called 'sea cliff'. Sea waves deposit sediments along its shores forming beaches.

### Work of Ice

'Rivers of ice' are called glaciers which too erode the landscape. As the glacier passes through a valley, rock fragments fall into moving ice, which act as tools of erosion. The glacier carves out deep hollows along the slope of a mountain developing an armchair like depression, called 'cirque'. When the glacial ice melts, the depression is filled with water, forming a lake. This lake is termed as 'tarn'.

When the glacier starts melting, the material carried by the glacier gets deposited. These deposits form 'glacial moraines'.

### Work of Wind

Erosion in deserts is caused by the wind. In the absence of vegetation and moisture rock fragments lie loose on the surface and wind blows freely. A strong wind carries with it a large amount of sand, dust particles and gravel, which act as eroding tool for rocks. As the wind cannot carry the rock particles high in the air, it erodes the lower part of rock more than the higher part, such type of rocks are called 'mushroom rocks' as they have a narrow base and a broad top.

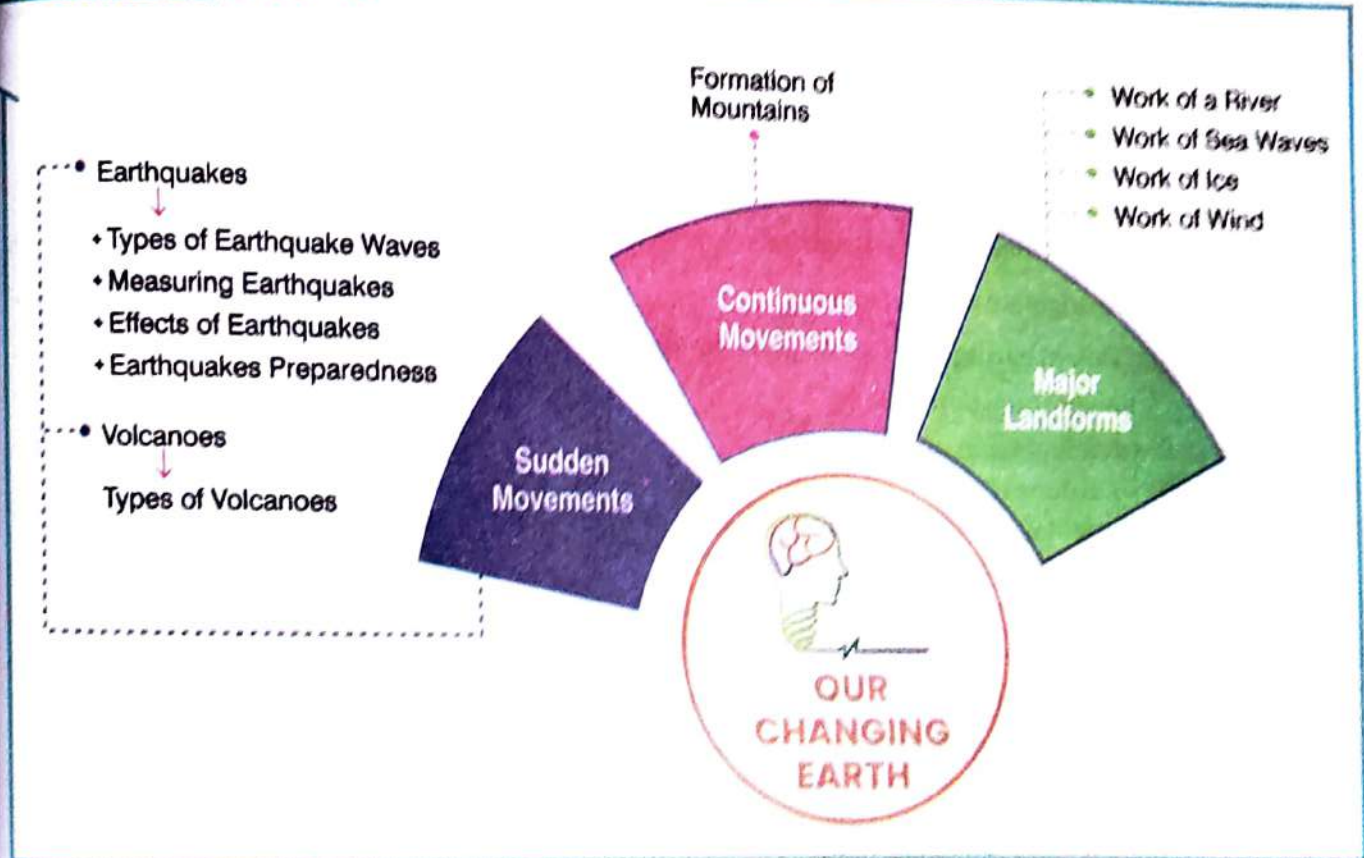




Mushroom Rocks

When the wind blows, it transports sand from one place to another. When it stops blowing the sand particles fall down to get deposited in low hill-like structures. These are called 'sand dunes'. When the grains of sand are very fine and light, the wind can transport them to a larger distance. When such sand is deposited in large areas, it is called 'loess'. The most extensive loess deposits are in North China.

## MIND MAP



# EXERCISE



## I. Tick (✓) the correct option.

- The Theory of Continental Drift was suggested by Professor Alfred Wegner in the year :  
(a) 1912            (b) 1812            (c) 1896            (d) 1919
- Which of the following is an exogenic movement?  
(a) Earthquake            (b) Volcano            (c) River            (d) None of these
- A volcano likely to be active in the future is :  
(a) Extinct volcano            (b) active volcano        
(c) dormant volcano            (d) None of these
- Mushroom rocks are found in :  
(a) deserts            (b) river valleys            (c) glaciers            (d) none fo theses
- The earthquake in Bhuj(Gujarat) occurred in :  
(a) 2010            (b) 2008            (c) 2004            (d) 2001

## II. Fill the gaps.

- There are two types of movements of the Earth, ..... and .....
- Theory of Continental Drift was improved upon by Arthur Holmes and now it is called .....
- The Himalayas is the example of ..... mountain.
- The place of origin of an earthquake is called .....
- The intensity of earthquake waves is measured on the .....

## III. Write 'T' for true and 'F' for false statements.

- Rift valley is also called Graben.
- The Richter Scale measures the length of seismic waves.
- Earthquakes originate at the epicentre.
- Maximum violent earthquakes occur along the Pacific coast.

## IV. Answer the following questions briefly.

- Name the different types of volcanoes.
- What are sand dunes?
- How can the damage caused by earthquakes be reduced?
- Distinguish between focus and epicentre.
- What are young and old fold mountains?

## V. Answer the following questions in detail.

- Write a short note on the Theory of Plate Tectonics.
- Explain the three types of volcanoes.
- Describe the different types of earthquake waves.
- Explain the formation of major landforms.
- What is the difference between endogenic and exogenic movements of the earth?



## THINK SMART



Suppose an earthquake strikes your area. What is the first thing you will do in such a situation? Tick (✓) from the given options

- Look all the doors and window and stay indoors.
- In case you cannot come out of the house hide yourself under a table.
- Immediately leave your home of school building and move to open areas.
- Try to collect all your belongings in order to move out of the house.
- Go and stay in your neighbour's house.


HD Problem Solving

## RESEARCH WORK



- II. Collect more information about volcanoes and their types and make a book report. Use the internet to know more about India's active volcanoes.

21<sup>st</sup> CS

Technology/Digital Resources



## MAP WORK



- III. Mark the major active volcanoes of the world on an outline map of the world and paste it in your book report.

21<sup>st</sup> CS

Information



## Out of the Box !



- Why are some rocks have a shape of a mushroom ?
- During earthquake, large buildings collapse. Why?

21<sup>st</sup> CS

Critical Thinking



# 12. ATMOSPHERE: THE REALM OF AIR

## PRIOR KNOWLEDGE

- ☉ The earth is a unique planet having air which supports life.
- ☉ Atmosphere is the blanket of gases that surrounds the earth.

## LEARNING OBJECTIVES

- ☉ Composition of Atmosphere
- ☉ Structure of the Atmosphere
- ☉ Elements of Weather and Climate

## GET GOING

Is green house effect necessary for the life to exist on earth?

Our earth is surrounded by a huge blanket of air called atmosphere. All living beings on this earth depend on the atmosphere for their survival. It provides us the air we breathe and protects us from the harmful effects of the sun's rays. Without this blanket of protection, we would be baked alive by the heat of the sun during day and get frozen during night. So it is this mass of air that has made the temperature on the earth liveable.

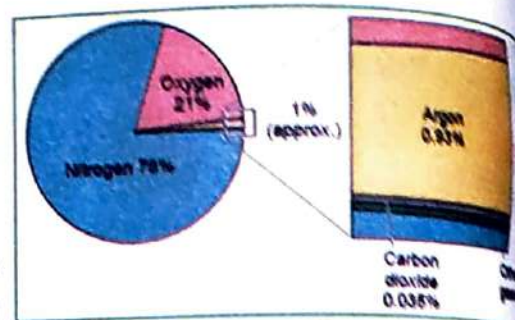
## COMPOSITION OF ATMOSPHERE

Two main gases in the atmosphere are nitrogen and oxygen. Nitrogen (about 78 per cent) helps in the growth of living beings. Oxygen (about 21 per cent) is the gas that living organisms breathe to live. It also supports **combustion**.

In addition to these two gases, the atmosphere also has water vapour, dust particle and trace gases such as carbon dioxide, hydrogen, helium, oxygen and a few others.

**Nitrogen** is the most prevalent gas in the atmosphere. It is required by plants for growth. But plants are not able to absorb nitrogen directly from the air. Bacteria in the soil and roots absorb and change its form, so that plants can use it. Atmospheric nitrogen is also used to manufacture chemical fertilizers.

**Oxygen** is the second most important gas in the atmosphere. Its share is about 21 per cent of the clean dry air. It is found only in the lower layers of



Composition of Atmosphere



Photosynthesis

The atmosphere. All living beings need it for breathing. The share of oxygen in the atmosphere remains constant as the plants produce oxygen during photosynthesis.

**Carbon dioxide** is another vitally important gas though it makes up only 0.03% of the atmosphere. Green plants need carbon dioxide and water to manufacture food. They take in carbon dioxide and convert it to starch in the presence of the sunlight, using chlorophyll. This phenomenon is called **photosynthesis**.

Carbon dioxide absorbs terrestrial radiation and radiates it back to the Earth. This trapping of energy by the carbon dioxide in the atmosphere produces what is called the **greenhouse effect**, and it is therefore called a **greenhouse gas**.

## STRUCTURE OF THE ATMOSPHERE

The atmosphere can be divided into five distinct layers :

### Troposphere

It is the lowest layer of the atmosphere. It contains 90% of the total mass of the atmosphere and extends up to *tropopause*, occurring at an altitude of 18 km at the equator and 8 km near the poles. In this layer there is a constant vertical decrease in temperature at an average rate of 0.6 °C per 100 metres increase in altitude. Troposphere is a turbulent zone containing much dust, water vapour and clouds. All weather phenomena like formation of clouds, blowing of winds, thundering, lightning, precipitation and rainfall are confined to the troposphere.

### Stratosphere

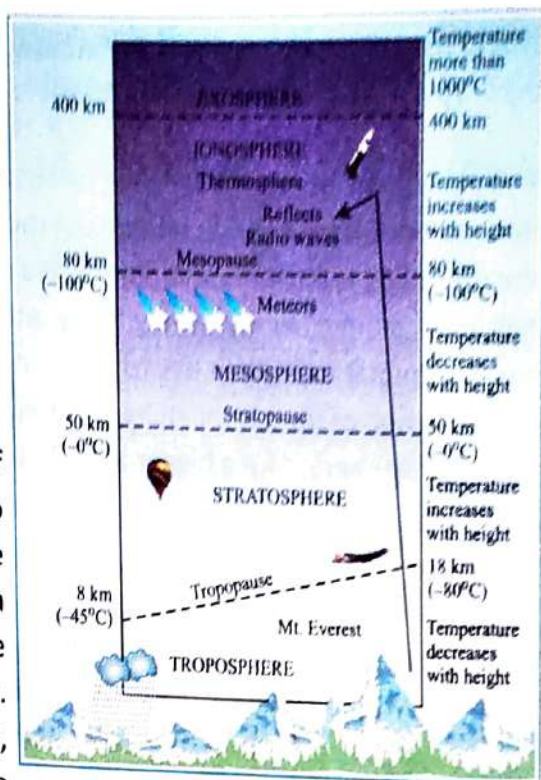
Stratosphere lies above the troposphere, extending upwards to a height of about 50 km. In this layer, normal fall of air temperature with increasing height abruptly ceases. Strong and persistent winds known as *Jet Streams* blow in stratosphere from west to east. There is very little water vapour and dust. This calm and clean layer is very useful for flying jet planes. This layer contains ozone gas, which absorbs solar ultraviolet rays and thus shields earthly life from the intense harmful form of solar energy.

### Mesosphere

Mesosphere lies between the stratosphere and thermosphere. It is bounded by the stratopause (below) and mesopause (above). It lies between 50 and 80 km above the earth's surface. In the mesosphere, temperature falls with elevation.

### Thermosphere

Thermosphere occurs 80 km above the earth's surface. In this layer, temperature increases with



Layers of the atmosphere

height. Between 100 and 300 km above the earth's surface, there lies ionosphere where electron density is very high. This layer (ionosphere) is very useful for radio-transmission and communication.

Beyond thermosphere, the atmosphere becomes very thin and gradually merges with the outer atmosphere.

## Exosphere

This is the outermost layer of the atmosphere in which the air things until it ultimately merges with outer space. The temperature increases rapidly in this layer because of solar radiation.

## ELEMENTS OF WEATHER AND CLIMATE

Hour to hour, day to day conditions of the atmosphere is called **weather**. In other words, weather is the prevailing atmospheric condition at a place over a short period of time. A variety of terms such as hot, cold, sunny, cloudy, windy, rainy, etc. are used to describe weather conditions. Weather can change dramatically from day to day or hour to hour. However, weather condition of a place for a longer period of time is called its **climate**. Thus, climate is the regular pattern of weather conditions over a longer period for a bigger area. To determine the climate of an area, various weather elements like temperature, air pressure, humidity, and winds are studied for 30-35 years.

## Temperature

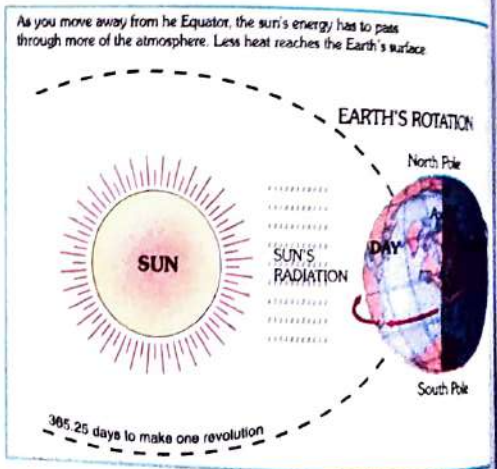
We normally refer to the general air temperature to declare a day hot or cold. Air temperature is the temperature of the atmosphere at ground surface and it is measured in degree Celsius ( $^{\circ}\text{C}$ ). The air temperature changes from day to day or from place to place due to the following factors :

- (i) **Insolation** : The incoming solar energy received by the Earth is called insolation. This refers to the light energy as well as the heat energy received from the Sun. Its amount varies from place to place and from time to time. This also depends on the angle of the Sun's rays.

Insolation is greatest when the Sun is directly overhead, for example, around noon. When the Sun is lower in the sky, the same amount of solar energy is spread over a greater area of ground surface, so

insolation is lower. The amount of insolation varies with different times of the day and from season to season.

- (ii) **Latitude** : The amount of insolation also varies with latitude. So there is maximum insolation at the Equator, which gradually decreases as one moves toward the poles. It is believed that the poles receive about 40 per cent of the total insolation received at the Equator. So there is less heat energy available here, with the result that these areas are very cold. On the other hand, it also explains why the places around the Equator are so hot!



Insolation

(iii) **Surface Type** : If you live in a town or a city with lots of concrete structures, the surface will absorb more of insolation than forest or the moist soil surface of a village. So temperatures in cities or towns are greater than in rural areas. Similarly, the barren surface of the desert heats up quickly.

(iv) **Distance from the Sea** : The water heats up and cools down slower than the land. If you live near the sea, you might have felt the cool breeze from the sea during the day. In the night, the land is cooler, so a cool land breeze blows into the sea. These winds help to reduce the difference in the day and night temperatures of areas near the shoreline, and there is not much difference between summer and winter temperatures. On the other hand, the interiors have extreme temperatures—very hot summers and very cold winters.

(v) **Altitude** : As mentioned earlier, the higher you go above the ground level, the cooler it is. Temperature drops with increasing altitude.

## Air Pressure

The Earth's surface lies underneath the atmosphere. It takes the weight of the entire atmosphere. The pressure exerted by the weight of the atmosphere on the Earth's surface is known as **atmospheric pressure**. How would you know how much pressure is exerted at any one place? A **barometer** is used to measure pressure in millibars (mb). Usually, the air pressure is around 1013.2 mb at sea level.

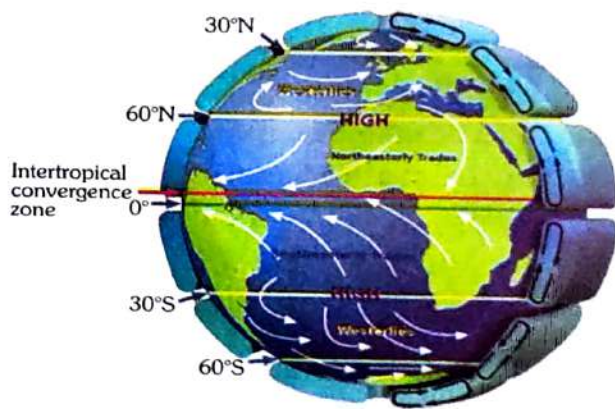
How is it that we do not feel the weight of the atmosphere? The is because we have air inside our bodies, which balances the external air pressure on us and keeps us firmly on the ground!

There is not much day to day variation in atmospheric pressure. But when there is a difference, it causes winds and sometimes, storms. However, atmospheric pressure decreases with increasing altitude, at an average rate of 3.5 mb per 30m.

Air pressure also varies with temperature. Therefore, we have low pressure in areas with high temperatures and high pressure in areas with low temperatures. Observe the following :

- ❖ Equatorial low pressure belt
- ❖ Subtropical high pressure belt on both hemispheres
- ❖ Subpolar low pressure belt in both hemispheres
- ❖ Polar high pressure belts

A **low pressure area** is where the air is heated and rises up, while a **high pressure area** has cold air, which sits on the surface. Low pressure areas are marked by cloudy or rainy weather. High pressure areas have nice, sunny weather.



World pressure belts

### Thought Shot

EL

Experiential Learning

Have you experienced your ears 'popping' during a ride on the giant wheel?

## Wind

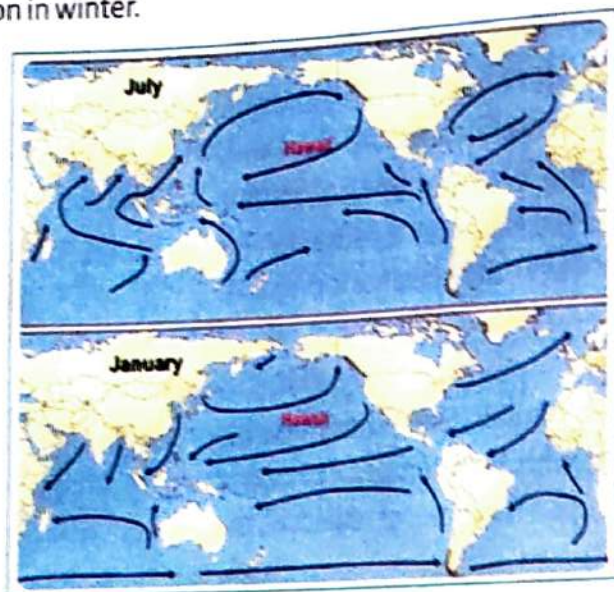
Wind is the movement of air from high pressure area to low pressure area. It varies from gentle breeze to a storm. Winds have two main elements-speed and direction. Wind speed is measured by an anemometer while wind direction is determined by weather vane. A wind is named after the direction from which it blows, e.g. the wind blowing from the west is called westerly.

**Types of Winds:** Winds can be classified into three types—

- Permanent Winds or Planetary Winds:** These winds blow constantly throughout the year in a particular direction. The trade winds, westerlies and easterlies are the permanent winds.
- Seasonal Winds:** These winds change their direction in different seasons. For example, the monsoon winds that blow towards the continent of Asia in summer and bring rainfall to India. These winds reverse their direction in winter.



Anemometer

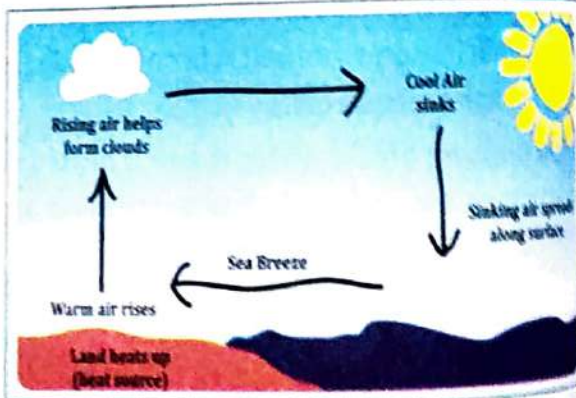


Winds and their Directions

- Local Winds:** These winds are generated by local conditions and blow only during a particular period of the day or year in a small area. For example, land and sea breeze.

## MOISTURE IN THE ATMOSPHERE

Water is found on the surface of the Earth in oceans, seas, gulfs, bays, lakes, ponds, rivers and even in the soil. The heat from the sun converts the water into water vapour through the process of evaporation.



Sea Breeze

The most important source of moisture in the atmosphere is **water vapour**. The amount of water vapour present in the atmosphere varies not only from place to place, but also from time to time.

## Atmospheric Humidity

The water vapour present in the atmosphere is known as *atmospheric humidity*. Water bodies such as oceans and seas are the major sources of water vapour in the air.

The amount of water vapour in the atmosphere varies from place to place and from time to time. It is lesser over land than over the oceans. It is the greatest over the equatorial region than over the polar regions. It increases in summer and decreases in winter. Although present in the atmosphere in very small quantity, water vapour plays an important role in regulating the temperatures and causing changes in the weather.

## Evaporation

Water can change from one form to another by absorbing or releasing heat. The process by which water (liquid) changes into water vapour (gas) is known as *evaporation*. Evaporation is a continuous process but the atmosphere cannot hold endless amount of water vapour. When the air contains as much water vapour as it can hold at a given temperature, it is said to be *saturated*. The capacity of the air to hold water vapour increases when the temperature rises, and decreases when the temperature falls. Thus, warm air holds more water vapour than cold air.

## Condensation

The capacity of the air to hold water vapour decreases with a fall in its temperature. The temperature at which the air gets saturated with the amount of water vapour it is carrying, is called **dew point**. When the temperature of saturated air falls below the dew point, the air cannot retain all moisture in it. The excess vapour then gets converted into tiny droplets of water. The process is called *condensation*.

Condensation of water vapour leads to the formation of clouds, fog, dew and frost.

## Precipitation

When the minute water droplets or ice crystals in clouds join together into big drops that are too heavy to float, they start falling onto the earth's surface. This is called *precipitation*. It can be in the form of rain, snow, hail or sleet.

Clouds have millions of tiny droplets of water. These tiny droplets stick together to form larger droplets. They grow in size until they become too heavy to float. Then they start falling on the ground as *rain*.

When condensation takes place at a temperature of  $0^{\circ}\text{C}$  or less, the excess water vapour forms minute crystals of ice. These crystals grow in size. When they become heavy, they fall on the ground as flakes of *snow*.

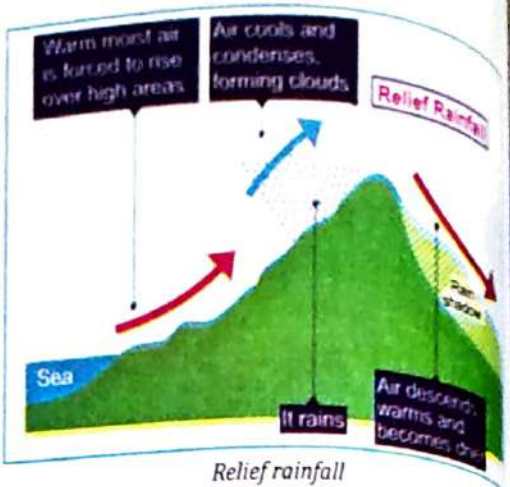
## Rain

Rainfall and other forms of precipitation take place only when the air reaches the saturation point,

which means that the air is full of moisture and is unable to hold in at that temperature. There are three types of rainfall : Orographic or relief, convectional and cyclonic rainfall.

### Orographic Rainfall

When a mountain or a hill comes in the path of moisture-laden winds, the moist air mass is forced to ascend along its slope. As the air mass rises upwards, cooling takes place. This is followed by condensation and precipitation. This is called orographic or relief rainfall. The windward side of the mountain gets more rainfall than leeward side.

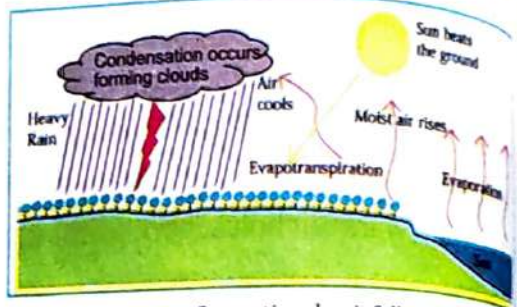


Relief rainfall

### Convectional Rainfall

Convectional rainfall is common in places with equatorial and tropical climates, where intense heating of the Earth's surface takes place during the day.

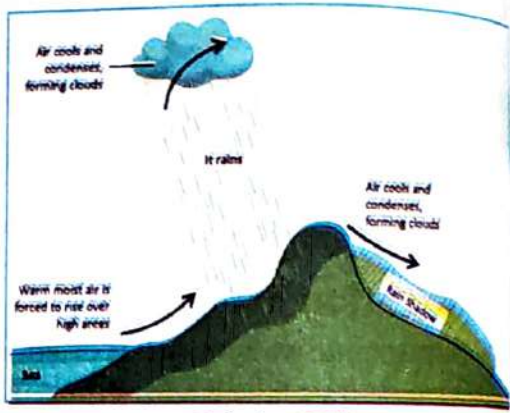
The heated air with moisture rises in the form of convectional current, leading to the development of clouds at about 10 km height. The ascending hot and humid air current causes condensation of the clouds, resulting in heavy rainfall for a short duration. Such rainfall is also accompanied by thunder and lightning.



Convectional rainfall

### Cyclonic Rainfall

This type of rainfall takes place when a cold air mass and a warm air mass strike each other face to face. As cold air is denser, it remains close to the ground, while the warm air rises above it. As it rises, it expands and cools resulting in rainfall. Rainfall of this type is mostly seen in the tropical and temperate regions where cold polar winds meet the warm westerly winds. In higher latitudes it is also known as frontal rainfall.



Cyclonic rainfall

Rainfall is very useful, as it brings fresh water on the Earth's surface. This is needed for the survival of human beings, animal and plants. More rainfall can cause floods, and less rainfall can cause drought conditions.

### Try IT!

21<sup>st</sup> CS Health & Well Being

Find out about the diseases which are common during the rainy season. Discuss in class the things that you should do and the things that you should not do during this season to keep yourself healthy.

## CYCLONE : A CASE STUDY

A storm is any disturbed state of an environment affecting its surface and strongly implying severe weather. Cyclones constitute the most fundamental and climatically the most significant atmospheric disturbances affecting the weather. Storms are of three types— temperate cyclone, tropical cyclone and anticyclone.

Temperate cyclones are concentrated in the middle latitudes between 35° and 65° in both hemispheres and are of different shapes like circular, semi-circular, elliptical, elongated or 'V'-shaped. Tropical cyclones are developed in the regions lying between the Tropic of Capricorn and the Tropic of Cancer. Tropical cyclones are very destructive due to high wind speed (180-400 km/h). Anticyclones are high pressure systems which are common in the sub-tropical high pressure belt, and are associated with rainless fair weather.

On 17-18 Oct. 1999 a cyclone hit five districts of Odisha while another super cyclone occurred on 29 Oct. 1999, three factors— wind speed, rain and tidal surge, caused extensive damage in the region.

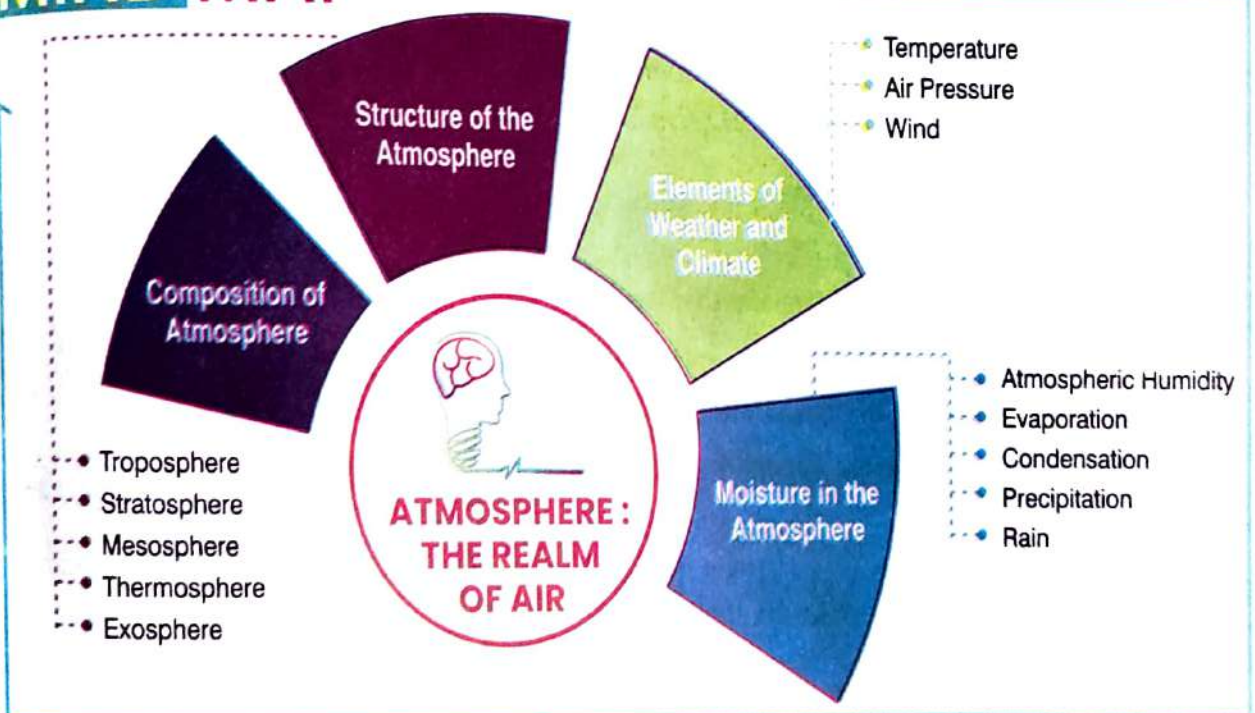


Cyclone- A Satellite View



Cyclone causing Destruction

## MIND MAP



# EXERCISE

## I. Tick (✓) the correct option.

1. The presence of the ..... has made the earth a unique planet.  
(a) troposphere  (b) atmosphere   
(c) exosphere  (d) mesosphere
2. Which of the following factors affect temperature?  
(a) Latitude  (b) Low pressure   
(c) Humidity  (d) None of these
3. The most important layer of atmosphere is:  
(a) troposphere  (b) thermosphere   
(c) mesosphere  (d) exosphere
4. As we go up the layers of the atmosphere, the pressure :  
(a) increases  (b) decreases   
(c) remains the same  (d) first decrease then increase
5. Which gas has the highest concentration in the atmosphere?  
(a) Nitrogen  (b) Oxygen  (c) Carbon dioxide  (d) Argon

## II. Fill the gaps.

1. The percentage of nitrogen in atmosphere is .....
2. The lowest layer of atmosphere is .....
3. In ..... layer, the ozone gas found.
4. Radio waves are sent back to the earth from ..... layer.
5. Temperature is measured in .....

## III. Write 'T' for true and 'F' for false statements.

1. Oxygen is useful for plants.
2. Windward slopes receive less rainfall than leeward slopes.
3. Hail is form of precipitation.
4. Smog is a combination of smoke and fog.

## IV. Answer the following questions briefly.

1. What is atmosphere?
2. What is condensation?
3. What are the different layers of the atmosphere?
4. Which gas is responsible for greenhouse effect?
5. Name three types of rainfall.

Answer the following questions in detail.

1. What are the factors that influence temperature and how?
2. How are winds formed? What are the three main types of wind?
3. What are the main elements of weather and climate?
4. How many layers are there in the earth's atmosphere? Describe each layer.
5. How does distance from the sea affect temperature of a place?



## Skills Enrichment Zone

### REPORT WORK



- i. Read the weather report as published in the daily newspapers and prepare a report based on one week of such news. Also, make a collage based upon the various weather phenomenon experienced in and around your city in the last five years. What are the changes you observe during this period of time?

EL

Experiential Learning

### PROJECT



- ii. Find out the places in India experiencing the three types of rainfall respectively and note down in your notebook.

21<sup>st</sup>  
CS

Information



### Out of the Box !



- Life cannot be thought of without atmosphere. Why?
- Why do wet clothes take longer time to dry on a humid day?

21<sup>st</sup>  
CS

Critical Thinking



# 13. HYDROSPHERE: THE REALM OF WATER

## PRIOR KNOWLEDGE

- ⊙ Water is our essential requirement.
- ⊙ Three-fourth of the surface is covered with water.

## LEARNING OBJECTIVES

- ⊙ Water Cycle
- ⊙ Distribution of Water Bodies
- ⊙ Circulation of Ocean Water

## GET GOING

Rajan and Shiva decide to take a swim in the beach. Rajan loses balance and falls. Shiva carry him to the shore, but he is feeling difficulty in swimming. How can Shiva help to Rajan?

Water is a very significant resource of the earth surface. It is a unique feature of our planet. It is essential for human beings, plants and animals. In fact, without water life is not possible.

Earth is also called the Blue Planet as 71% of its surface is covered by water and only 29% is land. The part of the Earth that is covered by water is called the **hydrosphere**.

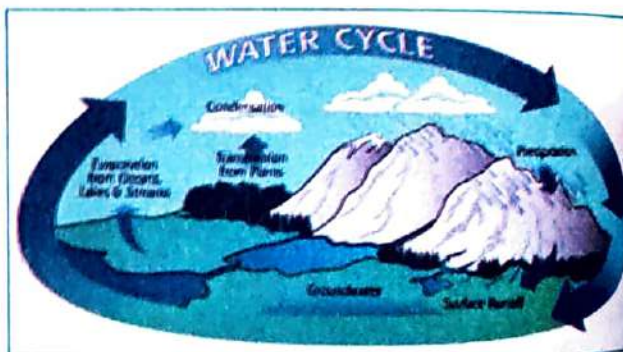
Water is found as ice sheets in glaciers. It is found as flowing water in the oceans, rivers, lakes, ponds and underground streams. It is also found as water vapour in the atmosphere.

The total amount of water on the Earth's surface is estimated to about 1,250 million cubic km. Most of this water (about 97 per cent) is in the oceans. The total amount of water present on the earth is fixed and it is approximately the same as it was during the Ice Age. Why?

## WATER CYCLE

Water is continuously moving from the earth's surface into the atmosphere and back again to the earth's surface. Water from the different water bodies reaches the atmosphere through evaporation, in the form of water vapour. Due to loss of heat in the atmosphere, the process of **condensation** takes place. Thus, water vapour is converted back into water drops. This leads to precipitation in the form of rain, snow or sleet.

Water that falls on land in the form of rain collects in ponds or flows as streams or rivers. The rivers



Water Cycle



carry the water back to the oceans. This never-ending movement of water is called hydrological cycle or water cycle. Thus, the water cycle has no beginning or end.

### Thought Shot

21 CS Life Skills & Values

Freshwater is precious because it constitutes only a very small quantity of the water present on the earth's surface. Therefore, we must always make efforts to save this scarce valuable resource. Suppose you go to the washroom in your school and see a leaking tap. What will you do? Tick (✓) from the given options and give reasons for your answer.

- Fix the leak yourself.
- Leave the place immediately.
- Immediately report to the concerned authority in the school.
- Call a plumber to fix the leak.
- Ignore the matter thinking your friend or some other student will do the needful.


## DISTRIBUTION OF WATER BODIES

Water is mainly present in oceans and seas. Northern Hemisphere has less water than land while the Southern Hemisphere is almost a water hemisphere. The vast continuous body of water is called ocean whereas an extension of water on earth is called sea. Seas are separated from oceans by a series of peninsulas or land pieces. These are four major oceans— Pacific, Atlantic, Indian and Arctic. The large waterbody around Antarctica is called Southern Ocean or the Antarctic Ocean. The Pacific Ocean is the largest waterbody on earth. Ocean and sea water is salty and unfit for drinking. The distribution of water in different waterbodies is shown in the following table:

Waterbody	Water%
(i) Oceans, Seas and Bays	97.2
(ii) Ice-caps	2.0
(iii) Lakes and Rivers	0.0091
(iv) Groundwater	0.70
(v) Atmosphere	0.002
(vi) Others	0.0889

*Distribution of Water*

## Temperature of Oceans

The temperatures of the oceans vary with depth, that is, the deeper you go the colder it gets. So the highest temperatures are found at the sea surface of sea level. It ranges from 30°C at sea surface to about - 1°C at the seabed. The temperature also varies with latitude. So the water is warmer in equatorial regions and becomes colder



An underwater mailbox, where divers can post special waterproof postcards, lies 10 m (33 ft.) below the waves in Susami Bay, Japan. It's an official mailbox and is emptied every day.



as it moves poleward. In the low latitudes, the oceans have a warm layer (about 500 m deep) below which the temperature drops rapidly.

### Salinity of Ocean Water

Ocean water is saline due to the presence of a large amount of dissolved salts. Most of it is sodium chloride or common salt. It is estimated that every 1,000 g of ocean water has 35 g of dissolved salts. Thus, the average salinity is 35 per thousand. The amount of salinity varies from one part of the ocean to another. In general, salinity decreases towards the equator due to heavy rainfall.



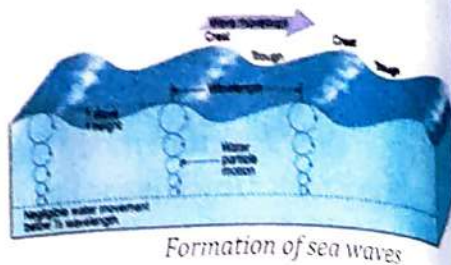
Dead sea in Israel has salinity of 350 grams per litre of water. Due to high salinity, it is dense and swimmers can float in it.

### CIRCULATION OF OCEAN WATER

Water is continuously moving in the oceans. These movements, either vertical or horizontal, are caused by various factors such as the difference in temperature and density of ocean water, variations in salinity and the effect of prevailing winds. The three main movements noticed in the oceans are waves, tides and current.

### Waves

Waves are formed in the oceans or seas when the wind blows across the water surface. The shape and size of the wave depend on the speed of the prevailing winds. In the waves, the surface water rises and falls. The actual forward motion of the water particles in a wave is limited. Therefore, waves travel great distances, but the water particles remain at the same place.



You can observe the above phenomenon with a leaf floating on the surface of a still pond. Throw a stone in the water near the leaf. The waves created by the stone spread out in all directions. The leaf wobbles up and down as the waves pass, but never moves horizontally. The leaf can be blown away by the wind, but not by the waves.



Tsunami hitting the Coastal Area

The rise and fall of water in a wave represent crests and troughs respectively. The horizontal distance from one crest to another or from one trough to another is called wave length. The vertical distance from crest to trough is called wave height.

Sometimes, especially during storms, huge oceanic waves are formed. Such waves can also be generated due to earthquakes or volcanic eruptions. These waves can be as high as 20 to 30 m. They are called tsunamis (pronounced as 'su-nami').

Tsunami is a Japanese word, which means harbour wave. 'Tsu' stands for harbour and 'nami' stands for waves.

Tsunami occurs when a large mass of water is displaced. The most common cause is an undersea



earthquake. It causes large areas of the sea floor to rise or subside. This leads to the generation of huge waves with extremely long wave lengths. A tsunami travels at speeds of about 500 to 1,000 km per hour. Its speed reduces as it enters the shallow water near the coast. It is then that its height increases. In the coastal areas, a tsunami may appear as a huge wall of water coming towards the coast. With its tremendous energy, the fast moving waves can crush houses and other structures in the coastal areas. Large objects such as ships can be pushed several kilometres inland. Most of the deaths caused by a tsunami are due to drowning.

## TSUNAMIS : A CASE STUDY

In the early 2005, the coasts of south and southeast Asia were devastated by the tsunami on December 26, 2004. The tragedy had struck as many as 11 nations surrounding the Indian Ocean, killing more than two lakhs people and leaving more without home and livelihoods.

The killer waves were caused by a massive undersea earthquake measuring 8.3 on Richter scale, off the coast of Sumatra in Indonesia. It caused enormous destruction mainly in the coasts of Indonesia, Thailand, Sri Lanka, the Maldives and India. In India, the coasts of Tamil Nadu and Kerala and the Andaman and Nicobar Islands took the brunt. The majority of those killed were women and children, especially fisher folk and tourists who were on the beaches.

On March 11, 2011 off the Pacific coast of Japan a 9.0 magnitude earthquake produced a tsunami 33 feet high along Japan's northeastern coast. The wave caused widespread devastation with an official count of 18,550 people confirmed to be killed. On February 6, 2013 an earthquake measuring 8.0 on the moment magnitude scale struck the island nation of Solomon islands. This earthquake created tsunami waves upto around 1 meter high.

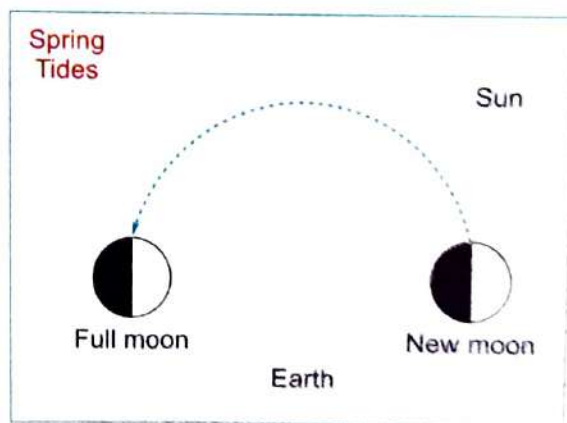
On September 16, 2015 a major earthquake measuring 8.3 on the moment magnitude scale struck the west coast of Chile causing a tsunami up to 16 feet high along the Chilean coast.

On November 14, 2016 a big earthquake struck the South Island of New Zealand measuring 7.5 to 7.8 magnitude. A 2.5 metre tsunami hit Kaikoura and other small waves less than one metre hit various shores in New Zealand.

## Tides

Tides are periodic vertical rise and fall of ocean water resulting in a horizontal flow on the coast. These are caused due to the gravitational pull exerted on the surface of the Earth by the sun and the moon. Since the moon is closer, its gravitational pull affects the ocean more than that of the sun. The rise is called **high tide** (or flow or tide). While the fall is called **low tide** (or ebb of tide).

Tides do not rise to the same height every day. The relative position of the moon and the sun with respect



Formation of spring tides



## **Causes of Ocean Currents**

- ❖ Ocean currents are developed due to the rotation of earth.
- ❖ Variation in the temperature of ocean water.
- ❖ Direction of the prevailing winds.
- ❖ Variation in the density/salinity of ocean water.
- ❖ Shape and position of the coast.

## **Types of Ocean Currents**

Two types of ocean currents are found—surface currents and deep currents. Surface currents are caused by the friction of the prevailing winds on the surface of water, which is horizontal movement. The currents are caused by changes in ocean temperature and density of water, which is a vertical movement.

Ocean currents can be cold or warm. Cold currents come from the cold areas like polar regions whereas warm currents move from warm areas to cold areas. When the ocean currents are very broad, it is called a drift.

The table summarizes the various currents of different oceans:

### **Currents of The Pacific Ocean**

#### **Northern Hemisphere**

- ❖ North Equatorial Current (warm)
- ❖ Japan Current (warm)
- ❖ North Pacific Current (warm)
- ❖ California Current (cold)

#### **Southern Hemisphere**

- ❖ South Equatorial Current (warm)
- ❖ East Australian Current (warm)
- ❖ West Wind Drift (cold)
- ❖ Peru Current (cold)

### **Currents of The Atlantic Ocean**

- ❖ North Equatorial Current (warm)
- ❖ Gulf Stream (warm)
- ❖ North Atlantic Drift (warm)
- ❖ Canary Current (cold)
- ❖ Labrador Current (cold)
- ❖ Greenland Current (cold)

- ❖ South Equatorial Current (warm)
- ❖ Brazil Current (warm)
- ❖ West Wind Drift (cold)
- ❖ Benguela Current (cold)
- ❖ Falkland Current (cold)

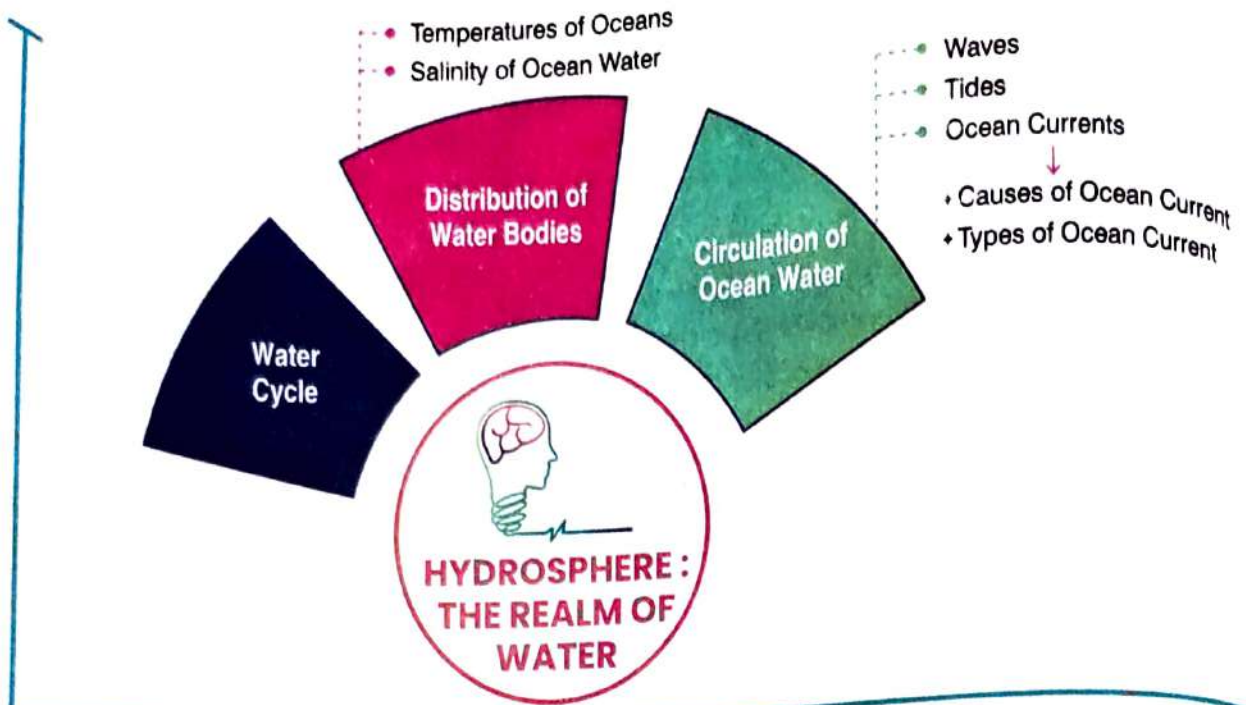
### **Currents of The Indian Ocean**

- ❖ North Equatorial Current (warm)
- ❖ Monsoon Drift (warm)

- ❖ South Equatorial Current (warm)
- ❖ Mozambique Current (warm)
- ❖ West Wind Drift (cold)
- ❖ West Australian Current (cold)



# MIND MAP



## EXERCISE

### I. Tick (✓) the correct option.

1. The total amount of freshwater present on earth is about :  
 (a) 3%  (b) 4.5%  (c) 5.5%  (d) 6.5%
2. Which of the following is a source of freshwater?  
 (a) Sea  (b) River  (c) Ocean  (d) None of these
3. Which of the following is a warm current of the Atlantic ocean?  
 (a) Greenland current  (b) Canary current   
 (c) Gulf stream  (d) Labrador current
4. What is the main cause for the occurrence of tides?  
 (a) Planetary winds  (b) Rotation of earth   
 (c) Revolution of earth  (d) Gravitational pull
5. Which of the following is a cold current?  
 (a) Gulf stream  (b) Brazil current  (c) Monsoon Drift  (d) Peru current

### II. Fill the gaps.

1. The part of the earth that is covered by water is called the .....

- Water from the different waterbodies reaches the atmosphere through ....., in the form of water vapour.
- The never-ending movement of water is called ..... or water cycle.
- The vast continuous body of water is called ..... whereas an extension of water on earth is called .....
- Around ..... % of the world's water is in the form of ice-caps.

Write 'T' for true and 'F' for false statements.

- Water cycle goes on forever.
- Neap tides are higher than spring tides.
- The gravitational pull of the sun is more than that of the moon.
- Waves are caused by winds.

Answer the following questions briefly.

- What is hydrological cycle?
- What are the three main movements noticed in the oceans?
- What are spring tides?
- Name the main currents of the Pacific Ocean.
- Describe the general distribution of salinity in the oceans.

Answer the following questions in detail.

- Explain hydrological cycle in detail with special emphasis on its four main parts.
- What are tides and how are they caused?
- Distinguish between waves and tides.
- Write an account of the ocean currents of the world.
- What is tsunami? How does it affect life in the coastal areas?



## Skills Enrichment Zone

### PROJECT WORK



21<sup>st</sup> CS

Creativity



- Collect information about the major tsunami disasters that have taken place till date in the different parts of the world. Find out the years and the places of the occurrences.

### ACTIVITY



21<sup>st</sup> CS

Communication



- Our earth contains only 2.8% fresh water. Organise and participate a group discussion in the class on the topic "Ways and means to conserve freshwater in daily life."

### MAP WORK



21<sup>st</sup> CS

Information



- On an outline map of the India, mark all the places where ocean currents occur.

### Out of the Box !



21<sup>st</sup> CS

Critical Thinking



- Should clouds be considered a part of the hydrosphere or atmosphere? Give reasons for your answer.
- How is current different from drift?



# 14 LIFE IN TROPICAL AND SUB-TROPICAL REGIONS

## PRIOR KNOWLEDGE

- ⊙ Tropical region is the region of the earth near to the equator and between the tropic of cancer and capricorn.
- ⊙ Subtropical regions are the region bordering the tropics, first month of the tropic of cancer just south of the tropic of cancer.

## LEARNING OBJECTIVES

- ⊙ Amazon Basin
- ⊙ The Ganga-Brahmaputra Basin

## GET GOING

Find the tributaries of Ganga in the given word puzzle.

1. BHAGIRATHI
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

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

The human beings always interact with the environment in which they live. They modify the environment to fulfill their needs.

To understand how humans interact with their environment better, we will first look at two regions located in the tropical and sub-tropical regions of the world—the Amazon basin and the Ganga-Brahmaputra basin.

The tropical zones stretch up from the equator to a latitude of 30°N and down from the equator to a latitude of 30°S. Sub-



The Amazon basin

tropical regions are the climatic regions typically found adjacent to the tropics, usually between 23.5 and 40 degrees of latitude in both the hemispheres.

## AMAZON BASIN

A **river basin** is defined as the area which is drained by a river and its tributaries. As the Amazon flows through the tropical region, its basin is called Amazon basin or Amazonia, which covers an area of 7 million square km. Amazon originates in the Andes and flows eastward for about 6400 km before flowing into the Atlantic ocean. One of the tributaries of Amazon is **Madeira** river which is the largest one.



Amazon River

### Try IT!

Imagine that you have been selected to visit any one place in the Amazon basin. Where would you choose to go? What would you consider when you make the place selection? What sort of planning would you do before going to visit?



### Critical Thinking



## Land

Extending from north to south for 2,780 km, the Amazon basin includes most of **Brazil** and **Peru**, parts of **Colombia**, **Ecuador**, and **Bolivia**, and small part of **Venezuela**. It is bound on the north by the **Guiana Highlands** and on the south by the **Brazilian Highlands**. Two-thirds of the main river and the largest section of the basin lies in Brazil.

The extensive lowlands around the river are **floodplains**. Which are made up of alluvial soil deposited by the river and its tributaries. These areas have floods every year.

## Climate

Equator passes through the northern part of the Amazon basin. Its climate is hot and wet. The average temperature is about 27°C. During the day, both temperature and humidity are very high while at night the temperature comes down but the humidity remains high.

The annual rainfall here is over 200 cm. High temperature (about 40°C) and heavy rainfall (over 200 cm) make the climate hot and humid.

## Flora and Fauna

Because of the climatic condition, Amazon basin has thick forests called rainforests. The forests are so thick that even sunlight does not reach the ground. These forests are also known as **selva**, which contain about 60% of the Earth's tropical rainforests. As the ground remains dark and damp, shade tolerant vegetation like orchids, bromeliads, etc grow here. Trees like palms, laurels, spanish cedars, mahogany, rosewood, etc. are found here.



Amazon Basin Rainforest



The rainforest is rich in fauna. Birds like toucans, humming birds, bird of paradise, etc. and wild animals like monkeys, sloth, ant-eating tapirs, crocodiles, snakes, pythons, etc. are found here. Snakes like Anaconda and Boa Constrictor are found in the Amazon Basin. Thousands of species of insects and several species of fishers including the flesh-eating piranha fish exist here.



Toucan Bird



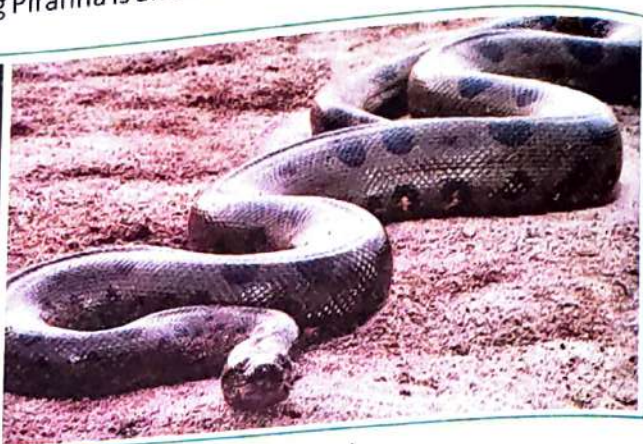
Tapir

The dense forests, swamps and rives in the Amazon basin are rich in different species of wildlife (fauna). A variety of monkeys and sloths are found in the trees. Pumas and Jaguars are animals of prey. Tapirs and ancient mammals like anteaters and armadillos are found on the ground. Many types of crocodiles, alligators, pythons and snakes live in these forests. **Anaconda** is the largest python, which dwells here. This region is particularly rich in insect life.

The rivers are full of fishes. The flesh-eating Piranha is also found in the Amazon river.



Piranha



Anaconda

## People and Settlements

Amazon basin is inhabited by various nomadic and semi-nomadic tribes. Some practice shifting agriculture in small areas after clearing some trees in the forests. While men hunt and fish along the river, women take care of the crops.

The semi-nomadic groups live in the uplands and depend on hunting, gathering and cultivating small patches of land. Their women grow pineapples, bananas, yams and manioc.



Amazonian Tribe Woman



The Amazonian tribes live in village and make their houses with wood. Some families live in thatched houses shaped like beehives while some live in large apartment-like houses called 'Maloca'. Life of the people of Amazon is slowly changing due to construction of Trans Amazon highway, which makes all parts of the rainforest accessible. A large area of rainforests is disappearing annually due to deforestation for developmental activities. All these activities cause the gradual destruction of the biologically diverse rainforests. Conservation of nature and natural resources is required to keep balance in the nature.

### Thought Shot

Mihika has been permitted to clear a patch of forest to put up a factory, but she decides to set it up in a piece of barren land, at a distance from residential area. What values of Mihika are highlighted?



In 1541, a Spanish explorer named Francisco de Orellana set out on a journey to one of the Amazon's tributaries in Ecuador. On the way, he and his men had to fight with some fierce female warriors. Orellana compared these warriors to the Amazons-the legendary female warriors in Greek mythology. That is how the river got its name.



21<sup>st</sup> Initiative



## THE GANGA-BRAHMAPUTRA BASIN

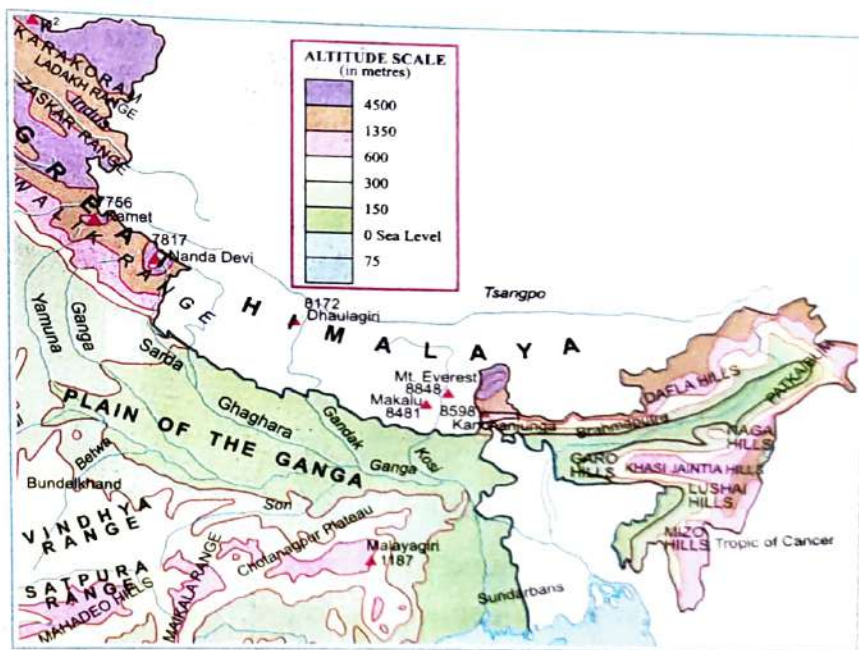
India has one of the most extensive flat and fertile plains in the world. These plains lie to the south of the Himalayas. They extend from the Sutlej river in the west to the Brahmaputra river in the east.

The Ganga-Brahmaputra basin includes the plains of the Ganga and Brahmaputra rivers, the Himalayas and the Sunderban delta. The Ganga-Brahmaputra basin is made up of alluvium brought by the Ganga and Brahmaputra rivers and their numerous tributaries.

### Land

The Ganga originates from the Gangotri glacier in the Himalayas. The Bhagirathi and Alaknanda rivers join to form the

Ganga. The Ganga enters the plain at Haridwar. The Ganga basin stretches from Delhi to Kolkata. It includes parts of Haryana, Uttar Pradesh, Uttarakhand, Bihar, West Bengal, Rajasthan and Madhya Pradesh. This basin covers a much larger area than the Brahmaputra basin.



The Ganga-Brahmaputra Basin



The Brahmaputra basin lies in the north-eastern part of India. The Brahmaputra river rises from the Chemayung-Dung glacier near Lake Manasarovar in Tibet. It is called Tsangpo in Tibet. The river enters India through Arunachal Pradesh.

The Ganga and the Brahmaputra rivers join together before draining into the Bay of Bengal. Together these rivers form the largest and perhaps the most fertile delta in the world, the Sunderbans. A major part of this delta is now in Bangladesh.



To conserve the river Ganga, 'Namami Ganga' programme has been initiated.

## Climate

With a sub-tropical to tropical location, the valley experiences a monsoon type of climate and seasonal reversal of winds. Hot, dry summers and cool winters make the climate suitable for agriculture. A well-defined raining season, due to the south-west monsoon winds, bring heavy rainfall (over 200 cm) ensuring a regular supply of water. Rainfall is heaviest in the delta region and the Brahmaputra valley, and decreases westwards up the Ganga Valley. Floods are common during the monsoon season. Most of the tributaries of river Ganga overflow causing large-scale destruction of life and property.

## Thought Spot



The Ganga-Brahmaputra-basin has the most extensive, flat and fertile plains in the world. Why?

## Flora and Fauna

Tropical deciduous forests are mostly found in the Ganga-Brahmaputra basin. Trees like sal, teak, peepal, bamboo, etc. are found in this basin. The delta region has mangrove forests while coniferous forests (pine, deodar, fir, etc.) are found in some parts of Uttarakhand, Sikkim and Arunachal Pradesh.



Peepal Tree



One-horned Rhinoceros

A variety of wildlife is found in this basin. Elephants, tigers, deer and monkeys are commonly found. The one-horned rhinoceros is found in Brahmaputra plain whereas Bengal tiger, crocodile and alligator are found in delta area. Aquatic life is found in fresh water rivers, lakes and the Bay of Bengal. Rohu, catla and hilsa are the most popular varieties of fish.



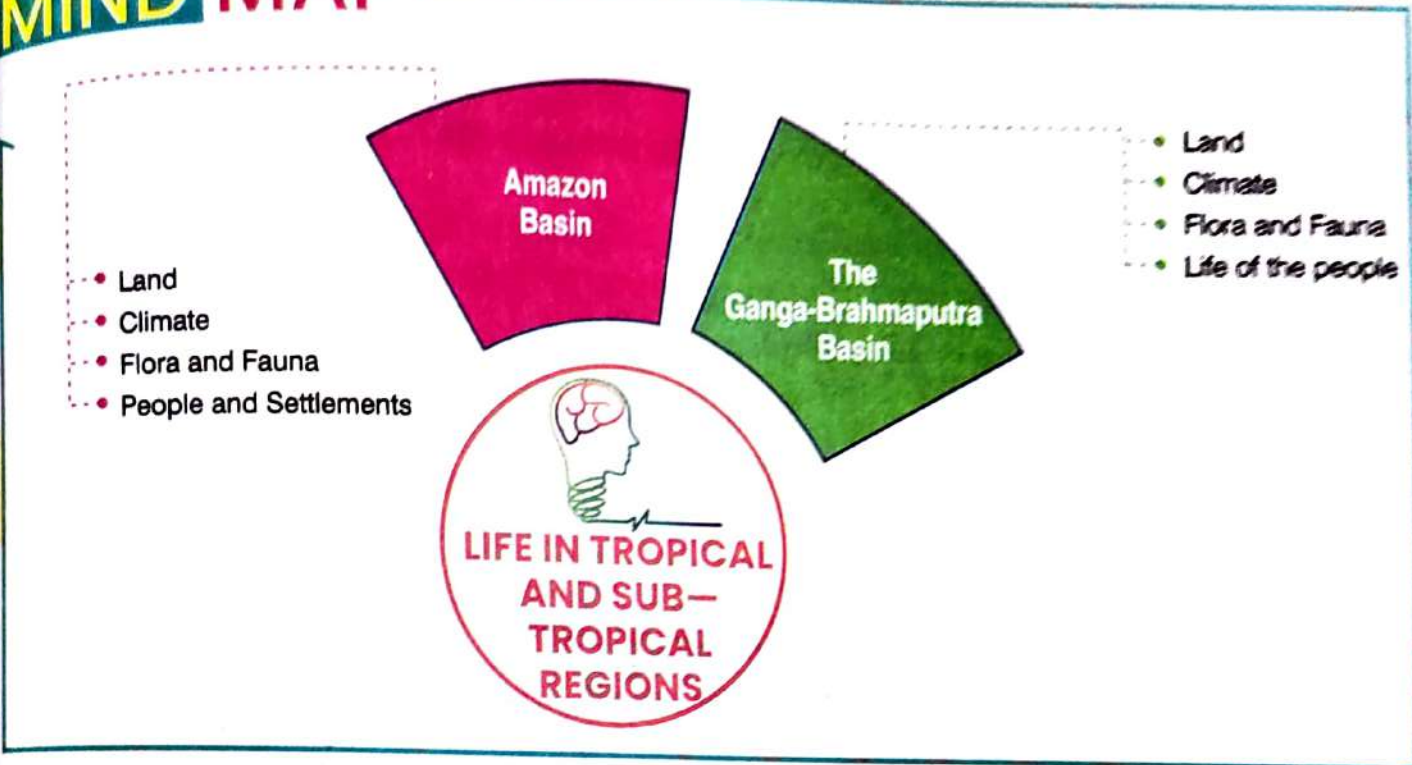
Polluted Ganga



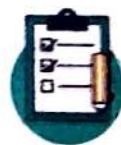
## Life of the People

A great number of cities have emerged on the Gangetic plain. Among the most notable are Meerut, Agra, Mathura, Lucknow, Kolkata, etc. The density of population is very high. Most of the people live in the rural areas. A typical village of the region is made up of mud huts with roofs made up of thatch or clay tiles. The process of modernisation is evident in some villages. Cement plastered homes, paved roads, electricity and consumer goods, including radios and television sets are transforming traditional village life. Food grains like wheat, rice, etc. and crops like sugar cane, cotton, jute, etc. are abundantly cultivated here. Elephants, buffaloes, bison, rhinoceroses, lions and tigers are some of the important animals found here.

## MIND MAP



## EXERCISE



I. Tick (✓) the correct option.

(MCQs)

1. The river Amazon originates in the :

(a) Andes mountains



(b) Rocky mountains



(c) Gangotri glacier



(d) None of these



2. The Amazon rainforest is home to the largest snake in the world, the :

(a) king cobra



(b) anaconda



(c) rattlesnake



(d) vipers



3. Which of the following countries is included in the Amazon basin?

(a) Uruguay



(b) Suriname

(c) Peru



(d) Chile

4. The Ganga originates from the :

(a) Yamunotri



(b) Tibetan plateau

(c) Gangotri



(d) Brahmaputra

5. The Ganga-Brahmaputra basin has a monsoon type of climate with hot, ..... summers and cool winters.

(a) dry



(b) humid

(c) wet



(d) cold

## II. Fill the gaps.

1. The tropical zones stretch up from the equator to a latitude of ..... and down from the equator to a latitude of .....

2. The annual rainfall in Amazon Basin is over .....

3. The carnauba palm tree yields ..... used for making shoe polish, varnish and candles.

4. Tapir is found in ..... Basin.

## III. Write 'T' for true and 'F' for false for statements.

1. Equator passes through the northern part of the Amazon basin.

2. Selva forests contain about 80% of the Earth's tropical rainforests.

3. Anaconda is the smallest python.

4. India has the most expensive flat and fertile plains in the world.

## IV. Answer the following questions briefly.

1. Which countries are drained by the Amazon basin?

2. Name the tributaries of the Ganga.

3. What kind of natural vegetation is found in the Amazon basin?

4. Where is the one horned rhinoceros found?

5. Name the major cities located along the river Ganga.

## V. Answer the following questions in detail

1. Write an account of the natural vegetation and wildlife of the Amazon basin.

2. Give a brief account of the location of the Amazon river basin.

3. What type of climate is experienced in the Ganga-Brahmaputra basin?

4. What are the factors for the high population density in Ganga-Brahmaputra basin?

5. Where is the Ganga-Brahmaputra basin located and how is it drained?





## Skills Enrichment Zone

### PROJECT WORK



1. Collect pictures of the plants, animals and the people of the river Amazon basin and Ganga-Brahmaputra river basin and paste them in your scrapbook.



Creativity



### RESEARCH WORK



- ii. Collect information about the pollution in the river Ganga. Find the steps taken by the government to tackle this problem.



HD

Problem Solving

### MAP WORK



- iii. On the outline map of India, draw the rivers Ganga, Yamuna and Brahmaputra from the source to mouth.



Information

### Out of the Box !



- Why are the rainforests depleting?
- Why sunlight does not pass through to the forest floor of the Amazon river basin?



Critical Thinking



# 15. LIFE IN THE DESERT

## PRIOR KNOWLEDGE

- ⊙ A desert is a barren place.
- ⊙ Life in deserts is very difficult.

## LEARNING OBJECTIVES

- ⊙ Sahara : The Hot Desert
- ⊙ Ladakh : The Cold Desert

## GET GOING

Generally, a desert is known as a region which is very hot and covered by sand. Can you imagine a cold desert not covered by sand? Can you name such a desert? If you had a choice to travel to a desert, what things would you carry and why?

A **desert** may be defined as a region which generally receives less than 25 cm of rainfall in year.

Deserts are mainly of three types :

1. **Tropical deserts** or **hot deserts** are found in and around the tropical regions, e.g. the Sahara Desert, the 'Thar Desert, etc.
2. **Temperate deserts** or **cold deserts** are found in the temperate areas or at high altitudes in the tropical areas, e.g. Ladakh, the Gobi Desert, etc.
3. **Polar deserts** are extremely cold and are found in the frigid zones or the area around the poles, e.g. the tundra regions, Alaska, etc.

In this chapter, we will learn about the **Sahara** (hot desert) and the **Ladakh** (cold desert).

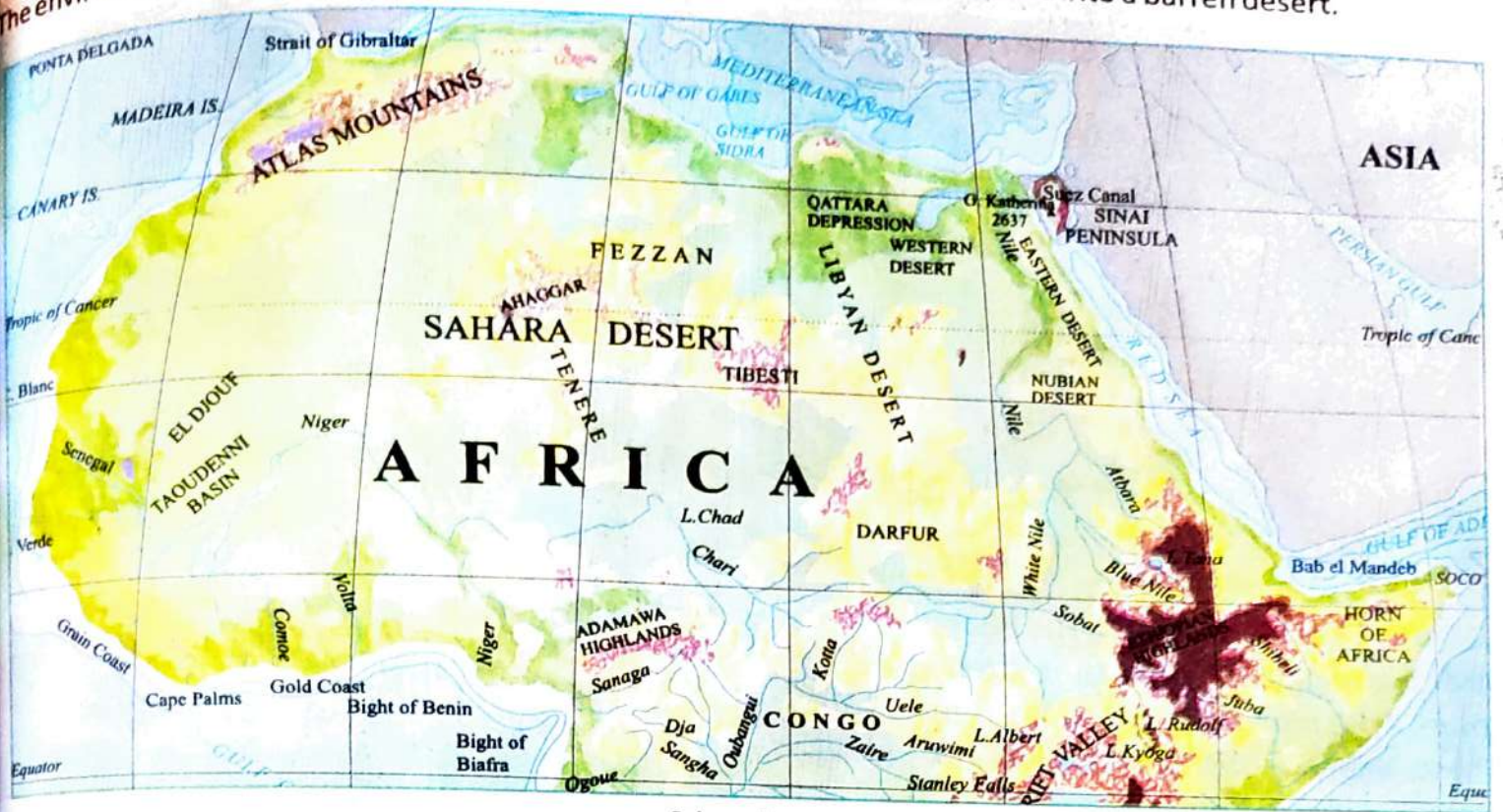
## SAHARA : THE HOT DESERT

The **Sahara** is the largest desert in the world. It covers almost the whole of Northern Africa. It extends from the Atlantic Ocean in the west to the Red Sea in the east. In the north, it is bound by the Mediterranean Sea and the Atlas Mountains and in the south it merges into the Savanna grasslands.

The Tropic of Cancer passes through the middle of the desert. The total area of the Sahara is 8.54 million sq km. The Sahara has large stretches of sandy, rocky patches interspersed with high plateaus and depressions. Lake Chad is the largest fresh-water lake situated in the south-central part of this desert. Rivers Nile and Niger are the two important rivers that flow in eastern and western parts of the Sahara, respectively.

Sand is the most important feature of a hot desert. Yet, only one-fourth of the Sahara is under sand. It is a flat, waterless **wasteland**. Thus, the Sahara is called EL Khela', which means *emptiness*.

The fossils found in the area have revealed that Sahara was once a fertile and forested area and not a desert. The environmental changes over thousands of years have transformed this area into a barren desert.



Sahara desert

## Climatic Conditions

The Sahara desert has a climate of scorching hot and parch dry. Most of the Sahara receives less than 20 mm of annual rainfall. The temperature difference between day and night could be as high as 28°C. Average temperature of the day time is found to be 38°C. Hot southerly winds carrying dust blow in the southern parts of the Sahara. These winds have different names in different places like Khamsin in Egypt, Ghibli in Libya, Chili in Tunisia and Haboob in Sudan.

## Flora and Fauna

The Climatic conditions are not suitable for the growth of plants. However, plants which have long roots and waxy and leathery leaves can grow.

Oasis are the only spots where water is available and therefore, date palms, vegetables and wheat are cultivated around it.

Along the river Nile in Egypt, fine quality cotton and rice are grown. The camel is the main beast of burden and is called the 'ship of the desert'.



An Oasis in the Sahara Desert

Other animals found here are jackals, hyenas, foxes, snakes and lizards.



Jackal



Hyena

## People

Life in the desert is difficult. The Bedouins and Tuaregs are important nomadic tribes. They rear sheep, goats and camels. These animals provide milk, meat and hides. The hair of animals is used to make clothes, carpets, mats and blankets.

The tribes of the region live in temporary tents and move from place to place in search of water and pasture.



A Tuareg



A Bedouin

Their dress is designed to protect them from hot wind and dust storms.

Near the oasis, the people are cultivators and herdsmen. They lead a settled life, especially in the Nile valley in Egypt. They grow a variety of crops, such as rice, wheat, maize, barley and cotton. The oases are also centres to trade.

Agriculture, local trading and herding have become the basis of the economy. The camel is the most important animal. It is used as a beast of burden. It also provides milk, meat and fur-skin.

Recently, minerals oil has been discovered in Algeria, Libya and Egypt. This has changed the face of the economy. Other important minerals like natural gas, iron ore, copper and manganese are also found.

The life of the people in Sahara is undergoing changes. Many cities have developed here. These cities have modern facilities such as hospitals, schools, cultural and religious centres and super highways.

Many parts of the Sahara desert are now accessible by aeroplanes. There are also plans to construct a Trans-Sahara railroad. The tribal people are migrating to cities in order to lead a settled life.

### Thought Shot



### Critical Thinking

The hot desert can be called sea of sand. Do you think this description is appropriate? Give reasons.



## LADAKH: THE COLD DESERT

Ladakh is a cold desert located in the Himalayas on the eastern side of India. It has the Karakoram range in the north and the Zaskar mountains in the south. Various rivers including Indus flow through Ladakh. The rivers form deep valleys and gorges. Various glaciers like Gangri glacier are found in Ladakh. The altitude in Ladakh varies from 3000m (in Kargil) to more than 8000 m (in Karakoram). Ladakh is also known as Khapa-Chan (meaning- Snow Land).



Ladakh- Cold Desert



Gangri Glacier

### Climatic Conditions

Due to high altitude, the climate is cold and dry. There is little or no atmospheric moisture. The air is thin and thus the heat of the sun is intense. The day temperature during the summer season is just above  $0^{\circ}\text{C}$ , while the night temperature is about  $-25^{\circ}\text{C}$ . Winters are extremely cold and the temperature is about  $-40^{\circ}\text{C}$ .

The Great Himalayan range acts as a barrier and does not permit the moisture-laden clouds to enter the region. Thus, rainfall is as low as 10 cm every year. The summer season is almost dry and the supply of water is mostly through the melting of snow on the higher altitudes.

In Ladakh one can experience freezing winds and burning hot sunlight at the same time, a bare-headed man sitting in the sun with his feet in the shadow may suffer from sun-stroke and frost-bite at the same time.

### Flora and Fauna

It is difficult to grow plants due to less rainfall and cold climate.



Apple Tree



Apricot Tree

A few stunted trees, such as willows and pines can be seen in the valleys. In most of the areas, there are patches of grasses and shrubs for animals to graze, some fruit trees, like apples, apricots, walnut, etc. bloom during the summer season.



Yak

The common animals are yaks, goats and sheep. These animals provide milk, meat, butter, cheese and leather and hair for clothing. The yak is the most important beast of burden in this region. The main bird species found here are robins, redstarts, snowcocks, ravens, etc. Some of them are migratory birds.

## People

Ladakh has very less population due to harsh climatic conditions that are not fit for living. The people of eastern Ladakh are Tibetan Buddhists who speak Ladakhi language. Some famous Buddhist monasteries or **gompas** are Hemis, Thiksey, Shey, and Lamayuru. The people of western Ladakh are mainly Muslims, who speak Balti language. In summers, people in Ladakh are busy cultivating potatoes, peas, barley, beans and turnip. The people are hard working in



Ladakhi People



Sindhu Festival

making woollen clothes, handicrafts and textiles. Tourism is an important industry here. Sindhu festival in June is organised every year to promote tourism. Leh is the most accessible town of Ladakh. The National Highway 1A connects Leh to Kashmir valley through the Zoji La Pass. Leh and Kargil are also connected by air services. Tourists visit Ladakh to see the gompas, trek to see the meadows and glaciers and witness ceremonies and festivals. In some parts of Ladakh, people are adopting modern lifestyle and moving out to work in other cities. Due to scarcity of resources like water and fuel, the people in Ladakh do not waste anything.

## Try It!

Imagine that you are a newspaper reporter who has been assigned the task to interview a leader of one of the Saharan countries of Africa. What five questions would you ask from that person?

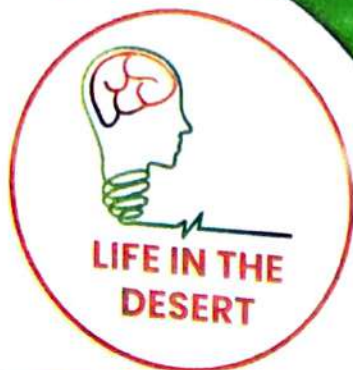
HD Interaction with Others

# MIND MAP

- Climatic Conditions
- Flora and Fauna
- People



- Climatic Conditions
- Flora and Fauna
- People



## EXERCISE

I. Tick (✓) the correct option.

1. The three kinds of desert are :

(a) hot, cold and polar



(b) equatorial, cold and frigid



(c) subtropical, cold and polar



(d) None of these



2. Which is the largest desert in the world?

(a) Sahara



(b) Ladakh



(c) Gobi



(d) Kalahari



3. The total area of the Sahara is ..... million sq km.

(a) 3.84



(b) 6.78



(c) 8.54



(d) 9.67



4. The National Highway 1A, connects ..... to the Kashmir valley through the Zoji La Pass.

(a) Himachal Pradesh



(b) Punjab



(c) Tibet



(d) Leh



5. .... are the only spots where water is in the Sahara desert.

(a) Rivers



(b) Oasis



(c) Lakes



(d) Seas



II. Fill the gaps.

1. A desert may be defined as a region which generally receives less than ..... of rainfall in a year.
2. The Tropic of cancer passes through the ..... of the Sahara desert.
3. The Sahara Desert is called ..... which means emptiness.

- The camel is the main beast of burden and is called the .....
- The Bedouins and Tuaregs are important nomadic tribes of ..... desert.

III. Write 'T' for true and 'F' for false statements.

- The Sahara is the smallest desert in the world.
- Life in the desert is difficult.
- Various glaciers like Gangri found in Ladakh.
- Ladakh has very high population.

IV. Answer the following questions briefly.

- What are Tropical and Temperate deserts?
- Give a brief introduction of Sahara desert.
- What is the climate of Ladakh like?
- Which river drain the Ladakh region?
- Name the trees that grow in Ladakh.

V. Answer the following questions in detail.

- Define a desert and explain its three types in brief with an example of each.
- Describe the lifestyle of the people living near an oasis in the Sahara desert.
- Compare the climatic conditions of the Sahara desert and Ladakh.
- Give a brief account of the location of Ladakh.
- Give a brief account of the location of Sahara.



## Skills Enrichment Zone

### ACTIVITY



### Technology/Digital Resources

- Tourism is an important industry in Jammu and Kashmir. Use the internet and the school library to find out the places that tourists visit in this state. Which factors do you think attract tourists to these spots? Write down the places names and then describe why tourists visit these spots. Add one picture, at least of each place.

### MAP WORK



### Information

- On the outline map of Africa, mark the Sahara desert and any five countries around it.

### PROJECT WORK



### Creativity

- Collect pictures of the flora and fauna of the Sahara desert and the Ladakh desert and paste them in your scrapbook. Also label each of them.

### Out of the Box !



### Critical Thinking

- People in the Sahara desert wear heavy robes. Why?
- There is scanty vegetation in the deserts. Why?





# 16. WHY DEMOCRACY

## PRIOR KNOWLEDGE

- ⊙ Democracy means the rule by the common people.
- ⊙ The goal of a democracy is to bring about equality and secularism.

## LEARNING OBJECTIVES

- ⊙ Different Systems of Power Existing in the World
- ⊙ Emergence of Democracy in Modern Societies
- ⊙ Types of Democracy
- ⊙ Elements of Democracy
- ⊙ Equality in a Democracy

## GET GOING

Do you think the provisions in the Constitution have helped the position of the marginalised sections? Do you think everybody is equal in our country?

## DIFFERENT SYSTEMS OF POWER EXISTING IN THE WORLD

To understand the democracy, we need to understand different forms of government.

### Monarchy

Many countries have this form of government. Monarchy is generally hereditary. In this system, the ruling position is passed on to the ruler's heir. Monarchy is of two types; absolute and constitutional.

In **absolute monarchy**, ruler has unlimited power and there are a few laws. Countries like Brunei and some Middle Eastern countries have absolute power.

In **constitutional monarchy**, the ruler has limited set of powers. He/she operates within a written or unwritten set of laws. Countries like United Kingdom, Spain, Japan etc., have constitutional monarchy.

### Diktatorship

It is a form of non-democratic government in which the political power lies with the military. The leader is not elected and attains and maintains power forcibly. This does not follow hereditary system like in monarchy. The people of country do not have much freedom. Even the media is controlled by the government. Countries like Syria, Cuba, North Korea and many countries in Africa and South America have this type of government.

### Communist Government

It is also a form of non-democratic government. In this system, the country is ruled by a single party known as the Communist Party. No other political party is allowed to exist. People have no freedom



and no choice to change the government. Today communist government exists in China, Vietnam, Laos, etc.

## Democracy

Democracy is a form of government in which people elect their own representatives. The word **democracy** is derived from the Greek word 'demos' meaning people and 'kratos' meaning rule of government. Hence democracy is a rule of the people of their representatives. The well-known definition of democracy, given by Abraham Lincoln, says, "**Democracy is the government of the people, by the people and for the people.**"

Equality and freedom are two guiding principles of democracy. Equality means that all people are equal before the law and each one should be given the same benefits and opportunities. A democratic form of government ensures that its citizens are guaranteed their fundamental rights which are mentioned in the constitution.

A constitution is a set a of laws and rules based on which a political unit is administered.

Most countries in the world today have democratic form of government. For example, India, America, France, etc. are democratic. In this chapter, we will read about the **democratic government** in detail.

## EMERGENCE OF DEMOCRACY IN MODERN SOCIETIES

The birth of democracy can be traced back to ancient Greece. The first democratic government was created in the **city-state** of Athens in the sixth century BCE. In the Athenian democracy, all the male citizens were part of a body called the **Assembly** that took all the decisions. However, women, slaves, and people from other city-states residing in Athens did not have any voting rights.

Democracy flourished further during the Roman Empire (509-27 BCE). However, with the rise of **feudalism** during the Middle Ages, democracy was forced to take a backseat as the power of the king and the nobles increased. In the middle of the thirteenth century, tired of the tyranny of the kings, the nobles of England came together and forced the king to sign a document called the **Magna Carta**. This was done to restrict the king's powers. Meaning 'great letter' in Latin. It stated that the king had to obey the law, like all other people, and if the king broke the law, the nobles had the right to remove him and choose a new one. The nobles formed a Council to act as a controlling body on the power of the king. For example, the king could not impose any new taxes unless approved by the Council.

Two major revolutions, the **American War of Independence** (1775-83 BCE) and the **French Revolution** (1789-99 BCE) were important steps in restricting the power of monarchies and establishment of governments based on the principles of democracy.

## The American War of Independence

The American War of Independence was a war between the King of Great Britain and thirteen British colonies in America who revolted against their allegiance to the British monarchy. It ultimately led to the adoption of the United State Declaration of Independence, which announced the independence of the thirteen colonies and was an important step towards negation of the supreme power of the monarch.

## The French Revolution

The American War of Independence inspired struggle against monarchies in Europe too. One of the most important effects was the French Revolution, which led to the overthrowing of the French monarchy and a change in the social structure of France.

The French society was divided into three separate categories known as **estates**. The first estate was the highest level, made up of the priests and religious leaders. The second estate was made up of the nobility, while the third and lowest estate consisted of everyone else, including the peasants—over 97% of the population of France. The nobles collected taxes and rent from the peasants who lived on their lands. The nobles led a lavish life, while the peasants lived in extreme poverty.

## TYPES OF DEMOCRACY

Democracy is generally categorised into two types :

- (i) **Direct Democracy** : It is a system in which all adult people meet and take decisions on policy initiatives. This is feasible when the number of people is less.
- (ii) **Indirect or Representative Democracy** : It is a system in which all adult people elect their representatives through voting done by a secret ballot. Thus, indirect democracy refers to a system of government in which the people control the government through elected political officials. This form of democracy exists in various countries like India, England, USA, France, etc.



According to American political sociologist Larry Diamond, democracy consists of four key elements—a political system, active participation of people, protection of human right, and rule of law.

## Different Forms of Democratic Government

The following forms of democratic government exist in the world :

- (i) **Parliamentary Form of Government** : The Parliament is the supreme law-making body while the President is the constitutional head. The real powers rest with the council of ministers led by the Prime Minister at the centre and the Chief Ministers in the states. The party with the greatest representation in the parliament forms the government. President is the nominal head.
- (ii) **Presidential Form of Government** : In this system, the president is elected directly by the people. The parliament has no control over the President. President is the head of government.
- (iii) **Unitary Form of Government** : In this system, the states are controlled by the central government and states do not have much powers in policies and decision making. This system exists in France, China and Japan.
- (iv) **Federal Form of Government** : In this system, powers are divided between central government and state government. The constitution is both rigid and written. In case a conflict between the central law and the state law, the central law will be superior.

## ELEMENTS OF DEMOCRACY

The goal of a democracy is to bring about equality and secularism. Democracy is considered to be the best form of government nowadays. It has many essential elements.



- The following significant elements make democracy popular in the contemporary world :
- 1. Formal Equality** : Equality is a pillar of democracy. Nature has made all men equal and this is the base of democracy. No discrimination is made on the basis of caste, colour, creed or birth. Only merit is given importance. All are equal in the eyes of law and the same laws apply to all the people. All are given equal opportunities to hold public offices and nobody is given special treatment.
  - 2. Liberty** : Liberty is another pillar of democracy. Without liberty man cannot make his fullest development. Freedom of thought and expression, freedom to form association and criticize the government, and freedom of press are enjoyed by the citizens only in democracy. These freedoms are essential for self expression and development.
  - 3. Popular Participation** : Popular participation is the foundation of democratic set up. Without it, democracy can neither be real nor fruitful. Population participation means participation of the people in running of the government, in the activities of the state. Adult franchise is the most popular form of popular participation.
  - 4. Decision Making Mechanism** : In a democracy, there is a definite decision making mechanism which is in the hands of people. The people elect their representatives who form the legislature or parliament which passes various bills and makes laws according to which the country is governed. The majority party or parties in the parliament form the government. If any government fails to serve the people, it can be changed in the next elections.
  - 5. Accommodation of Difference** : In a democracy nothing can be imposed on the people. The elected representatives of the people can express their differences freely. The spirit of give and take and the spirit of accommodation makes the democracy popular in the modern world. Democracy is based on tolerance and accommodation, otherwise it is likely to become a majority dictatorship. Differences between the ruling party and the opposition are settled amicably.
  - 6. Enhancing Human Dignity** : It is only in a democracy that liberty, equality and fraternity can be ensured. Not only political liberty is ensured but all efforts are made to ensure economic liberty as well. In our country, equality in all spheres, e.g. civil, social, political and economic, has been assured to all the citizens. Social equality has been established by banning untouchability. Economic equality is assured to people by banning all kinds of exploitation of weaker sections of the society. Steps have been taken by the Indian government for the welfare of the Scheduled Castes and Scheduled Tribes and other Backward Castes. Adequate arrangements have been made for their representation in the Lok Sabha and States Assemblies through popular laws. Reservation in services, education, etc. has been made for such castes and tribes so as to enhance their social status and dignity.

### Thought Shot

Can democracy exist without giving freedom to the people of a country? Why or why not?



## EQUALITY IN A DEMOCRACY

Equality is the basis of democracy. In a democratic government, all citizens enjoy equal rights irrespective of their caste, creed, religion, education, colour or language. The Indian constitution recognises every person as equal. Every individual (male/female) from all castes, religions, tribes, economical and social backgrounds is equal. Thus, the equal treatment of people irrespective of differences in caste, class, sex and religion, is known as equality.

### Forms of Equality

Various forms of equality are as follows :

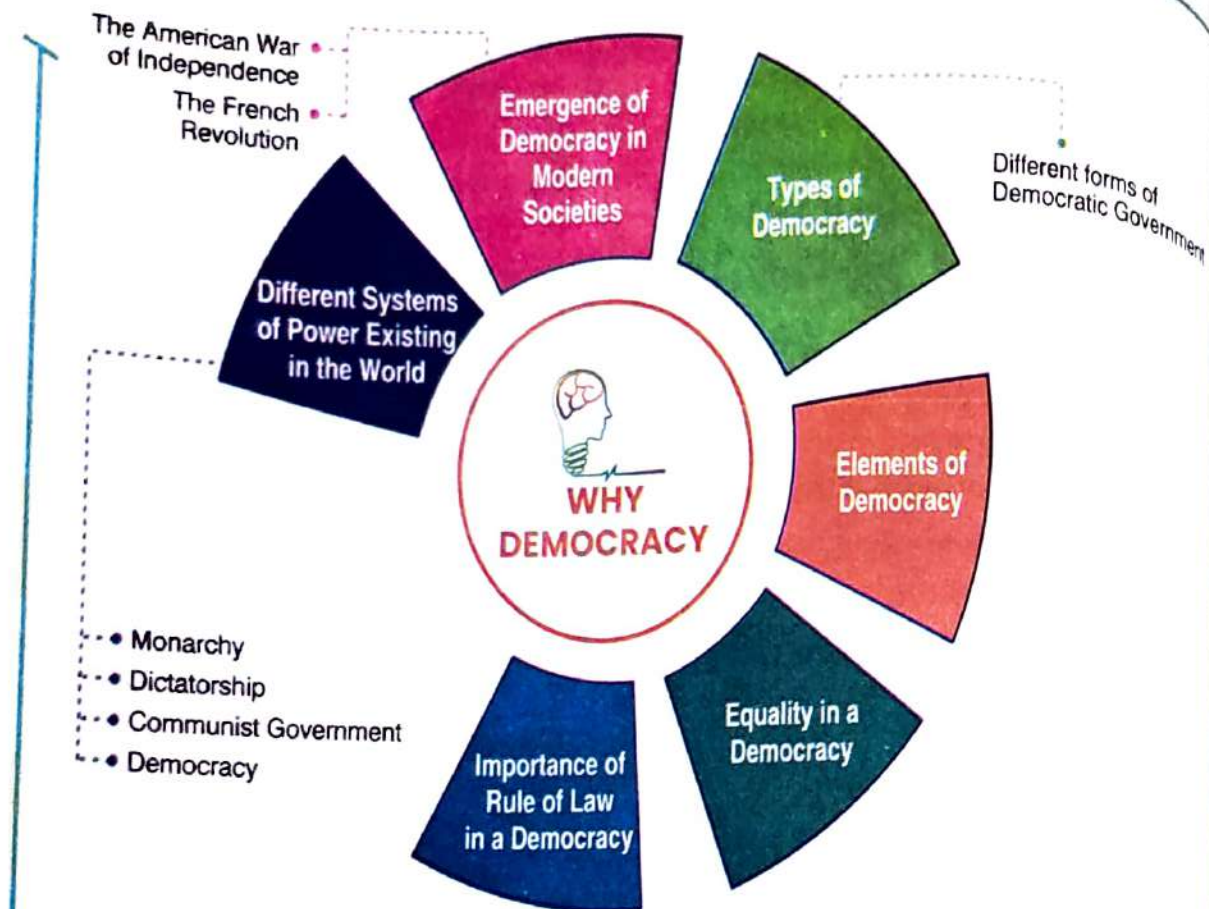
- (i) **Political Equality** : Every citizen enjoys equal opportunities in political areas of a democracy. In India, every citizen above the age of 18 years irrespective of caste, religion, etc., is allowed to vote, and every person with required qualifications can stand for elections. Moreover, everyone is equal in the eyes of law, so all the citizens have political equality.
- (ii) **Religious Equality** : When all religions are given equal importance without any discrimination, it is called religious equality.
- (iii) **Economic Equality** : When all the citizens are benefitted by getting equal opportunities to develop and progress, it is called economic equality. Equal pay for equal work is paid without any difference.
- (iv) **Social Equality** : When all the people enjoy similar rights to access all public places like playgrounds, hotels, shops, markets, etc. without discrimination, it is called social equality.
- (v) **Civil Equality** : When persons are subject to the same law in enjoyment of their various rights and liberties, it is called civil equality.

## IMPORTANCE OF RULE OF LAW IN A DEMOCRACY

All people are equal in the eyes of law : this is termed as rule of law which is the foundation of democracy. Upholding the 'Rule of Law' might be important because it maintains that innate sense of justice and improves the life of people. Democracy cannot flourish without the rule of law in place. It is important because:

- (i) It checks abuse of power by authorities.
- (ii) It treats everyone equally without discrimination.
- (iii) It empowers individuals with rights which cannot be taken easily.
- (iv) Its supremacy ensures no person can claim above the law.
- (v) It leads to fairness, both substantive and procedural.
- (vi) It ensures adherence of principles of natural justice.
- (vii) It is a basis of criminal accountability and punishment.

# MIND MAP



## EXERCISE











### I. Tick (✓) the correct option.

(MCQs)

- The origin of democracy can be traced back to the city-state of :
  - Athens
  - Myanmar
  - Rome
  - America
- In the Middle Ages, a document called the ..... was signed.
  - Magna Carta
  - United States Declaration of independence
  - Declaration of Rights of Man and of the Citizen
  - None of these



3. Aung San Suu Kyi is a leader of the democratic movement of :  
 (a) France  (b) America  (c) Myanmar  (d) Africa 
4. Our country has :  
 (a) political equality  (b) social equality  (c) economic equality  (d) All of these 

### Fill the gaps.

- The first democratic government was created in the city state of ..... in the sixth century BCE.
- The French society was divided into three separate categories known as .....
- Democracy is generally categorised into ..... types.
- The goal of a ..... is to bring about equality and secularism.

### Answer the following questions briefly.

- Define democracy.
- Why did democracy take a backseat in the middle ages?
- What happened during the American War of Independence?
- What were the ideas contained in the Magna Carta?

### Answer the following questions in detail.

- Discuss the divisions of the French society before the French Revolution.
- Discuss the two main principles of democracy.
- What are the different forms of equality?
- Discuss the importance of law.



## Skills Enrichment Zone

### ACTIVITY



- Hold an election in your class to choose the monitor of the class. Form some groups and elect a representative among them for monitorship. Ask all the students of the class to vote. Your teacher will do the supervision work.



### Collaboration



### RESEARCH WORK



- With the help of internet, list all the countries sharing border with India and write down the type of government prevailing there with names of the head of each country.



### Technology/Digital Resources



### PROJECT WORK



- Make a flow chart to show the history of democracy. Draw or paste images to illustrate all the major events that led to the establishment of democracy as the most popular form of government in the world today.



### Art Integration

## Out of the Box !



### Critical Thinking



- What do you understand by the statement "All person are equal before the law"? Why do you think it is important in a democracy.
- Democracy is based on 'Rule of Law' and 'Equality'. How?





# 17. INSTITUTIONAL REPRESENTATION OF DEMOCRACY

## PRIOR KNOWLEDGE

- ⊙ Democracy is the government of the people, by the people and for the people.
- ⊙ Equality is the basis of democracy.

## LEARNING OBJECTIVES

- ⊙ Universal Adult Franchise
- ⊙ Elections
- ⊙ Political Parties
- ⊙ Coalition Governments

## GET GOING

You must have seen groups of the people coming your house requesting 'Vote Our Party'. The adults would have gone to cast vote leaving the children play. You also have observed posters stuck to the wall 'Vote For'. Have you ever thought what all of this is?

In the modern age, most of the states have a democratic form of government. People elect their representatives for a fixed period of time. The elected representatives run the government in accordance with the wishes of the people, and if they do not do so, people throw them out in the next election. The right to elect representative is called vote. People control the government through their votes. The system is termed as the Democratic Participation of the people. The participation of the people makes a system democratic in real sense. It becomes "a government of the people, by the people and for the people".

In this chapter we shall discuss the various institutional forms and processes associated with democracy. Some are given as under :

## UNIVERSAL ADULT FRANCHISE

The right to express one's choice by vote is called franchise. Almost all scholars admit that franchise should be granted to all citizens without any distinction. This is called Universal Adult Franchise. It is considered as the only basis of democracy.

Adult franchise means that the right to vote should be given to all adult citizens without 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. The age of adulthood differs from country to country; for instance it is 16 years in Austria, Ecuador and Scotland; 18 years in India, Russia and England; 21 years in Singapore and Malaysia.



There are strong grounds or rationale behind the Universal Adult Franchise :

- ❖ It is based on political equality : One person, one vote is now the accepted principle in all democratic countries. The principle of equality holds that everybody whether rich or poor, young or old, black or white, man or woman, learned or illiterate should have equal voice in democracy.
- ❖ It establishes a true democratic government : If democracy stands for 'government of the people, by the people and for the people', then every citizen must have the right to vote.
- ❖ It makes the government responsible to all : Government affects all and, as such, it must be responsible to all. This is possible only when the right to vote is given to all.

### Thought Shot

Universal Adult Franchise is based on one man, one vote concept. Why?



## ELECTIONS

In an indirect or representative democracy, people have a representative government. It is through elections that people elect their representatives who form the government.

### Significance of Elections in a Democracy

- ❖ The main basis of the modern democracy is the cooperation of the people with the government. The people are given the right of the formation of government by using their right of franchise.
- ❖ It also judges the performance of the government. If the work of the government is satisfactory, the people may again give the right of formation of the government to the same party. Otherwise, it may change the rulers.
- ❖ The elections create public interest in administration and the government is legalised by the popular support.
- ❖ It is a medium of peaceful change of government.

For the peaceful transfer of authority and to ensure people's confidence in the government, it is essential that elections should be free and impartial. If people lose confidence in the election system, then democracy collapses.

### Reasons for Adoption of Secret Ballot

- ❖ In a secret ballot, the voters can express their choice freely and without any fear.
- ❖ The voter is free from pulls and pressures under the Secret Ballot System.
- ❖ It brings about the desired changes but without any ill-feeling and negative attitude.

### Election Procedure

In a vast country like India, it is not easy to hold elections. Its preparation requires sufficient time. As such, the Election Commission remains busy throughout the year in making arrangements for the same. The preparation for election requires the preparation of electoral rolls. The names of all the adults living in a territorial constituency are enrolled in one general electoral roll.

Each state is divided into territorial constituencies in such manner that the ratio between the population of each constituency and the number of seats allotted to it shall be the same throughout the state.

- ❖ **Announcement of Election Dates** : Actual process of election starts with the announcement of dates for elections.
- ❖ **Filling of Nomination Papers** : After the date for election is declared, the candidates file their nomination papers to contest the election. Their names are proposed and seconded by the voters. They are also required to deposit a definite amount as the security deposit. The returning officer scrutinises the papers and allows the candidates to contest the elections if they are found in order. The candidates are given a last chance to withdraw their names if they wish, from the contest. Then the final list of the candidates is prepared.
- ❖ **Allotment of Symbols** : National parties have their permanent symbols. Other parties and independent candidates are also allotted symbols so that the voters can recognise the candidates easily.
- ❖ **Election Propaganda** : Intensive propaganda is carried out with the filling of nomination papers of the candidates.  
The political parties bring out their election manifestoes. They stress upon their policies and programmes and try to impress the voters. The periodicals and the dailies publish articles on the policies and programmes of the various political parties. The parties attract the electorate by holding meetings, processions and door-to-door canvassings.
- ❖ **Actual Polling** : On the fixed date, the polling starts. The voters are given ballot papers containing the names and the election symbols of the candidates contesting the election. Voting is held using a new electronic voting machine device introduced recently.
- ❖ **Counting the Result** : After the polling time is over, all the ballot boxes are sealed and sent to a central place for counting. On the fixed date the counting takes place in the presence of the candidates and results are declared by the appropriate authority.
- ❖ **Election Petitions** : If a candidate feels that irregularities have taken place and corrupt practices have been adopted by the winning candidate, he can file election petition in the court of law. If the charges are proved, the election of that candidate is declared null and void and fresh election takes place from that constituency.

### Try IT!

Imagine that you are contesting election for the post of 'Head Student' of your school. What will be your policies and programmes for the welfare of your school?



## POLITICAL PARTIES

Elections and political parties are inseparable. Both form an integral part of democracy. A political party is a group of persons having the same political beliefs or ideology. A party's beliefs, policies and programmes are contained in their election manifesto. All parties publicise their policies through

newspapers, public meetings and other means and try to create public opinion in their favour. They play a vital role in democracy by educating people about the important issues. Whereas the ruling party tries to highlight the achievements of its government, the opposition parties criticise the policies and misrule of the government. They convey the grievances and expectations of the people to the Government.

### Importance of Political Parties in Democracy

- ❖ **Express the Wishes of the People** : A democratic government suits the wishes of the people. It expresses the wishes of the people. It creates public opinion regarding various problems of the country. It also creates interest in people towards national problems. In fact, these issues are vital for the success of democracy.
- ❖ **Create Interest in Political Activities** : Political parties create the political interest in the country and educate the people. They bring order out of chaos of a multitude of voters.
- ❖ **Cooperation in Government Activities** : Cooperation in every activity of the government is possible only due to the presence of political parties. They also contribute to the formation of public opinion by their efforts. Political parties are the foundation stone of Parliamentary government.

### Characteristics of Party System in India

The following characteristics of party system in India is worth noting :

- ❖ The number of political parties in India is very large. Many of them have a communal orientation.
- ❖ India is a large country. The problems of its various regions are different, hence regional parties are formed to solve local problems.
- ❖ Many political parties have the same aims. In India, about one and a half dozen political parties believe in socialism. All of them claim to be real socialistic parties.
- ❖ Since long, there has been one party dominance coalition governments are a recent development only.
- ❖ Family dynastic rule exists in all the parties.
- ❖ Defection is an old practice. Though Anti-Defection Act of 1985 had banned defection, still some loopholes exist in this act which are used to topple the popularly elected government.
- ❖ Political parties in India are categorised into two types : National level parties and State level parties. National parties are those that exist all over India. State or regional parties are limited to a single state only.

## Policies And Programmes Of Major National Parties Of India

### The Bhartiya Janata Party (BJP)

The BJP created an independent status for itself after the Seventh Lok Sabha elections. In the General Elections of 1991, it won the second largest number of seats and formed a strong opposition. In 1996, the BJP secured the largest number of seats along with allies. However, it could not prove its majority on the floor of the House. In 1998 elections the BJP led 14 parties alliance formed a coalition government at the centre and in 1999, it formed an alliance of 24 parties named as National Democratic Alliance (NDA) and formed the coalition government at the centre. BJP was removed from power in 2004 and 2009 elections but it returned to power in 2014 elections and again in 2019.


The Bhartiya Janata Party has the Lotus flower as its election symbol.

According to the latest Election Manifesto, the policy and programmes of the BJP are given as under:

1. The BJP wants to make India a developed nation and a great power by 2020 and strive hard to achieve this goal.
2. It aims at launching the Second Green Revolution to achieve tremendous growth in agriculture and agro-based industries.
3. It aims to intensify dialogue with Pakistan to find a lasting solution to all bilateral issues.
4. It promises to give a fair share of the central revenues to the states.
5. It wants to delete Article 370 of the Constitution which gives a special status to Jammu and Kashmir as such provision hinders national integration.
6. To defend the unity and integrity of India.

### Indian National Congress (Congress-I)

Indian National Congress is the oldest political party in India. It was established in 1885 by AO Hume. It formed the first national government in India. There was a split in Congress in 1969. The Congress was removed from power in 1977 and it returned to power in 1980. Again, it lost the elections in 1989, 1996, 1998 and 1999. It returned to power in 2004 and 2009 and formed a coalition government at the centre. It was removed from power in 2014.



In the BJP Government, Article 370 has been removed on 30 October, 2019, under the leadership of PM Narendra Modi.

Its election symbol is a human hand. In the General Elections of 2014, the Congress issued its Election Manifesto. It laid emphasis on the following:

1. Every attempt shall be made to establish democratic socialism. Political democracy is meaningless if there is no economic equality. Every effort shall be made to narrow the gap between the rich and the poor.
2. There shall be no discrimination between citizens on grounds of religion. All religions will be equally respected.
3. To increase agricultural growth emphasis will be given to expand irrigation potential. For industrial growth tapping of new sources of energy and increase in production were given. It aimed to boost up agro-based industries.
4. All possible efforts shall be taken to alleviate poverty. Emphasis shall be laid on the expansion of rural employment.
5. The Congress wants to establish friendly relations with all the countries. Differences, if any, with other countries shall be sorted out by peaceful means.
6. For the rapid economic development of the country, the Congress encourages foreign investments.


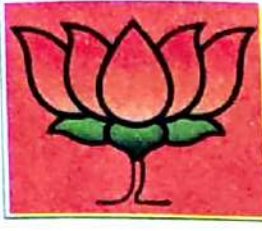
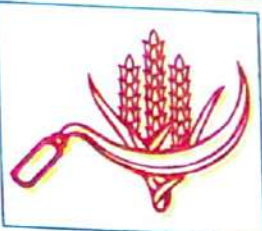




### The Communist Party of India (CPI)

The Communist Party was formed in 1925 in India. It believes in violent methods. During the Chinese invasion, the party got split into two. The Leftist faction supporting China was called Marxist Communist Party. The pro-Russia (Rightist) Faction was called the Communist Party of India. The CPI allied itself with Congress. Its election symbol is sickle and a sheaf of paddy. Its policy and programmes

- include the following :
- 1. To oppose imperialism and capitalism.
  - 2. To nationalise all industries and to remove economic and social disparities.
  - 3. To take over the wholesale trade in food grains and other essential commodities.
  - 4. To take steps in the interests of Harijans, backward classes and minorities.
  - 5. To remove the conditions of the farm labourers and factory workers and to preserve the cottage and small scale industries.
  - 6. To pull out of the Commonwealth and to establish close relations with Russia and socialist countries.

**Communist Party of India (Marxist) - CPI(M)**

- The policies and programmes of the CPI(M) include the following :
- 1. Free and compulsory education up to the age of 14.
  - 2. Right to work to be made a Fundamental Right. Allowance to be given to unemployed.
  - 3. Nationalisation of all foreign investments and all monopolies. Foreign trade to be brought under public undertaking.
  - 4. Distribution of the land of big landlords among landless workers. All possible help to farmers.
  - 5. Minimum wages for the workers.
  - 6. To resist the policy of imperialism and to establish close cooperation with the socialist countries.

			
<b>ELEPHANT</b> Bahujan Samaj Party	<b>LOTUS</b> Bhartiya Janata Party	<b>SHEAF OF PADDY &amp; SICKLE</b> Communist Party of India	<b>HAMMER, SICKLE &amp; STAR</b> Communist Party of India (Marxist)
			
<b>HAND</b> Indian National Congress	<b>CLOCK</b> National Congress Party	<b>FLOWER</b> All India Trinamool Congress	

*National Parties and Their Election Symbols*

**Major Regional Political Parties**

In some states, regional parties have been in power for a long time. The rationale behind the emergence of regional parties is that India is a vast country with many geographical, cultural and ethnic diversities. The needs and aspirations of one region differ from the others. The national parties do not attach much importance to regional feelings. The regional parties can better understand and serve the local feelings and problems.

The important regional parties include :

1. Telugu Desham Party (TDP) of Andhra Pradesh & Telangana.
2. Asom Gana Parishad (AGP) of Assam.
3. Shiromani Akali Dal (SAD) of Punjab.
4. Dravida Munnetra Kazhagam (DMK) of Tamil Nadu & Puducherry.
5. All India Anna - Dravida Munnetra Kazhagam (AIA-DMK) of Tamil Nadu & Puducherry.
6. Haryana Janhit Congress (HJC) Party of Haryana.
7. Indian National Lok Dal (INLD) of Haryana.
8. Samajvadi Party (SP) of Uttar Pradesh.
9. Shiv Sena (SS) of Maharashtra.
10. Aam Aadmi Party (AAP) of Delhi & Punjab.
11. Rashtriya Janata Dal (RJD) of Bihar & Jharkand.
12. Biju Janata Dal (BJU) of Odisha.

### Thought Shot

Why are symbols allocated to political parties of independent candidates? Discuss.



### Role of Opposition Parties

The MPs, other than those of the ruling party, form the official opposition. Their role may be summarised as under :

1. To provide political alternative.
2. To expose the anti-people activities of the administration.
3. To oppose the anti-people policies of the government.
4. Formulation of public opinion.
5. To create political awakening.
6. To express popular emotions and urges.
7. To act as a responsible opposition party.

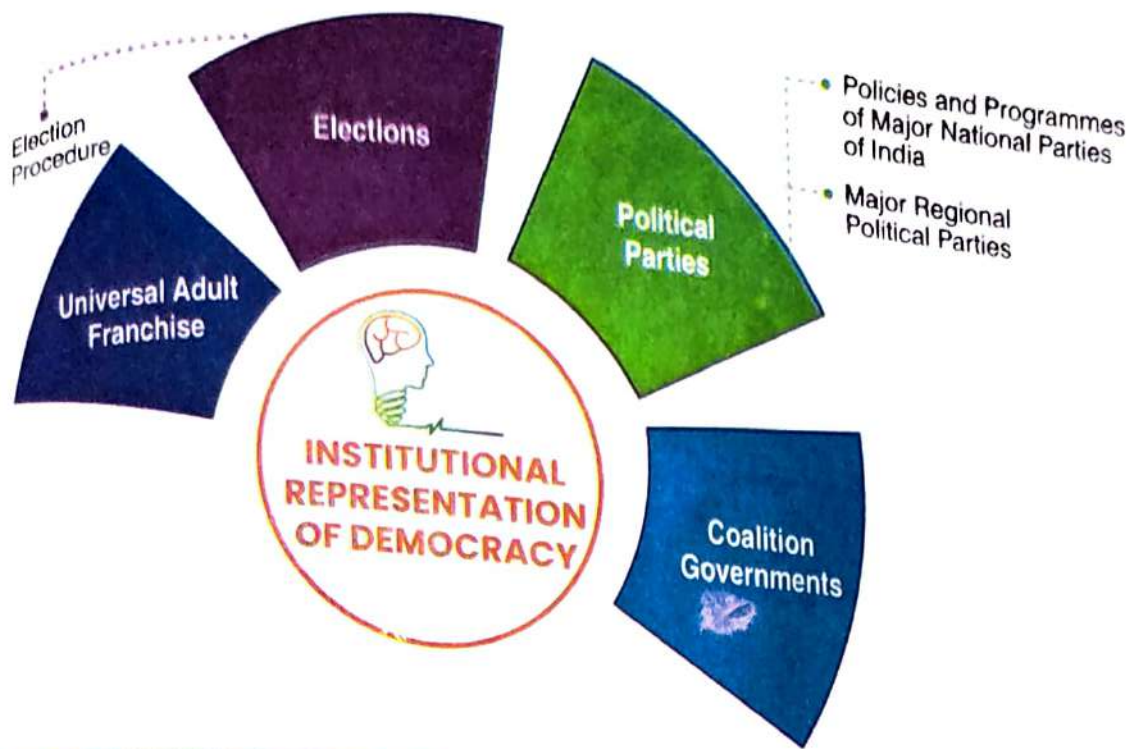
## COALITION GOVERNMENT

When a single political party fails to form its government owing to insufficient number of members, it has to seek the help and cooperation of other political parties to form the government. The government thus formed is called a coalition government. The first coalition at the centre was formed in the Sixth General Elections held in 1977. The NDA Government (1999-2004) had 24 parties. In 2001 and 2009 UPA Government is also a coalition formed by more than 10 parties.

Coalition governments allow representation of various regional parties. However, decision making takes more time over certain issue because of different views of different party members.

At the state level, coalition governments were formed after the Fourth General Elections.

# MIND MAP



## EXERCISE

Tick (✓) the correct option.

1. Universal Adult Franchise means that the right to vote should be given to : (MCQs)
  - (a) according the caste
  - (b) according the religion
  - (c) all adult citizens
  - (d) None of these
2. What is the medium of peaceful change of government ? 
  - (a) Election
  - (b) Abolition of any government
  - (c) Impose the emergency
  - (d) Enforcing military rule
3. Which government suits the wishes of the people ? 
  - (a) Democratic
  - (b) Presidential
  - (c) Monarchy
  - (d) Dictatorship



4. The election symbol of Congress party is:

- (a) human hand
- (b) lotus
- (c) elephant
- (d) bicycle

5. Which is the regional party?

- (a) Congress
- (b) Bhartiya Janata Party
- (c) Bahujan Samaj Party
- (d) Telugu Desham Party

**II. Fill the gaps.**

1. It is through ..... that people elect their representatives.
2. Actual process of election starts with the ..... of the dates for elections.
3. A democratic government suits the ..... of the people.
4. The BJP has the ..... flower as its election symbol.
5. The Communist Party was ..... in 1925 in India.

**III. Write 'T' for true and 'F' for false statements.**

1. Only lunatics, minors, bankrupts and criminals can give the vote.
2. If people lose confidence in the election system, then democracy collapses.
3. Elections and political parties are separable.
4. There is no regional party in India.
5. The first coalition government at the centre was formed in 1977.

**IV. Answer the following questions briefly.**

1. What do you understand by Universal Adult Franchise?
2. What is the importance of elections in a democracy?
3. What is the importance of political parties in a representative democracy?
4. Why the Secret Ballot System adopted in voting?
5. What is the importance of regional parties?

**V. Answer the following questions in detail.**

1. Describe the role of opposition in a democracy.
2. Describe the policies and programmes of Indian National Congress.
3. What are the chief characteristics of party system in India?
4. Write a note on coalition governments.

## MULTIPLE CHOICE STUDY

Look at these symbols and write the names of their party :



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



## PROJECT

Imagine you and your friends have formed a political party. Write an election manifesto for your party. You can also design an election symbol. Remember that the symbol should reflect the central thought/principle of your party.

## Out of the Box !

### CS Critical Thinking

- In a coalition government, decisions regarding the state of the country cannot be taken by any individual party. Why?
- How many member do you think are needed to form a government with absolute majority and why?

# 18. THE STATE GOVERNMENT

## PRIOR KNOWLEDGE

- India has dual Governments; Union Government, and State Government.

## LEARNING OBJECTIVES

- The State Legislature
- The State Executive
- The Judiciary

## GET GOING

Why do we have two government; one in the centre and the other in the state?

At present, there are 28 states and 8 union territories. The state government has more or less the same structure as that of the Central Government. It has three organs : 1. The State Legislature, 2. The State Executive, and 3. The State Judiciary.

## THE STATE LEGISLATURE

The State Legislature enacts laws for its own State. It makes laws on subjects contained in the State List and the Concurrent List. The process of making and passing laws is called **legislation**. The MLAs and MLCs who make proposals for policies or laws are called **legislators**. The State Legislature consists of the Governor of the State and the house/houses of the State Legislature.

There are two types of State :

- Bicameral, and 2. Unicameral.

**Bicameral Legislature** has both the Upper and the Lower Houses. The Upper House is called the Vidhan Parishad or the Legislative Council. The Lower House is called the Vidhan Sabha or the Legislative Assembly. Uttar Pradesh, Bihar, Maharashtra, Andhra Pradesh, Telangana, Karnataka and Jammu and Kashmir have bicameral legislature. All other State Legislatures are **Unicameral**.



## The Legislative Assembly (Vidhan Sabha)

The Constitution provides for a maximum of 500 members and minimum of 60 members of the Legislative Assembly. Smaller states like Goa, Mizoram, Sikkim, etc. have, however, less than 60 members each. The Governor can nominate one member to the Legislative Assembly, if the Anglo-Indian Community has not been represented. The number of members is fixed by the Parliament in proportion to the population of the state concerned. Thus, a populous state like UP has 403 members in its assembly. The qualifications of the members and their tenure are similar to member of the Lok Sabha.

### Members of Legislative Assembly

The members of the Vidhan Sabha (MLAs) are directly elected by the people on the basis of Universal Adult Franchise.

Each state is divided into units called constituencies for the purpose of elections. The number of constituencies vary according to the population of the state. One representative or MLA is elected from each constituency.

### Eligibility Criteria

A member of the Legislative Assembly should be a citizen of India and at least 25 years of age. He has to fulfil all the other qualifications as specified by the Parliament.

### Term

The Legislative Assembly is elected for a period of five years. The Governor may dissolve it earlier if he finds that :

- (1) a motion of no-confidence is passed against the Council of Ministers and no other ministry is formed, or
- (2) there is constitutional breakdown in the state, he advises the President to dissolve the Legislative Assembly and impose the President's rule,
- (3) the Governor may also dissolve the Legislative Assembly on the recommendation of the Chief Minister.

The term of the Legislative Assembly can be extended by the Parliament under special circumstances.

### Presiding Officers

The presiding officer of the Legislative Assembly is called Speaker. Deputy Speaker presides over its meetings in the absence of the Speaker. Speaker and Deputy Speaker are elected by the members of Assembly from amongst themselves. They hold office till the new Assembly elects new Speaker and Deputy Speaker. They can be removed from office earlier also by a resolution of the House. The Speaker presides over its meetings, maintains discipline and decorum in the House and ensures that the House functions smoothly and according to rules.

### Thought Shot

Write the name of the MLA of your constituency.

LK

Local knowledge



## The Legislative Council (Vidhan Parishad)

The Legislative Council is the Upper House in a State Legislature. The Constitution has fixed maximum strength of a Legislative Council as one-third of the total strength of the Legislative Assembly subject to a minimum of 40. The Legislative Council is a permanent body as it cannot be dissolved. One-third of its members retire every two years and elections are held for vacant seats. Term of office of a member is six years.

### Members of the Legislative Council (MLCs)

The common people are only indirectly involved in electing the Members of the Legislative Council (MLCs). The Members of Legislative Assembly (MLAs) elect one-third of the MLCs; members of local government bodies such as municipalities elect one-third of them; the Graduates of the state elect one-twelfth; teacher of secondary schools, colleges and universities elect one-twelfth; and the Governor nominates the remaining one-sixth of MLCs. They may be from field of art, literature or social work. The Chairman and Deputy Chairman are elected by the council from among its members.

### Eligibility Criteria

A member of the Legislative Council should be a citizen of India and at least 30 years of age. He has to fulfil all the other qualifications as specified by the Parliament.

### Term

Unlike the Legislative Assembly, the Legislative Council is not a directly elected body. Its composition is as follows. :

1. One-third of its members are elected by the members of the Legislative Assembly of the State.
2. One-third of its members are elected by the members of local government bodies, viz. municipalities, district boards, etc.
3. One-twelfth of the members are elected by an electorate consisting of university graduates residing in that State.
4. One-twelfth of the members are elected by an electorate consisting of teachers of secondary schools, colleges and universities.
5. One-sixth of the members are nominated by the Governor of the state. These members are distinguished individuals from the spheres of art, literature, social work, etc.

### Presiding Officers

The members of the Legislative Council elect the Chairman and Deputy Chairman from amongst themselves. The Chairman is the presiding officer of the Legislative Council. In his absence, the Deputy Chairman conducts the proceedings. They remain in office so long as they enjoy the confidence of the majority and can be removed by a resolution passed by a majority.

## Functions Of The State Legislature

The State Legislature functions in a manner similar to that of the Parliament.

### Legislative Functions

The State Legislative can enact laws on the 61 subjects contained in the State List and on 52 subjects included in the Concurrent List. In case, a law passed by a State Legislature is contrary to a law passed in the Union Legislature (Parliament), the central law shall prevail. When the State Legislature is not in session, the Governor can issue an ordinance and the same is considered when it is in session.

The most important power of the State Legislature is the control on the State Executive. The Chief Minister and his Council of Ministers can remain in office so long as they enjoy the confidence of the majority of the members of the State Assembly. The Assembly may pass a no-confidence motion against the Council of Ministers. If a bill moved by a minister is defeated in the House, it is also considered to be a vote of no-confidence. In both the cases, the State Ministry has to resign.

### Limitations on the Powers of the State Legislature

Following are some of the limitations on the powers of the State Legislature :

1. Bills on certain subjects cannot be introduced in the State Legislature without the prior approval of the President.
2. Bills on certain subjects, passed by the State Legislature cannot be signed by the Governor, they have to be sent to the President for his consideration and assent.
3. The Governor of the State can reserve any bill passed by the State Legislature for the consideration of the President.

### Position of Legislative Assembly

Position of the State Legislative Assembly is very strong. It enjoys all the legislative powers of the state. If there is Legislative Council also, it is very weak before the Legislative Assembly. It has control over the Legislature and also on the State Executive.

### The Making of Law

**Introducing a Bill :** The draft or the proposal to pass a new law or to change an existing one is called a **Bill**. Bills are of **two** types; ordinary bill and money bill. An **ordinary bill** can be introduced in either Upper or Lower House. A **money bill**, deals with financial matters and can be introduced only in the Lower House, the Legislative Assembly.

**From a Bill to a Law :** A minister or an MLA introduces the bill in either house of the Assembly. After a detailed discussion, the bill is put to vote in the house. From here it goes to the other house for approval. Then it is sent to the governor. When the governor signs the bill, it becomes a law.

## THE STATE EXECUTIVE

The State Executive consists of the Governor, the Chief Minister and the Council of Ministers. The structure of State Executive is similar to that of the Union Executive.

## The Governor

The Governor is the nominal head of the State Executive. He is appointed by the President of India for a term of five years, but he can be removed by the President on the advice of the Prime Minister.

### Eligibility

1. He should be a citizen of India and at least 35 years of age.
2. If he is a member of the Parliament or of a State Legislature, he has to resign from the seat after assuming the office of the Governor.
3. He cannot hold any office of profit under the government at any level.

### Position of the Governor

The Governor of the state is not an elected office, but is appointed by the central government and remains in office entirely on the pleasure of the central government. This has made Governor absolutely dependent on the central government for remaining in office. He is the Constitutional Head and works on the advice of the Council of Ministers in normal circumstances. In this respect his position is not strong.

The Governor of the state has to act as the agent of the central government also and in many respects he enjoys discretionary powers. Obviously he exercises his discretionary powers as desired by the central government. For this reason, his office has been subject to criticism and controversy, particularly in respect for his discretion to recommend for President's rule in the state. The Governor is the Nominal Executive and is very powerful while acting as the agent of the central government in the state. It is expected that the Governor should act impartially and keep himself above politics.

### Power and Functions of Governor

The power and functions of the Governor are similar to those of the President. He exercises executive, legislative, judicial and discretionary powers. He is answerable to the President and on many occasions executes the orders of the President.

1. **Executive Power**: The Governor is the Constitutional head of the state. He plays important role in the appointment of high officials of the State Executive. He appoints the Chief Minister and on his recommendation, the Council of Ministers. He appoints the Attorney-General, the Advocate-General, Chairman and members of the State Public Service Commission and other officials at key positions in the State. All administration is carried on in his name. He becomes the real ruler of the state when the President's rule is imposed in the state.
2. **Legislative Powers**: The Governor summons and prorogues the sessions of the State Legislature. He addresses the opening session of the State Legislature. No Bill can become a law unless he approves the same. The state budget is placed before the State Legislature with his consultation. The Governor can dissolve the State Legislative Assembly even before the expiry of five years on the advice of the Chief Minister, or in case of a constitutional breakdown in the state or as directed by the President. He can issue ordinances when the Assembly is not in session. Such ordinance must be ratified by the State Legislature within six weeks from the start of the next session.



**Judicial Power** : The Governor can grant pardon, suspend or commute punishments on the appeals of mercy by the convicts.

**Discretionary Powers** : The Constitution has given him special discretionary powers which he can exercise to take independent decisions when :

- (1) The Council of Ministers loses the confidence of the Legislative Assembly and no other party can form a ministry,
- (2) There is a complete breakdown of law and order in the State. In such cases, the Governor can recommend President's rule in the state. During the President's rule, the Chief Minister and the Council of Ministers are dismissed and the state is administered by the Governor.

## The Chief Minister and the Council of Ministers

After the elections, the Governor invites the leader of the party having a majority in the Assembly, to form the government. If there is no party having a clear majority, a coalition government may be formed. The Chief Minister forms a Council of Ministers, in which the Governor has no choice of his own. The Governor formally appoints the ministers by administering to them the oath of office and secrecy.

### Position of the Chief Minister

The Chief Minister is the real head of the State Executive. The Governor simply acts on the Chief Minister's advice in matters of selecting his ministers and distribution of portfolios. The Chief Minister presides over the meetings of the Council of Ministers. He is the link between the Governor and the Council of Ministers. He coordinates the working of various departments and the ministries. He is the chief spokesman of his government. He announces the policies and programmes of his government.

The Council of Ministers comprises three categories of ministers, viz. Cabinet Ministers, Ministers of State and the Deputy Ministers. The Cabinet Ministers hold independent charge of various departments (portfolios). They are assisted by Ministers of State and Deputy Ministers.

The Ministers work on the principle of collective responsibility. If a vote of no-confidence is passed against it, the government has to resign.

### Powers and Functions of the Chief Minister

Main powers and functions of the Chief Minister of a state are as under :

1. **Formation of Ministry** : Immediately after his appointment, a Chief Minister is required to form his ministry. He prepares a list of his colleagues whom he wants to include in the Council of Ministers and submit it to the Governor who appoints all the ministers as per the list.
2. **Allocation of Portfolios** : Governor allocates portfolios to ministers on the advice of the Chief Minister; who also decides the seniority of the ministers in the cabinet.
3. **Coordination Amongst the Ministers** : The Chief Minister keeps a watch on the working of the ministers and gives them guidelines and advice on routine matters.
4. **Removal of Minister** : If the Chief Minister is not satisfied with the working of a minister, he can ask him to go. The Chief Minister can reshuffle his cabinet at any time.



5. **Presides Over the Meetings of the Council of Ministers** : No minister dares to oppose view of the Chief Ministers.
6. **Link between the Governor and the Council of Ministers** : Decisions of the Council of Ministers are communicated to the Governor through the Chief Minister.
7. **Power to Dissolve the Legislative Assembly** : The Chief Minister can advise the Governor to dissolve the Legislative Assembly before the expiry of its term and order fresh elections.
8. **Appointment** : All appointments to high offices in the state are made by the Governor on the advice of the Chief Minister.
9. **Chief Spokesman of the Government** : Chief Minister is the chief spokesman of the government on all important matters.
10. **Leader of the People in the State** : The Chief Minister is the leader of the people because he has been elected with majority.

### Thought Shot



### Critical Thinking

The chief minister is the actual head of the state. How?

## State Administration : Different Departments

Administration of the state is run by the executive which includes political executive and permanent executive both. Political executive is the top executive which includes the head of the state and the ministers who are the head of the various departments. Policy according to which the administration of the state is run is determined by the political executives.

But day-to-day administration in actual practice is run by a large members of government officials who hold their office on permanent basis till retirement and are appointed on merit and do not vacate office with a change in political executive. These civil servants are the backbone of the administration.

Each member of the Council of Ministers looks after a particular department or a combination of departments. There are different departments which deal with agriculture industry, land reforms, irrigation, transport and communication, education, water, health sanitation, law and order, etc. The bureaucrats of government offices run and manage the affairs of these departments, under the overall charge of the ministers concerned. The bureaucratic head of each department is called **Secretary**, who generally belongs to the IAS cadre. The selection and appointment is made by the Union Public Service Commission. A secretary also acts as the advisor to the minister on all important matters. The Chief Secretary is the head of the secretaries, who supervises all the departments.

The office of the Secretary is known as **Secretariat**. The minister's offices are also generally located in the Secretariat. There is hierarchial system from Minister to the Secretary and to another officials concerned. This system is called **bureaucracy**, and the bureaucrats are called public servants as they serve the people.

A good bureaucrat is expected to possess the following qualities :

1. He should be impartial and neutral.
2. He should be honest, intelligent and knowledgeable so that he may formulate policies easily.



3. He should be honest in executing the policies and decision of the ministry.
4. He should care for the remain pole will of the people and take keen interest in developmental activities.

## The Judiciary

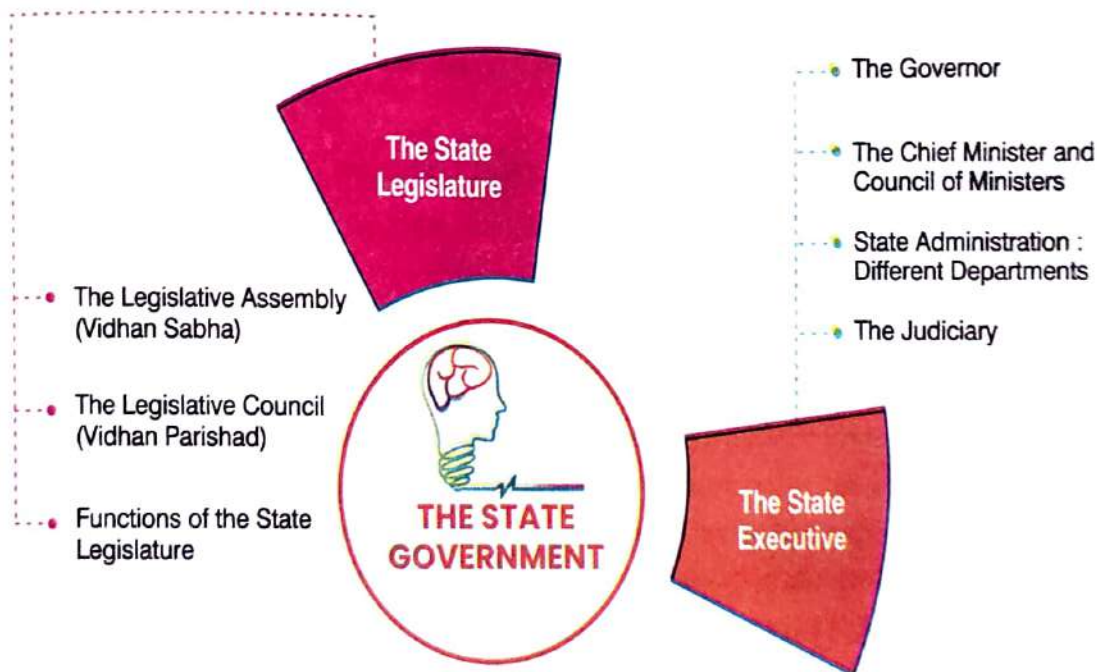
The judiciary at the state level consists of the **High Court** and subordinate courts like the **District and Sessions Courts**, the **Provincial Courts** and the **Nyaya Panchayats**. The High Court stands at the head of the judiciary at the state level. It is headed by a chief justice and has as many judges as the President of India considers necessary.

The High Court can issue writs, orders or directives to protect the fundamental rights of the citizens of the state. It also has powers over all the subordinate courts in the state.



High Court Mumbai, Maharashtra

## MIND MAP



# EXERCISE



I. Tick (✓) the correct option.

- Upper House of Legislature is called :  
(a) Vidhan Sabha  (b) Vidhan Parishad   
(c) State Assembly  (d) Rajya Sabha
- Who presides the Vidhan Sabha ?  
(a) The Governor  (b) Speaker  (c) Deputy Speaker  (d) MLA
- After the elections, the Governor invites to form the government to the leader of :  
(a) the party having majority  (b) many small parties   
(c) single largest party  (d) None of these
- The real head of the State Executive is :  
(a) Governor  (b) Speaker  (c) Chief Minister  (d) None of these

II. Fill the gaps.

- The Right to Property was ..... from the list of Fundamental Rights.
- The State Government has almost the same ..... as that of the Central Government.
- Secretary is bureaucratic ..... of each department.
- Vidhan Parishad is a permanent ..... as it cannot be dissolved.

III. Write 'T' for true and 'F' for false statements.

- Bicameral Legislature has both the Upper and Lower Houses.
- Speaker and Deputy Speaker are elected by public vote.
- The assembly may pass a no-confidence motion against the Council of Ministers.
- The office of the secretary is known as Secretariat.

IV. Answer the following questions briefly.

- What is meant by a bicameral legislature? Name the states having bicameral legislature.
- What are the discretionary powers of the Governor?
- Give two functions of a Chief Minister.
- How is the Governor of a state appointed?

Answer the following questions in detail.

- Describe the composition of the Legislative Council.
- How is the Council of Ministers appointed?
- What are the powers and functions of a Governor?
- What do you mean by bill?



ACTIVITY 

Organise a group discussion in the class on the ways by which we can keep a check on ministers of the Legislative Assembly who are misusing their powers.

 Coordination and Cooperation with others

REPORT WORK 

Name the present Governor of your state. Write about his/her qualification, powers and functions and thus prepare a report.

 Information 

PROJECT WORK 

Prepare a list of the Governors and Chief Ministers of your State with the help of Internet.

 Technology / Digital Resources 

Out of the Box ! 

 Critical Thinking 

- You have learnt about the gana-sanghas in ancient Indian history. How are modern day assemblies similar and different from gana-sanghas?
- Why should decisions taken by the chief minister and other ministers be debated in the Legislative Assembly?

# 19. FUNCTIONING OF THE STATE GOVERNMENT

## PRIOR KNOWLEDGE

- ⊙ The state government is responsible for looking after public health.
- ⊙ State government also helps the children to get education.

## LEARNING OBJECTIVES

- ⊙ Healthcare
- ⊙ Education
- ⊙ Water Management and Irrigation
- ⊙ Land Reforms and Housing Schemes

## GET GOING

**Private health facilities are much more expensive than public health facilities. In your opinion, how can healthcare be made more affordable?**

The collective wealth of a country is termed as its resources which can be natural materials and human beings. The primary function of any government is to make an assessment of the available resources, analyse and plan their effective use for the welfare of the citizens of the country. Just as there is a division of power between the central and state governments in India, there also exists a division of national and state resources. A crucial activity of state governance is, therefore, to engage in **resource planning** and **resource allocation** that would suit needs of the state people.

Council of Ministers takes most of decisions related to the resources of a state. Ministers carry out a thorough study on the needs of the people and discuss all the related issues in the meetings. On the basis of the discussion the proposal is given the shape of bill which is placed in Vidhan Sabha to convert it into a law.

Minister of the concerned department collects the information on needs of the people from the officers involved in day to day administration.

State government has to bring about a higher rate of economic growth. The government will decide the priority after keeping the Directive Principles in view. The government must try to promote social justice and to minimise inequality by creating more opportunities of employment.

The government tries to attract capitalists to the resources so that they may build factories in the backward regions. They are given some incentives for this purpose by the government. The main motive of the government is to bring about development of the area.

Some of the Directive Principles of State Policy are as follows :

- ❖ To have fair distribution of wealth and material resources among all classes.

- To ensure equal pay for equal work for men as well as women.
- To make provision of free and compulsory education to all.
- To improve public health.
- To raise the level of nutrition and standard of living.
- To promote agricultural and animal husbandry.
- To secure the right to work, education; and public assistance to the unemployed, aged and disabled.
- To provide maternity relief to working women.
- To protect monuments of historical and national importance.
- To safeguard and promote the interests (economic and educational) of the Scheduled Castes and Scheduled Tribes.
- To promote international peace and security.

## HEALTHCARE

Health means the ability to remain free of illness and injuries. But health is not only about disease. Clean drinking water, good sanitation, hygiene, and a pollution-free and stress-free environment are factors that contribute towards good health.

Our Constitution advises that every state should 'raise the level of nutrition and the standard of living of its people and the improvement of public health as among its primary duties'. Healthcare in India is the responsibility of every state. Healthcare services are provided by private institution as well.

### Public Healthcare Services

Public health expenditures are jointly shared by the central and state governments. The state government also takes the assistance of NGOs to implement various public healthcare programmes.

The Ministry of Health and Family Welfare sets goals and plans the policies for the states to provide health services and health education. The state government runs healthcare centres, dispensaries, and hospitals in the rural and urban areas, free of cost or at low rates.

Each state implements the policies of the National Rural Health Mission (NRHM) to improve the availability of good quality healthcare for people, especially those residing in rural areas, the poor, women, and children. Their goals are reduction in infant and maternal **mortality rate**, prevention and control of communicable and non-communicable diseases, and promotion of healthy lifestyles.

To attain these goals, the state government trains health workers and prepares Health Plans for every village. The state government also ensures adequate and regular supply of essential medicines and equipment.

Health services in India are like links in a chain. At the primary or village level, there are primary or community health centres for the villagers. There are qualified doctors and nurses equipped to treat minor illnesses. Seriously ill patients are sent to district hospitals.

All the districts have hospitals which are medically equipped and have trained personnel. These hospitals supervise the village health centres and cater to the villages and the urban population of the

district. Medical college hospitals and specialised hospitals are located in the urban areas. They have modern facilities for investigation, diagnosis, and treatment.

### Public Health at Village Level

At the village level, there are Village Health and Sanitation Samitis consisting of Panchayat members, *anganwadi* workers, teachers, and community health volunteers. Village Health and Sanitation Samitis are set up where the population has a strength of 1250 to 1500. Every samiti gets a grant of ₹ 10,000 per year for carrying out household surveys, preparing village health plans, organising health camps, sanitation drives, chlorination of drinking water sources, and regular cleaning and internal painting of reservoirs.



A village health centre

**Drawbacks:** The public healthcare services have the following drawbacks inspite of all efforts made by the government due to various reasons:

- ❖ Funds provided by the authorities are very less and do not reach on time, and thus remain unutilised.
- ❖ Huge shortage of trained, skilled and dedicated doctors and nursing staff in rural areas.
- ❖ Lack of infrastructural facilities.
- ❖ Inadequate number of public health facilities.
- ❖ Poorly maintained equipments in PHCs in villages.



Health & Well Being



### Try IT!

Considering the high cost involved in medical education and setting practice, do you think the doctors are justified in preferring to settle in cities or foreign countries?

### Private Healthcare Services

Private healthcare services have increased tremendously in the past few years. Seventy five per cent of healthcare is now provided by the private hospitals and doctors. There are 'super-speciality' hospitals and private clinics of doctors. The private hospitals are modern, clean, and attract the middle class as well as the rich. Most government hospitals are not very clean and attract the middle class as well as the rich. Most government hospitals are not very clean and disorganised. So people prefer going to private hospitals. However, private healthcare facilities are mostly found in cities. They are expensive and hence, the common man cannot afford it. Only if there is a public private partnership, we may be able to achieve the dream of providing quality healthcare to all. Apart from healthcare, the government is involved in other fields of public welfare as well.

### Thought Shot



Information



Which Indian states have been successful in implementing various public welfare schemes?



## EDUCATION

Education for every Indian citizen is on the priority of the government. Article 21A of the Indian Constitution has made a provision for free and compulsory education for all children up to the age of fourteen years. As education plays an important role in improving the socio-economic condition of the people, governments have made provisions and schemes so that everybody is able to get education.

State governments have opened the primary schools, secondary schools, senior secondary schools, colleges and institutes of higher learning at different levels—village, town, city and district level.



Primary School

## Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan is an Indian government programme aimed at the universalisation of elementary education in a time bound manner, as mandated by the 86th Amendment to the Constitution of India, making free education compulsory for the children between 6 and 14 years. It is operational since 2000-2001.

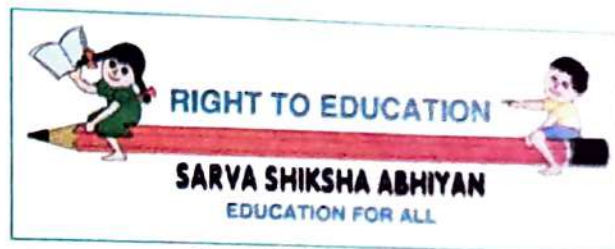
To achieve the target, state governments are opening schools in the places which do not have schools. Also, existing schools are being strengthened through additional classrooms, toilets, and teacher training programmes. Life skills, girls' education, computer education and education for the children with special needs are the other components of SSA.

The programme has following key features :

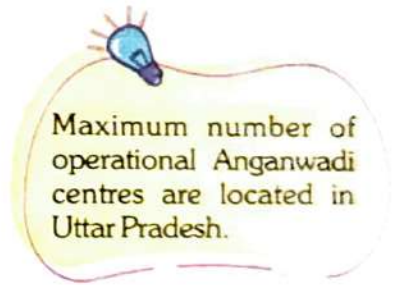
- ❖ Programme with a clear timeframe for universal elementary education.
- ❖ A response to the demand for quality basic education all over the country.
- ❖ An opportunity for promoting social justice through basic education.
- ❖ An expression of political will for universal elementary education across the country.
- ❖ A partnership between the central, state and the local government.
- ❖ An opportunity for states to develop their own vision of elementary education.

The main objectives of the programme are as follows:

- ❖ To provide useful and elementary education for all children in the 6-14 age groups.
- ❖ To bridge social, regional and gender gaps with the active participation of the community in the management of schools.
- ❖ To allow children to learn about and master their natural environment in order to develop their potential.



Sarva Shiksha Abhiyan



Maximum number of operational Anganwadi centres are located in Uttar Pradesh.

- To inculcate value-based learning that allows children an opportunity to work for each other's well-being.
- To realize the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum.

## Right to Free and Compulsory Education

The Right of Children to Free and Compulsory Education Act, 2009, came into force on 1 April, 2010. By this Act, every child in the age group of 6-14 years will be provided free elementary education in a suitable classroom in his/her neighbourhood. The government will bear all cost during this period so that every child could complete 8 years of schooling. The expenditure on implementation of this Act is shared by centre and state governments in the ratio of 65 : 35. While it is 90 : 10 for North Eastern states. Children With Special Educational Needs (CWSEs) shall also be admitted in regular schools. Thus, Right to Education is a fundamental right now.

The rules of the RTE Act were amended in February 2017 to include subject-wise learning outcomes till class VIII, thereby emphasising the importance of quality education.

## WATER MANAGEMENT AND IRRIGATION

The State Government builds and maintains water treatment plants and supply system to distribute clean drinking water to the people. In case of water crisis, it supplies water through tankers. Then comes providing adequate water supply to industries and constructing proper sewage system for waste water management. The Public Health Engineering Department of each state undertakes this task while the local self-government bodies maintain the system.



People getting water from Municipality water tankers

To provide water for irrigation, the State Government builds dams, wells, canals, reservoirs etc., and the local self-government maintains them.

The State Government also encourages farmers to form associations for building and maintaining small irrigation works.

In arid, drought prone regions, the State Government frames policies to manage the available water resources in the state.

One good example of such a water management scheme is the Jalayagnam implemented in the drought areas of Andhra Pradesh. The scheme involves water conservation plans construction of reservoirs and provision of well-planned irrigation system like the 'Lift Irrigation' system.

Where a river flows in more than one state, the governments of the states concerned enter into formal agreement to share the river water for irrigation and other purposes.

### Thought Shot

Find out more about the 'Lift Irrigation' system and prepare a write up.



Information



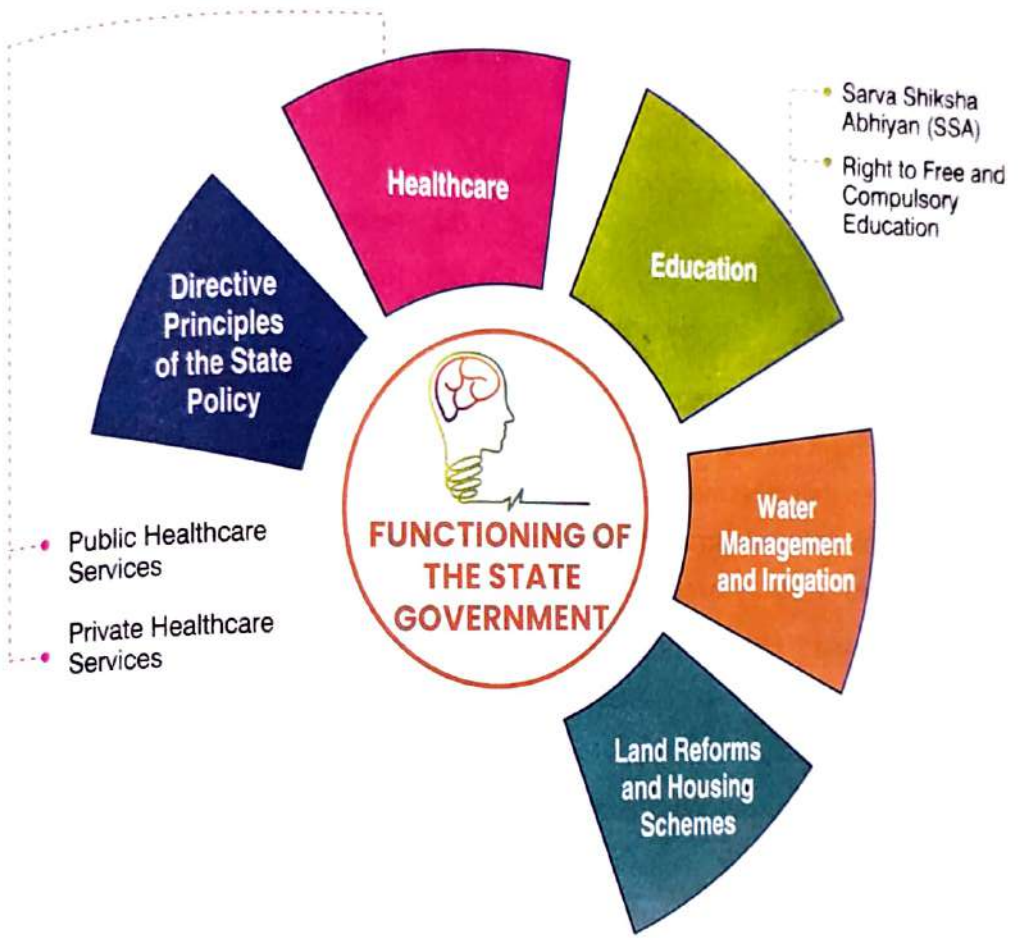
# LAND REFORMS AND HOUSING SCHEMES

Land reforms are important for the development of a state. Almost all State Governments in India have passed various land reforms. Land reforms include redistributing lands among people and schemes for utilisation of wastelands for cultivation, building of roads and other infrastructures. Sometimes used lands are acquired for establishing industries.

A successful land reform programme in our country was the *Operation Barga*, implemented in West Bengal in 1977. The programme resulted in more equitable distribution of land among landless farmers.

In some states, low-cost housing schemes for people belonging to lower income groups are been initiated. Under such schemes housing has been provided at affordable cost to low-income households in urban areas.

## MIND MAP



# EXERCISE

## I. Tick (✓) the correct option.

1. Directive Principles of State Policy are guidelines given to the central and state governments to  
adopt:  
(a) more money from taxes ✓ (b) fair and just society ✓  
(c) education for adults ✓ (d) None of these ✓
2. Under the Right to Education, children of the 6-14 years age group get:  
(a) free colour television ✓ (b) 8 years of elementary education ✓  
(c) admission to college ✓ (d) None of these ✓
3. On which date the Right to Children to Free and Compulsory Education Act, 2009 came into force?  
(a) 1 June, 2009 ✓ (b) 1 April, 2010 ✓  
(c) 2 April, 2011 ✓ (d) 10 December, 2010 ✓
4. Factors that contribute towards good health are:  
(a) good education ✓ (b) good values ✓  
(c) good sanitation ✓ (d) None of these ✓
5. The collective wealth of a country is termed as its:  
(a) health ✓ (b) resources ✓  
(c) manpower ✓ (d) None of these ✓

## II. Fill the gaps.

1. The primary function of any government is to make an ..... of the available resources.
2. State government works on the guidelines termed as ..... to frame laws and policies.
3. Council of Ministers takes most of decisions related to the ..... of a state.
4. All the branches of administration follow the set procedures as mentioned in the .....
5. Wealth means the ability to remain free of .....

## III. Write 'T' for true and 'F' for false statements.

1. Public health expenditures are shared by the central governments.
2. The private hospitals are modern and clean.
3. Sarva Shiksha Abhiyan is an Indian government programme.
4. The rules of the RTE Act were amended in February 2019.

## IV. Answer the following questions briefly.

1. What do you mean by health?
2. What are the Directive Principles of State Policy?
3. Who constitute the village health and sanitation samitis?

4. What do you mean by SSA?
5. What do land reforms include?

V. Answer the following questions in detail.

1. Discuss the work done by the Village Health and Sanitation Samitis in rural areas.
2. How is State Government concerned with public health?
3. Why are private healthcare services gaining popularity?
4. What role does the State Government play in water management and irrigation?
5. How do land reforms contribute to the economic and social development of a state?



## Skills Enrichment Zone

### RESEARCH WORK



- I. Try to visit, or do research on an NGO in your city. Find out the issues they deal with and how they are bringing about a change.

EL Experiential Learning

### ACTIVITY



- II. Organise and participate in the group discussion on the topic "How can we contribute in Swachh Bharat Abhiyan constructively?"



21<sup>st</sup> CS Collaboration



### Out of the Box !



21<sup>st</sup> CS Critical Thinking



- NGOs are playing an important roles in implementing government policies. How?
- Education is placed in the Concurrent List. Why?



# 20. UNDERSTANDING MEDIA

## PRIOR KNOWLEDGE

- ⊙ In a democratic country like India, media plays an important role in creating people's awareness.

## LEARNING OBJECTIVES

- ⊙ Kinds of Media
- ⊙ Media's Role in Democracy
- ⊙ Media Ethics and Accountability
- ⊙ Government and Information
- ⊙ Advertising

## GET GOING

Imagine that you are a journalist working for a leading newspaper. There is an important protest march by a leading social activist in your city. Why do you need to report the event.

Media is derived from the word 'medium', a way of communicating with others. Media includes different channels of mass communication such as newspaper, magazines, journals, leaflets, television, radio, internet and telephone.

Since the radio, TV, internet and newspapers are a form of media that reached millions of people or the masses across the country and the world, so they are called **mass media**.



Sources of mass media

## KINDS OF MEDIA

Mass media or mass communication plays a powerful role in the functioning of a democracy. Mass media can be categorised into two sections: Print media and Electronic media.

### Print Media or Press

Print media or the press includes newspapers, magazines, journals, etc. Enlightened public opinion needs unbiased newspapers. Newspapers deal with important and significant events of the day and present a critical study of political problems. The editorials offer guidelines for the country. The explanation of political problems creates interests of the people in national and international problems. The intellectuals express their opinion through newspapers. Newspapers also criticise the government's actions which are against the interests of the people and form public opinion against such activities. Obviously, the press is called the **Light House of Democracy**.

It goes beyond doubt that the press should be free, fair and unbiased unfortunately, sometimes, newspapers create an atmosphere of hatred and bitterness in the country. The newspapers belonging to communal organisations or those owned by wealthy classes advocate the cause of their community only. The government should control such newspapers.

## Electronic Media of Mass Communication

Radio, television, cinema, etc. are the electronic media of mass communication. Radio and television have an edge over newspapers as they reach even the illiterates and help them to form their opinion.

Moreover, radio and television reach the remotest villages and places of the country. People can listen to the news, and views of leaders in every nook and corner of the country. Various problems and their solutions can be presented on radio and television through different programmes.

Similarly, **television** broadcasting assumes tremendous importance in a developing country like India. Doordarshan, the national television service of India, is one of the largest terrestrial networks in the world.

**Cinema** is a very important means of recreation. It also helps in the formation of a sound public opinion. It brings to light many social problems and their solution. Every film conveys a message.

## MEDIA'S ROLE IN DEMOCRACY

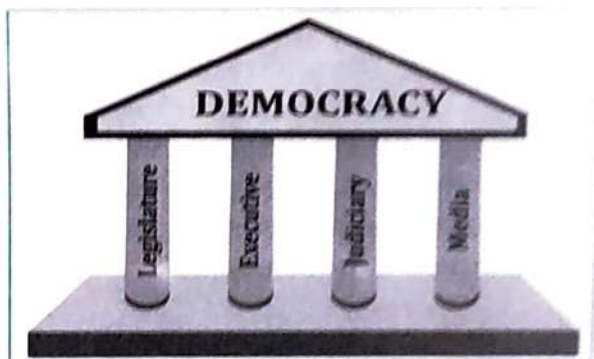
In democracy, the media plays an important role. Media provides information about everything that is happening in the world and keep the people well informed and enlightened. When some people express their views on some topic and either it is published in the newspapers or telecast by a TV channel, it becomes a **public opinion**.

Public opinion is the opinion of a group of people. As it is the view of citizens, it becomes important in a democracy. This further strengthens the democracy as in a democracy people's voice is important and democratic set up honours the opinion of people. Public opinions act as a guide to the government to frame or modify policies and laws.

The first telecast in India originated from Akashvani Bhopal, New Delhi, on September 15, 1959. The regular service with a news bulletin became operational in 1965. The second television centre commenced service in Bombay (Mumbai). By 1975, TV service was available in Kolkata, Chennai, Srinagar, Amritsar and Lucknow.

Following the Gulf War, satellite channels began to sneak into Indian homes with a variety of news and entertainment programmes.

The visual media came into being after Lumiere Brothers invented motion picture photography in 1895. Initially, it was the silent film era. Two feature films, named 'Pundalik' and 'Raja Harishchandra' were produced in 1912-13. The first Indian talkie film 'Alam Ara' was made in 1931. Today India is the biggest producer of feature films in the world.



Media — Fourth Pillar of Democracy

Media controls and checks the government from becoming irresponsible. Media is drawing attention to various social movements too. People can also organise 'Public Protest' by writing letters/emails to the concerned minister or authority in the government. Balance in providing the news and views should be kept by a media personnel.

Media should try to present actual facts and figures to the people by not allowing the rich and the powerful people of society to hide the truth. The information provided should be reliable and non-biased.

However, the media is not independent because of two reasons. First reason is the control of government on the media. When the government prevents either a news item or scenes of a movie or the lyrics of a song, it is termed as censorship. Government does not censor the media's coverage of news. Still most of the newspapers do not provide balanced news items.

The second reason is the control of business houses on the media. Media tends to focus on a particular aspect of a story because it may increase the sale of newspaper or improve TRP of the channel. Media should cover all aspects of a story or news item and should avoid distortion of news to make it sensational.

## **MEDIA ETHICS AND ACCOUNTABILITY**

The media plays an important role in a democracy. The media has to be very careful because of the huge responsibility it carries. A righteous media can be effective in creating a just society which is a primary goal of a democracy.

While playing the role of informer, the media also takes the shape of a motivator and a leader. The media today has the power and influence to shape an individual's or the society's thoughts. With such authority, it is essential for the media to remain responsible and sincere to its objectives. The aim of the media should be to inform and not to create sensation and mislead the public.

The following are some of the principles of the media:

### **Authenticity**

The media should be very cautious about getting information from a genuine and a reliable source. False reporting and misreporting of facts to create sensation is unjustified.

### **Honesty**

The media must present the truth. All facts that have been obtained from a reliable source must be put forth honestly and there should be no intention of hiding the truth or deceiving common people.

### **Sensitivity**

Freedom of expression is a Fundamental Right, but it is the duty of the media to protect the rights of individuals while exercising the right of expression.

The media should not report things that might hurt the sentiments of a particular group of people and cause tensions in society.

### **Impartiality**

The media should be impartial and not take anybody's side while reporting facts. It should not discriminate or bring about hatred on grounds of race, nationality, religions, or gender.

The November 2009 terrorist attacks on Mumbai saw unprecedented participation of the media. Mediapersons gave minute by minute report of the happenings and the details of the efforts to overpower the terrorists. On one hand, this was useful to people whose relatives were held hostage by the terrorists, while on the other the terrorists themselves as well as their associates also got vital leads and clues. Do you think the media should have been more discreet?

## GOVERNMENT AND INFORMATION

The government of any country must inform the citizens about the laws, its policies and its cause of actions through mass media. The **Ministry of Information and Broadcasting** is responsible for developing, regulating and making an information public. Some media units run by the government are the Press Information Bureau, the Publication Division and the **Prasar Bharati** which comprises All India Radio and Doordarshan.

The office of the Registrar of the Newspapers for India (RNI) issues Certificate of Registration to the newspapers. Only then those newspapers can be published and circulated in India. Besides, the Right to Information Act gives media and the public the freedom to know about the working of the government in detail.

## ENACTMENT OF RIGHT TO INFORMATION ACT : A CASE STUDY

### Right To Information Act

Right to Information (RTI) Act was passed by Government of India in 2005. It came into effect from 12 October, 2005. This Act gives the citizens the right to get a response to queries they have from the government and governmental organisations. Under the RTI, people may get information on any particular issue and understand how our government and public institutions function. People may ask the exact details of expenditure on a particular project, reasons of delay, etc.

Getting the information through RTI is very simple. Any individual can send his query alongwith a fee of ₹ 10/- only payable in favour of the Public Information Officer (PIO) of a particular organisation.

The Right to Information implies that people have the right to know everything that affects their lives directly or indirectly. For example, farmers often require a copy of their land's record together with a map when they want to divide their property among their children, or they want a loan from the bank to dig a well in their land or they want to sell of their land. They have a right to this information. However, this information is not easily made available and farmers sometimes have to face many problems to get it.

Let us take another example : When a person is involved in a court case, he should be provided all the documents concerning his case, so that he can know, why he was involved in the case. A poor villager may want to seek information as to why the amount sanctioned by the government has not been provided to him, and other villagers.

To get the above right, people had to struggle for long. They resorted to *staging dharnas*, hold

demonstrations and even *gherao* certain officials. Ultimately, their efforts bore fruit and many state governments were forced to pass **Right to Information Act**. The Rajasthan Government took the initiative in passing the Rajasthan Right to Information Act in 2000. The demand for such right was raised by the members of the *Mazdoor Kisan Sangathan* formed in 1990. They resorted to *dharnas* and *hunger strikes* and ultimately, the government had to yield and was forced to pass the Act. By this Act, the people got the Right to Information in all spheres of governance. The Right to Information gives the citizen an opportunity to check the deeds of any authority. Such a right had a dramatic effect on the prevalent modes of corruption. The governments of Maharashtra, Karnataka, Delhi, Uttar Pradesh, Tamil Nadu and Goa also enacted similar Acts.

## ADVERTISING

Advertising is the technique and practice used to bring products, services, opinions or causes to public notice for the purpose of persuading the public to respond in a certain way towards what is advertised. Most advertising involves promoting a good that is for sale; but similar methods are used to encourage people to drive safely, to support various charities, or to vote for political candidate, among many other examples. Advertising includes all forms of paid, non-personal communication, and promotion of products, services, or ideas by a specified sponsor. Advertising appears in such media as print (newspapers, magazines, billboards, flyers) or broadcast (radio, television).

### Modes of Advertising


The most basic medium is the newspapers, which offers advertisers large circulations, a readership located close to the advertiser's place of business and the opportunity to alter their advertisements on a frequent and regular basis. Magazines, may be of general interest or they may be aimed at specific readers and offer the manufacturer of products of particular interest to such people the chance to make contact with their most likely customers.

The other advertising media include direct mail, which can make a highly detailed and personalised appeal, outdoor billboards and posters; transit advertising, which can reach the millions of users of mass-transit systems, dealer displays and promotional items such as matchboxes or calendars.

Advertising sports on radio and television are broadcast between and during regular programmes. Broadcast advertisements consists of an audio or video narrative that can range from short 15 second spots to longer segments known as **infomercials** which generally last 30 or 60 seconds.

### Types of Advertising

1. **Commercial Advertising** : It is linked with buyers or consumers of goods ranging from luxury items to household-convenience items. In the early twentieth century, the main focus was only on press advertisements in which the British administrators and the princely families were offered



The first classified advertisement in India appeared in Hicky's Bengal Gazette in 1780, in Calcutta. On November 3, 1838, the Bombay Times & Journal of Commerce carried a classified advertisement service on its front page. Two years later in 1840, the first formal advertisement appeared, the advertiser being Amateur Theatricals. However, modern Indian advertising can be traced to the late 1920's and early 1930's. Two English companies J Walter Thompson (JWT) and DJ Keymer's, laid the foundations of professional advertising in India.



luxurious goods, voyages and other services. In the 1930s the radio and cinema emerged as popular means of advertising.

In the 1950s the commencement of industrialization led to mass production. The first consumer brand to use an innovative medium was Burma Shell which promoted its product : kerosene — by painting on the sides of vans.

With the emergence of the Indian middle-class after independence, the focus of advertising shifted from status-driven goods to convenience driven consumer goods.

Today the consumer goods include food items, milk products, grocery items, cloth and apparel, electronic goods—such as refrigerators, televisions, washing machines, heaters, microwave ovens, air conditioners, etc. Producers use all methods of advertising to attract multitude millions.

Another form of advertising, called **consumer advertising** is widely practised by merchants and vendors on streets. They appeal directly to the buyers/consumers by shouting.

**Social Advertising** : It seeks to promote important social issues such as family planning, cancer awareness, respect for female child, communal harmony, help for the disaster victims, national integration, etc.

Social advertising began in the 1970s. However, the first burst of public sector advertising and public awareness campaigns occurred in the 1980's. These included advertisements on family planning, recruitment to armed forces, national integration, anti-drug campaigns, etc. The 1980s also witnessed the first round of sponsored television programming.

The 1990s was an explosive decade. Television coverage of the Gulf War (1991) opened up the world to the Indian viewer. With the entry of the Hong Kong based Star Channel, the seeds of Indian globalization were shown. At the turn of the twenty first century, there were at least 200 channels competing for attracting advertisers.



- In 1941, Leela Chitnis the actress of the silver-screen of the bygone era was signed on by Lux as the first Indian film actress to endorse the beauty soap.
- The first TV advertisement was a still photo of Topaz blades and the first advertisement film was for Vichitra Sarees.

## Basic Rules for Advertisement

The following rules must be kept in mind while advertising :

- 1) The design of advertisement should conform to the laws of the country.
- 2) It should not go against morality, decency and religious susceptibilities of the people.
- 3) It should not contain derogatory reference to another product or service.
- 4) In case of commercial advertising, the information to consumers on matter of weight, quality, price, manufacturing date, etc. must be correctly given.

### Try IT!

Working in groups, create an advertisement for a product of your choice. It could be done on a chart paper, for the print medium (magazines and newspapers) or done on the computer, for the visual medium or you could act out in class. Remember to create a catchy slogan !

### EL Experiential Learning



# MIND MAP



## EXERCISE



### I. Tick (✓) the correct option.

- What is called the 'Light House of Democracy' ?
  - Judiciary
  - Parliament
  - Media
  - Government
- Media plays a major role for democracy because it makes :
  - illusion
  - environment tensionful
  - public opinion
  - All of these
- Radio and TV have an edge over :
  - bureaucracy
  - national system
  - intellectuals
  - print media



ii. Fill the gaps.

1. Enlightened ..... opinion needs unbiased newspapers.
2. Political parties are the ..... stones of democracy.
3. Media should not be indulged in malpractices to gain cheap .....
4. The Right to Information gives the citizen an ..... to check the deeds of any authority.

iii. Write 'T' for true and 'F' for false statements.

1. Media plays an important role in modern democracy.
2. The government cannot control the newspapers to create the sensation.
3. The political parties provide a link between the government and the public.
4. The design of advertisement should conform to the laws of the country.

iv. Answer the following questions briefly.

1. What do you understand by advertising ?
2. What are the two types of advertising ?
3. What is meant by the Right to Information ?

v. Answer the following questions in detail.

1. What is the relation between media and democracy ?
2. Describe the various electronic media of mass communication in detail.
3. Give the brief account of the struggle that brought about the enactment of the information legislation.
4. What is social advertising ? Give a few examples.
5. Social Advertisements can promote national integration. Explain.



## Skills Enrichment Zone

### ACTIVITY



- i. Hold a debate in class on the topic "The media is a useful tool for people to participate in the political life of their country."



Creativity



### PROJECT



- ii. Take the help of your teacher and collect information about any controversial issue that has come to light in India in the recent past and see how the media has covered it. Refer newspapers and magazines for articles and pictures. Make a report on that issue.



Communication



### Out of the Box !



- Think and deduce the role of media in a non-democratic country.
- We usually see an advertisement across a variety of media. What is the significance of this?



Media



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Social Studies-7



# 21. UNPACKING GENDER

## PRIOR KNOWLEDGE

- Our social system have created differences among men and women, and inequalities among the various classes of the society.

## LEARNING OBJECTIVES

- Social Aspects of Gender Inequality
- Economic Aspects of Gender Inequality
- Factors which Perpetuate Gender Inequality
- Social Reforms for Uplift and Empowerment of Women

## GET GOING

A woman working in a business organisation is called 'A Working woman'. She is paid for that work. Most of the women in our country are homemakers. They perform different kinds of duties at home. Though they work too, even harder, but not called working women. Why is it so?

Equality is an essential condition for the balanced development of man. Man is born free. Nature does not discriminate even after his birth. The **Universal Declaration of Rights of Man, 1789** by the French and *American Declaration of Independence* recognised as absolute truth that God creates all men equal. Therefore, all people (men and women) should be treated in equal terms.

**Gender inequality** is one of the prominent social evils that our society suffers from. Gender inequality implies unequal treatment meted out to boys and girls. It may also be defined as discrimination between males and females. This evil exists world over.

In fact, gender is a social construct, and not a biological phenomenon.

## SOCIAL ASPECTS OF GENDER INEQUALITY

There exist certain norms and values that determine roles expected from boys and girls in the family, community, schools and public spaces. These norms and values are associated with **prejudices** about males and females. We generally fix people into one image and thus create a **stereotype**. For example, we say: "Don't cry. You are a boy. Boys are brave, they don't cry." Crying is a quality generally associated with girls and women. When a baby boy falls and gets hurt, his parents and other family members often console him with the above statements. As children grow up, they start believing that boys do not cry, because they (boys) are brave and crying is a sign of weakness and if he cries, others will tease him or laugh at him.

There are some more stereotypes, e.g.

- Boys are physically strong.
- Girls are emotional.



- Boys are naughty.
- Boys are rowdy.
- Boys are good at sport.

- Girls are soft spoken and gentle.
- Girls are well behaved.
- Girls are good at dancing, painting and cooking.

We hear the above statement quite often and accept them as truth. In fact, we fit all boys and girls into an image that society creates around us and expect all boys and girls to behave accordingly.

### Try It!

Think of an incident where someone you know was discriminated against or treated badly, just because of gender. Also write that how will you help him/her.

### EL Experiential Learning



## Role of Gender in Creating Unequal and Hierarchical Relations in Society

If the gender relations are analysed, then it is known that they are not originated from the physiological or biological factors but from the power relations in the family. The differences in male-female relation are not natural but created by the society when man is regarded superior to woman. This construction of gender can be experienced in every sphere of society.

As gender roles are socially assigned, they can get changed over time with experience and mature thinking. Thus, gender equality is possible. In fact, everyone, male or female, can pursue a broad range of interests, subjects careers and lifestyles.

Gender inequalities can be seen in family, school, religion, community, media, etc. Let's have a look.

(i) **Family:** Children learn many things from their families. Child learns basic values and behaviour from the family. In the family, if boys are given more freedom than the girls, then the girls are expected to choose their future role of mother or caretaker from their early years. In most of the families, boys and girls are not treated equally and hence child learns gender inequality.

(ii) **Community:** In the community, gender based social roles define the nature and type of activities taken up by men and women. In most of the communities, the role of woman is restricted to home only. Women are financially dependent on men.

(iii) **School:** Gender inequality exists in schools when both boys and girls are not given equal opportunities in all fields. If girls are assigned to certain areas to excel and are not allowed to play the games normally boys play, it is gender inequality. Textbooks also exhibit discriminated images of male and female.

(iv) **Public Spaces:** As part of the perception of women being soft and needing protection, there are separate queues for women in most public spaces like railway reservation counters and booking counters. However we find women taking an active part in public life.

## ECONOMIC ASPECTS OF GENDER INEQUALITY

In most of the countries, the socio-economic relations between men and women are quite unequal. Gender inequality subsists in Indian economy and prevails in all sectors of life like health, education, economics and politics. Men have always had the upper hand in these fields. A large number of girls and women are living in poverty. That's why the gap between men and women is widening.



### Gender Division of Labour within Family

Gender-based inequality also exists in the division of labour within the family. In the rural areas, girls do all the domestic work, look after their siblings, the elderly and the sick, clean the house, prepare food, graze the cattle and collect firewood. Their parents are generally reluctant to spare them for schooling. Lack of physical safety for girls, specially when they have to travel a long distance to school and other reasons, hinders their education.

In the urban areas, however, the situation is quite different. Girls get opportunities for education and employment, although the figures are still less for girls than boys. It is quite encouraging that in education at all levels girls excel. In competitive examinations too they bag top positions. Besides, women are entering into various professional fields including business, commerce, administration, industry, defence, etc. However, the fate of women in general keeps them tied to household work which is hardly recognised.

### Value Placed on Women's Work within and Outside the Home

From the beginning of civilisation, men and women have had certain defined roles to play. A woman's contribution, at home is immeasurable. Cooking, cleaning, childcare, caring for the sick or elderly, preparing food, washing clothes are traditionally seen as the work of a homemaker, and the women engages in these activities from morning to night, are classified as 'not working'. This kind of work is considered necessary for survival but, as it results in no income for the worker, is not included in the calculation of **national income** of any country. Even women, who work outside their homes, spend a lot of time doing the housework when they are at home, for which they do not get paid. Women do a log of important but unpaid jobs in the agricultural sector as well, such as post-harvest processing, preparing food for the agricultural labourers, threshing, gathering fuel and fodder, and looking after the livestock. Thus, most of women's labour is invisible and unrecognised. This is called the invisibilisation of women's work.

#### Thought Shot



What do you think would happen if your mother or those involved in doing the work at home went on a strike for a day?

## FACTORS WHICH PERPETUATE GENDER INEQUALITY

- 1. Low Status of Women in Society :** In the post-Vedic period, the social conditions of women began to deteriorate, and their status in society further deteriorated during the medieval period when they were forced to observe Purdah. The custom of Sati and the prevalence of polygamy brought about further deterioration in their socio-economic life. Women were economically dependent on men and were denied share in parent's and husband's property. They were considered inferior to men.
- 2. Discrimination against Girl Child :** The discrimination against girl child stems from many factors. Birth of a boy is rejoiced in the family because he is considered essential to continue the family, while the female child will shift to the family of her in laws after her marriage. Moreover, the birth of a girl child is considered as a liability on the family. Parents have to spend a lot on her rearing and give away dowry on her marriage. The growing number of female infanticide and foeticide speaks of the miserable plight of females who are denied the right even to live.

3. **Age-Old Systems against Women** : In Indian society girls were married at a very young age. In case of early death of husband, she had to suffer long life of agony as a child widow. The dowry system, still prevalent in the society, forced many poor girls to remain unmarried. Widows were not permitted to remarry. They had to lead a life of utter neglect and despise. The custom of Sati was regarded as the noblest virtue of a widow. Many a times widows were forced to become Sati against their wishes.
4. **Neglect of Female Education** : Women were denied education. It was considered useless to educate them as they were not required to seek employment.

## SOCIAL REFORMS FOR UPLIFT AND EMPOWERMENT OF WOMEN

Many social and religious reformers like Raja Rammohan Roy, Ishwar Chandra Vidyasagar, Swami Dayanand Saraswati and Sir Syed Ahmed Khan during the nineteenth century made concerted efforts to improve the pitiable conditions of women in India. These reformers laid emphasis on education of women. Raja Rammohan Roy persuaded Lord Bentinck to prohibit the practice of sati by law. Ishwar Chandra Vidyasagar founded many educational institutions and encouraged *widow remarriage*. Sir Syed Ahmed Khan condemned *Purdah system and Polygamy* in the Muslim society and also advocated for education of Muslim women.

After independence, the Indian government tried to remove gender inequality by making the following provisions through legislation :

1. Women were given equal political rights through Universal Adult Franchise.
2. Women were given equal share in the property of their parents. The Hindu Bill and the Kamla Act were passed to do away with this disparity.
3. The government has declared dowry as illegal. Persons demanding dowry are liable to be prosecuted.
4. Many schools and colleges for girls have been opened for imparting education of girls.

As a result of the above efforts much improvement has been achieved in the status of women in the society. Many of them now adorn high offices in various fields including politics. However, many evils still persist in the society. Adverse child sex ratio, high infant and maternal mortality, wide gender gaps in literacy and wage rates, escalating violence against women, and child trafficking are some of the areas of grave concern. The government also realises the condition of women.

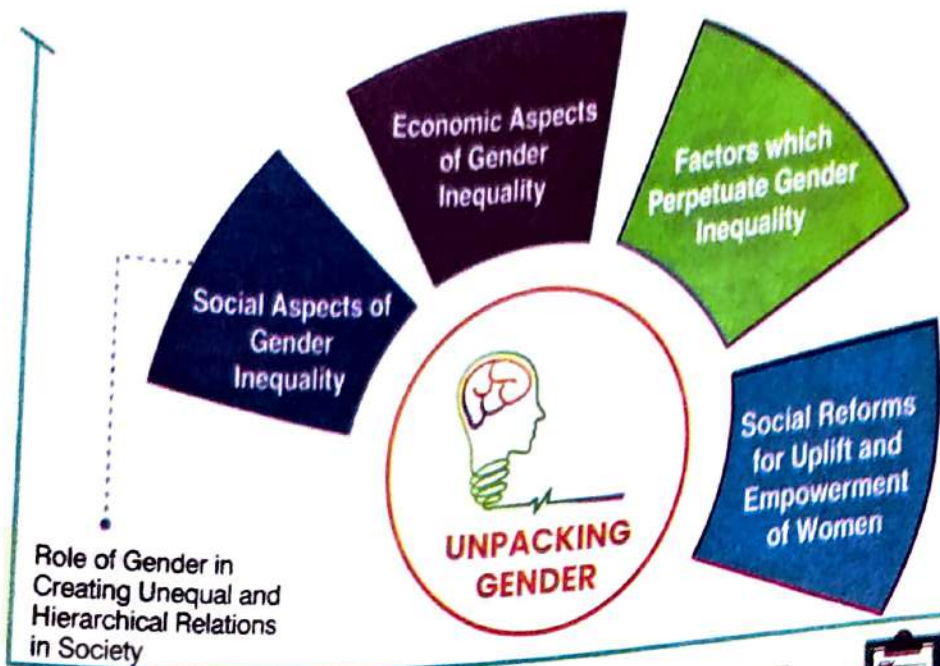
Measures to uplift health and nutrition standards of women are being taken up. Special attention is being given to nutrition requirements of the potential mothers of the future.

Empowerment of women cannot happen unless they are provided with adequate income generating activities through wage and self-employment. A number of schemes such as *Swayamsiddha* and *Swavalamban* are in progress. To facilitate the employed women working women hostels, day care centres and creches are being developed.

However, much more is yet to be done. Government's effort or legislation alone cannot change the norms of the society and the mindset of the people. Media, youth, girls, women and the entire society should come forward to bring the desired revolutionary changes. A recent report called **Engendering Development**, released by the World Bank, suggests that the gender equality is the key to effective development in any society.



# MIND MAP



## EXERCISE

### I. Tick (✓) the correct option.

- Gender inequality is created by:
 

<input type="checkbox"/> (a) Nature	<input type="checkbox"/> (b) Society
<input type="checkbox"/> (c) Biological phenomenon	<input type="checkbox"/> (d) None of these
- Equality is essential for a balanced:
 

<input type="checkbox"/> (a) equal growth	<input type="checkbox"/> (b) development of man
<input type="checkbox"/> (c) child sex ratio	<input type="checkbox"/> (d) None of these

### II. Fill the gaps.

- We generally fix people into one ..... and thus create a stereotype.
- It is quite ..... that in education at all levels girls excel.
- The government has ..... dowry as illegal.
- Measures to uplift health and nutrition ..... of women are being taken up.

### III. Write 'T' for true and 'F' for false statements.

- Inequality with girls is an evil exists world over.
- Man is considered inferior to woman.
- The government has declared dowry as legal.
- Work performed by female is not valued and recognised.

IV. Answer the following questions briefly.

1. Explain the term gender inequality.
2. Explain the social aspects of gender inequality.
3. What do you mean by invisibilisation of women work?

V. Answer the following questions in detail.

1. Give some examples of discrimination made against women in the economic field.
2. Which factors perpetuate gender inequality?
3. Give reasons why boys are preferred than girls in the family?



## Skills Enrichment Zone

### ACTIVITY



EL

Experiential Learning

- I. Make a team of 4-5 students and present the following scene in the class—A housemaid reached late in the house. Housewife has a conversation with her. Some other family members are also present.

### PROJECT WORK



21<sup>st</sup>  
CS

Creativity



- II. Raise your voice against female foeticide. Prepare a poster on the inhuman practice. Also write an appropriate slogan.

## Out of the Box !



21<sup>st</sup>  
CS

Critical Thinking



- The mindset that women are meant for household activities and nurturing children at home is still common in rural India. How can this mindset be altered?
- "A society without women is like a fish without water". Analyse this statement in the light of your understanding of the chapter.





# 22. MARKETS AROUND US

## PRIOR KNOWLEDGE

- ⊙ Market is a place where we get everything.
- ⊙ We all go to market to buy our essential things.

## LEARNING OBJECTIVES

- ⊙ Importance of Market
- ⊙ Factors Affecting People's Access of Market
- ⊙ Types of Market
- ⊙ Role of Intermediaries

## GET GOING

You must have visited a market with your parents and noticed different activities going on there. How do you observe the pattern of selling things? How it is different from an online market like Amazon, Flipkart etc.?

A market is defined as a place where goods, services and information are exchanged for money. Market consists of producers, consumers and traders. People who produce goods are called **producers**. They make goods for consumers. **Consumers** are people who buy goods and services for their personal use. The people who act as intermediaries between producers and consumers are called **traders**. It is through traders that goods are supplied to the market. Market varies in terms of size and the range of goods and services that are traded there.

## IMPORTANCE OF MARKET

Marketing establishes a link between producers and consumers through traders. Traders buy finished goods from the producers and sell them to the consumers. Marketing is not about selling things alone. It also involves many other activities such as identifying buyers, finding out their preference, persuading them to buy goods, negotiating the terms of sale, mode of deliver and terms of payment and after sale services.

## Benefits of Marketing

Marketing is very beneficial for us in many ways:

- It generates employment in the production and distribution sectors.
- It helps in developing economic resources of the country.
- It makes large-scale production of goods possible, which is very cost-effective.
- It treats the customer as the most important person and attempts to satisfy his needs by designing products as per his demand.
- It also generates revenue in the process of buying and selling and brings in profits.



## FACTORS AFFECTING PEOPLE'S ACCESS TO MARKET

People's access to market depends on the following factors :

**Availability of Things** : The availability of different things in a single market is the most important factor which affects people's access to the market. Nowadays, people have very little time and they want to purchase different things of daily use from the nearest located market. If there is a post office and a hospital nearby, it becomes an added attraction.

**Convenience** : Distance factor is very important in our lives. Market located in close proximity to residential colonies attract a larger number of customers than a distantly located market.

**Credit** : People generally buy things by paying in cash. But there are some people, especially the service class people, who like to buy things on credit and pay the amount when they receive salaries.

**Quality** : All customers prefer to buy quality goods, avoid shopkeepers who supply goods of inferior quality. They do not hesitate to pay a little more for quality things.

**Price** : Shopkeepers should charge genuine price for items. No customer would buy things from a shopkeeper who charges more for the same item. In this world of competition, genuine pricing matters a lot.

**Income Cycle** : In a colony, people of different income groups live. The best retail shopkeeper is one who maintains his stocks and caters to the needs of the various classes of customers.

## TYPES OF MARKET

There are two types of market : **wholesale** and **retail market**. In a wholesale market, goods are traded in bulk, while in a retail market, goods are sold in small quantities.

### The Wholesale Market

Retail shopkeepers bring different articles (for selling to their customers) from the wholesale market. The wholesalers keep different articles in bulk because the retailers buy things from them in large number or quantity.

#### Chain of Activities in an Observable Wholesale Market

If you happen to visit a wholesale market for vegetables/fruits/grains, you will observe a chain of activities going on there. You will find trucks loaded with vegetables/fruits/grains and unloading such items. Retailers purchase these items, specially vegetables and fruits, which are usually auctioned daily. The retailers then load these items in hand-driven carts or thelas to be sold to the consumers. The scene of a wholesale fruit market depends on the season, when seasonal fruits arrive in the market. In summers you can find mangoes, melons, watermelons, while in winters apples, oranges, guava, chikoo, etc. are available.

We know that all the fruits are not grown within a state. In fact, these come from different states. For example, apples are grown in Jammu and Kashmir, Himachal Pradesh and Uttarakhand. They have to pass through many stages involving many activities before reaching us. First, the growers grow fruits. When the fruits ripen, these are packed in baskets and sent to different destinations by train or by trucks. For the transport of perishable fruits, trucks are preferred. Then these fruits are unloaded in the wholesale markets. The retailer fruits sellers or daily vendors buy the fruits in the required quantity and further sell it to customers.



## Retail Markets and Our Everyday Needs

We need many things in our daily life. As soon as we get up in the morning, we want tea and newspaper. Then we need toothpaste and toothbrush to clean our teeth, soap; shampoo, oil and cream to freshen ourselves and comb to dress our hair. We also need garments to wear and get ready for the days works. We take breakfast before leaving for work and for this we need eatables like bread, butter, eggs, cheese, jam, tea, coffee or milk.

The list of products is quite long according to the type of our daily work. Children need books, notebooks, stationery, etc. for their school. Employed people also require many articles according to their jobs. All these things are available in the retail market, often situated nearby.

There are many shops in the market which cater to our diverse needs. In a retail market, we find specialisation of commodities. There are separate shops for vegetables, fruit, confectionary, cold drinks, sweets, groceries, stationery, etc. Some retail markets have service shops also, e.g. barbers, tailoring, dry cleaning, auto-repairing, electronics repairing, chemist shops, doctor's clinic, etc.

Retail market opens six days a week, usually between 9.00 am to 8.00 pm. The chemist shops, however, remain open for more time, so that medicines are available for patients. Thus, a market in our neighbourhood provides useful service to us.

### Thought Shot

Marketing is not about selling alone. Discuss in your class.



Communication



## ROLE OF INTERMEDIARIES

Between the produce from the farms/orchards and the consumers, many intermediaries or agents perform a major role. Most of the times, there are three, four or even more intermediaries. Intermediaries make possible the flow of products from producers to buyers by performing the following functions:

- ❖ A **transactional function** that involves buying, selling and risk taking because they stock merchandise in anticipation of sales.
- ❖ A **logistical function** that involves gathering, storing and dispersing.

## Impact of Intermediaries on Farmer

It is not possible for the farmer to bring his produce in the market and sell it directly to customers. In that case he would have to arrange for transporting his produce to the local market and then take the help of selling agents who auction the produce among different buyers. In case the producer lives far away from the market, in another city or state, there arises the need of an agent who buys the produce in bulk and arranges for the transport of such produce to distant wholesale markets. The intermediaries, thus, play an important role in wholesale markets. The chain from the grower to the customer runs as follows:

Producer → Agent → Wholesaler → Retailer → Customer



# MIND MAP



## EXERCISE

I. Tick (✓) the correct option.

(MCQs)

1. Wholesaler is a part of market as an :

- (a) agent of company
- (b) having goods in a bulk
- (c) carrying goods direct to company
- (d) None of these

2. Who play a major role between the producers and the consumers ?

- (a) Producers
- (b) Retailers
- (c) Intermediaries
- (d) All of these

II. Fill the gaps.

1. In a retail market we find ..... of commodities.
2. The list of products is quite long according to the ..... of our daily work.

3. We know that all the fruits are not ..... within a state.
4. The intermediaries play an important role in a ..... market.

Write **T** for true and **F** for false statements.

1. In a wholesale market goods are traded in small quantity.
2. All customers prefer to buy quality goods.
3. In winters you can find mangoes, melons and watermelons.
4. It is not possible to the farmer that he can sell his product direct to customer.

Answer the following questions briefly.

1. Define a market.
2. Differentiate between the two types of markets.
3. How does the retail market cater to our daily needs?

Answer the following questions in detail.

1. Mention the factors which affect the people's access to markets.
2. What is a wholesale market? Describe its importance.
3. Explain the role of intermediaries in the wholesale market.



## Skills Enrichment Zone

### REPORT WORK



HD

### Learning from Information

Find out from a grandparent about how the shopping for a family wedding was done in their time. Did they have jewellers and tailors coming home? Or did they go to other cities to buy specific items? Prepare a report and present in the class.

### ACTIVITY



EL

### Experiential Learning

1. Make a scene of a typical market in the class where some students will become vendors while others will become customers. Show how the things are sold and purchased.
2. Visit a farmer's farm and discuss with him about his work and daily life. Make a report on the topic, "A day in the life of a Farmer."

### Out of the Box!

21<sup>st</sup>  
CS

### Critical Thinking



- Consumer is exploited in markets. Do you agree with it?
- Think of the market most preferred by your family. What do you think are the reasons for their choice.



# HALF-YEARLY Assessment Paper

(Based on CBE)

Time : .....

Marks : .....

**Note :** All questions are compulsory.

## I. Tick (✓) the correct option.

(MCQs)

- Tuzuk-i-Babri is a :  
(a) autobiography  (b) biography   
(c) document  (d) chronicle
- Who adopted the title of 'Adivaraha' ?  
(a) Nagabhatta  (b) Mihirabhoja   
(c) Mahendrapala I  (d) Amoghvarsha
- Who was the last king of the Delhi Sultanate?  
(a) Sikandar Lodi  (b) Ibrahim Lodi   
(c) Mahmud Tughlaq  (d) Babur
- Who wrote Ain-i-Akbari?  
(a) Akbar  (b) Rahim   
(c) Abul Fazal  (d) Begum Nusrat
- The tribal people who lived in Punjab during the Medieval Period were :  
(a) Kolis  (b) Khokhars  (c) Ahoms  (d) Nagar
- Akal Takht was constructed by :  
(a) Guru Angad  (b) Guru Gobind Singh   
(c) Guru Tegh Bahadur  (d) Guru Har Gobind

## II. Fill the gaps.

- Charyapada songs are written in ..... language.
- India was called ..... by the Persians.
- ..... established the first Jat kingdom.
- The intensity of earthquake waves is measured on the .....
- Illutmish introduced the silver coin known as ..... and the copper coin called .....
- ..... tribe lived in the Deccan, Karnataka, and parts of Gujarat.

## III. Write 'T' for True and 'F' for False.

- 'Tughlaqnama' was written by Amir Khusrau in the thirteenth century.
- Bhils are the largest tribe of India.
- In Carnatic music, Kritti's of Trinity of Purandaradasa, Thyagaraja and Muthuswami Dikshitar are mainly rendered.



# ANNUAL Assessment Paper

(Based on CBE)

Time: \_\_\_\_\_

Marks: \_\_\_\_\_

**Note:** All questions are compulsory.

I. Tick (✓) the correct option.

- (MCQs)
- Dasi Attam refers to :  
(a) Mohini Attam  (b) Bharatanatyam  (c) Kuchipudi  (d) Odissi
  - The 'Earth Day' celebrated throughout the world on :  
(a) 31 March  (b) 1 January  (c) 22 April  (d) 22 July
  - As we go up the layers of the atmosphere, the pressure :  
(a) increases  (b) decreases   
(c) remains the same  (d) first decrease then increase
  - Universal Adult Franchise means that the right to vote should be given to :  
(a) according the caste  (b) according the religion   
(c) all adult citizens  (d) None of these
  - On which date the Right to Children to Free and Compulsory Education Act, 2009 came into force?  
(a) 1 June, 2009  (b) 1 April, 2010   
(c) 2 April, 2011  (d) 10 December, 2010

II. Fill the gaps.

- Nizamuddin Auliya was a Sufi saint of the ..... order.
- The chief mineral constituents of the continental crust are ..... and .....
- The carnauba palm tree yields ..... used for making shoe polish, varnish and candles.
- The French society was divided into three separate categories known as .....
- Secretary is bureaucratic ..... of each department.
- Political parties are the ..... stones of democracy.

III. Write 'T' for True and 'F' for False.

- Firdausi and Shattari orders were off-shoots of the Suhrawardi order.
- Murshid Quli Khan was the first independent ruler of Bengal.
- Windward slopes receive less rainfall than leeward slopes.
- The gravitational pull of the sun is more than that of the moon.
- The first coalition government at the centre was formed in 1977.
- The rules of the RTE Act were amended in February 2019.



IV. Match the following.

Son

1. Humayun
2. Akbar
3. Jahangir
4. Khurram

Father

- (a) Babur
- (b) Humayun
- (c) Akbar
- (d) Jahangir

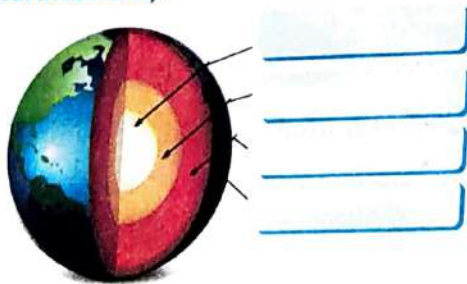
V. Answer the following questions briefly.

1. Who wrote *Akbarnama*? What does it contain?
2. What are Buranjis?
3. How are igneous rocks formed?
4. What are the three main movements noticed in the oceans?
5. What are Tropical and Temperate deserts?
6. What is meant by a bicameral legislature? Name the states having bicameral legislature.
7. What do you mean by SSA?
8. What do you understand by advertising?

VI. Answer the following questions in detail.

1. Who is the most illustrious Chola ruler and why? Support your answer with illustration.
2. What is Sufism? Describe the teachings of Sufism.
3. Describe the different types of earthquake waves.
4. Explain hydrological cycle in detail with special emphasis on its four main parts.
5. Compare the climatic conditions of the Sahara desert and Ladakh.
6. What are the chief characteristics of party system in India?
7. What are the powers and functions of a Governor?
8. Describe the various electronic media of mass communication in detail.

VII. Label the different layers of the earth correctly.



VIII. Find the tributaries of Ganga in the given word puzzle.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

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



**Note :** All questions are compulsory.

Tick (✓) the correct option.

(MCQs)

- Assertion : The navy enabled the Chola kings to undertake so many successful expeditions.  
Reason : The navy was the most powerful wing of the Cholas' army.  
(A) Assertion is true, but reason is false.   
(B) Both assertion and reason are true, but reason is not the correct explanation of the assertion.   
(C) Both assertion and reason are true. And reason is the correct explanation of the assertion.   
(D) Both assertion and reason are false.
- Who was the last king of the Delhi Sultanate?  
(A) Sikandar Lodi  (B) Ibrahim Lodi   
(C) Mahmud Tughlaq  (D) Babur
- The 'Earth Day' celebrated throughout the world on :  
(A) 31 March  (B) 1 January   
(C) 22 April  (D) 22 July
- Which of the following temples does not follow the Nagara style of architecture?  
(A) Brihadeeshwara Temple  (B) Jagannath Temple at Puri   
(C) Sun Temple of Konark  (D) Kandariya Mahadeva Temple
- Which of the following human activities can be described to have a negative impact on the environment?  
(A) Rainwater harvesting  (B) Deforestation   
(C) Planting trees  (D) All of these
- Right to Education Act came into force from 1st April, 2010. Under this act, every child in the age group of 6-14 years :  
(A) will be provided with adequate food and clothes for his/her family   
(B) will be admitted to a foreign school based on his/her merit   
(C) will be provided compulsory and free elementary education   
(D) will not to forced to go to school
- Which gas has the highest concentration in the atmosphere?  
(A) Nitrogen  (B) Oxygen   
(C) Carbon dioxide  (D) Argon



8. Date palm, cactus and thorny bushes are mostly found in .....  
(A) Tundra  (B) Evergreen forests   
(C) Deserts  (D) Grasslands
9. Media plays a major role for democracy because it makes:  
(A) illusion  (B) environment tensionful   
(C) public opinion  (D) All of these
10. Read the given statements and select the opinion that correctly identifies the correct ones.  
(i) India has multi-party system.  
(ii) United States has a two-party system.  
(iii) EVMs are used by voters to register their vote.  
(iv) Shiv Sena is a regional party of Assam.  
(A) (ii) and (iv) only  (B) (iv) only   
(C) (i) and (ii) only  (D) (i), (ii) and (iii) only

Answers :1. (C), 2. (B), 3. (C), 4. (A), 5. (B), 6. (C), 7. (A), 8. (C), 9. (C), 10. (D).