

*Saraswati*

7  
CBSE

# Social Science

REVISED



  
NEW SARASWATI  
HOUSE

# SYLLABUS

## HISTORY Our Pasts–II

Lesson	Lesson Objectives
<b>India in Medieval Period</b>	<ul style="list-style-type: none"><li>• To familiarise the student with the changing names of the land</li><li>• To discuss broad historical trends</li><li>• To give examples of the kinds of sources that historians use for studying this period. E.g. buildings, chronicles, paintings, coins, inscriptions, documents, music, literature</li></ul>
<b>Emergence of New Dynasties</b>	<ul style="list-style-type: none"><li>• To trace the patterns of political developments and military conquests – Gurjara Pratiharas, Rashtrakutas, Palas, Chahamanas, Ghaznavids</li><li>• To develop an understanding of the connections between political and economic processes through the exploration of one specific example</li><li>• To illustrate how inscriptions are used to reconstruct history</li></ul>
<b>The Delhi Sultanate</b>	<ul style="list-style-type: none"><li>• To outline the development of political institutions, and relationships amongst rulers</li><li>• To understand strategies of military control and resource mobilisation</li><li>• To illustrate how travellers' accounts, court chronicles and historic buildings are used to write history</li></ul>
<b>The Mughal Empire</b>	<ul style="list-style-type: none"><li>• To trace the political history of the 16th and 17th centuries</li><li>• To understand the impact of an imperial administration at the local and regional levels</li><li>• To illustrate how the <i>Akbarnama</i> and the <i>Ain-i-Akbari</i> are used to reconstruct history</li></ul>
<b>Architecture during the Medieval Period</b>	<ul style="list-style-type: none"><li>• To convey a sense of the range of materials, skills and styles used to build: waterworks, places of worship, palaces and havelis, forts, gardens, etc.</li><li>• To understand the engineering and construction skills, artisanal organisation and resources required for building works</li><li>• To illustrate how contemporary documents, inscriptions, and the actual buildings can be used to reconstruct history</li></ul>
<b>Towns, Traders and Craftspersons</b>	<ul style="list-style-type: none"><li>• To trace the origins and histories of towns, many of which survive today</li><li>• To demonstrate the differences between founded towns and those that grow as a result of trade</li><li>• To illustrate how travellers' accounts, contemporary maps and official documents are used to reconstruct history</li></ul>
<b>Tribes, Nomads and Settled Communities</b>	<ul style="list-style-type: none"><li>• To convey an idea of long-term social change and movements of people in the subcontinent</li><li>• To understand political developments in specific regions</li><li>• To illustrate how anthropological studies, inscriptions and chronicles are used to write history</li></ul>

Lesson	Lesson Objectives
<b>Religious Ideas in the Medieval Period</b>	<ul style="list-style-type: none"> <li>To indicate the major religious ideas and practices that began during this period</li> <li>To understand how Kabir challenged formal religions</li> <li>To illustrate how traditions preserved in texts and oral traditions are used to reconstruct history</li> </ul>
<b>The Origin of Regional Cultures</b>	<ul style="list-style-type: none"> <li>To provide a sense of the development of regional cultural forms, including classical forms of dance and music</li> <li>To illustrate how texts in a regional language can be used to reconstruct history</li> </ul>
<b>Eighteenth Century: Political Formations</b>	<ul style="list-style-type: none"> <li>To delineate developments related to the Sikhs, Rajputs, Marathas, later Mughals, Nawabs of Awadh and Bengal, and Nizam of Hyderabad</li> <li>To understand how the Marathas expanded their area of control.</li> <li>To illustrate how travellers' accounts and state archives can be used to reconstruct history</li> </ul>

## GEOGRAPHY

### Our Environment

Lesson	Lesson Objectives
<b>Our Environment</b>	<ul style="list-style-type: none"> <li>To understand the environment in its totality including its various components</li> <li>To explain the components of natural environment</li> <li>To appreciate the interdependence of these components and their importance in our life</li> </ul>
<b>The Earth's Interiors and its Materials</b>	<ul style="list-style-type: none"> <li>To give an insight to the internal structure of the Earth</li> <li>To find out what our Earth is composed of</li> <li>To introduce the concept of Rock Cycle</li> </ul>
<b>The Changing Earth</b>	<ul style="list-style-type: none"> <li>To understand the dynamic nature of the Earth</li> <li>To understand the movements taking place both inside the Earth and on its surface</li> <li>To understand the effects of such movements</li> </ul>
<b>Composition and Structure of the Atmosphere</b>	<ul style="list-style-type: none"> <li>To know about the composition and structure of the atmosphere</li> <li>To understand the significance of atmosphere and the need of its preservation</li> </ul>
<b>Elements of Weather and Climate</b>	<ul style="list-style-type: none"> <li>To understand the dynamic nature of weather and climate</li> <li>To know about the elements of weather and climate</li> <li>To understand temperatures as an important determinant of climate and the factors affecting it</li> </ul>

Lesson	Lesson Objectives
<b>Atmospheric Pressure and Winds</b>	<ul style="list-style-type: none"> <li>• To know about the atmospheric pressure and its distribution across the Earth's surface</li> <li>• To know about the different categories of winds that blow on the Earth's surface</li> <li>• To be familiar with the local storms</li> </ul>
<b>Humidity and Precipitation</b>	<ul style="list-style-type: none"> <li>• To know about humidity as the determinant of weather and climate</li> <li>• To understand the difference between condensation and evaporation</li> <li>• To know about precipitation and its various forms</li> </ul>
<b>Water and its Circulation</b>	<ul style="list-style-type: none"> <li>• To know about oceans and circulation of oceans's water</li> <li>• To be familiar with ocean currents and their impacts</li> <li>• To understand the significance of ocean for the humankind</li> </ul>
<b>Natural Vegetation and Wildlife</b>	<ul style="list-style-type: none"> <li>• To be familiar with the diverse nature of flora and fauna</li> <li>• To understand the reasons of such diversity</li> </ul>
<b>Human Environment and Settlements</b>	<ul style="list-style-type: none"> <li>• To know about the important components of human environment</li> <li>• To understand the relationship between natural environment and human habitation</li> </ul>
<b>Transportation and Communication</b>	<ul style="list-style-type: none"> <li>• To appreciate the need for transport and communication for development of the country</li> <li>• To be familiar with the new developments making today's world a global society</li> </ul>
<b>Life in the Natural Regions</b>	<ul style="list-style-type: none"> <li>• To understand the complex inter relationship of human and natural environment</li> <li>• To compose life is one's own surrounding with life of other environmental settings</li> <li>• To appreciate the culture differences in the world</li> </ul>

## CIVICS

### Social and Political Life-II

Lesson	Lesson Objectives
<b>Equality: The Soul of Democracy</b>	<ul style="list-style-type: none"> <li>• To understand the constitution as the primary source of all laws</li> <li>• To understand the idea of equality and dignity in democracy</li> <li>• To know about the challenge of democracy</li> </ul>

Lesson	Lesson Objectives
<b>Role of the Government in Health</b>	<ul style="list-style-type: none"> <li>• To know about health care facilities provided by the government</li> <li>• To understand the reasons which have given rise to poor health situation in our country</li> <li>• To know about the private healthcare services and public health care</li> </ul>
<b>Functioning of the State Government</b>	<ul style="list-style-type: none"> <li>• To gain a sense of the nature of decision-making within the state government</li> <li>• To understand the domain of power and authority exercised by the state government over people's likes</li> <li>• To gain a critical sense of the politics understanding the provision of services or the distribution of resources</li> </ul>
<b>Discrimination against Women</b>	<ul style="list-style-type: none"> <li>• To understand that gender is a social construct and not determined by biological difference</li> <li>• To learn to interrogate gender constructions in different social and economic contexts</li> <li>• To link everyday practices with the creation of inequality and question it</li> </ul>
<b>Women in the Changing World</b>	<ul style="list-style-type: none"> <li>• To highlight the slow but steady change in the social aspects</li> <li>• To highlight the role of women's movement in bringing about the change</li> </ul>
<b>Understanding Media</b>	<ul style="list-style-type: none"> <li>• To understanding the role of media in a democracy</li> <li>• To know about media ethics and accountability</li> <li>• To gain a critical sense of the impact media has on people's likes and choices</li> </ul>
<b>Understanding Advertising</b>	<ul style="list-style-type: none"> <li>• To understand commercial advertising and consumerism</li> <li>• To know about social advertising</li> <li>• To understand the relationship between advertising and democracy</li> </ul>
<b>Markets Around Us</b>	<ul style="list-style-type: none"> <li>• To know about retail markets and our everyday needs</li> <li>• To understand the role of wholesale markets</li> <li>• To know about the factors influencing the market trends</li> </ul>
<b>Market Oppurtunities</b>	<ul style="list-style-type: none"> <li>• To gain sense of the role of intermediaries and its impact on farmer-producers</li> <li>• To gain a sense of inequality in market operations</li> </ul>
<b>Struggles for Equality</b>	<ul style="list-style-type: none"> <li>• To know about the struggles that come in the way of equality in the society</li> <li>• To know about the organisations fighting inequality</li> <li>• To know about various ways of showing resistance to inequality</li> </ul>

# CONTENTS

## HISTORY

1. India in Medieval Period .....	11
2. Emergence of New Dynasties .....	21
3. The Delhi Sultanate .....	29
4. The Mughal Empire .....	39
5. Architecture during the Medieval Period .....	50
6. Towns, Traders and Craftspersons .....	58
7. Tribes, Nomads and Settled Communities .....	68
8. Religious Ideas in the Medieval Period .....	76
9. The Origin of Regional Cultures .....	89
10. Eighteenth Century: Political Formations .....	98

## GEOGRAPHY

11. Our Environment .....	111
12. The Earth's Interior and its Materials .....	117
13. The Changing Earth .....	123
14. Composition and Structure of the Atmosphere .....	133
15. Elements of Weather and Climate .....	139
16. Atmospheric Pressure and Winds .....	146
17. Humidity and Precipitation .....	154
18. Water and its Circulation .....	160
19. Natural Vegetation and Wildlife .....	169
20. Human Environment and Settlements .....	179
21. Transport and Communication .....	186
22. Life in the Natural Regions .....	195

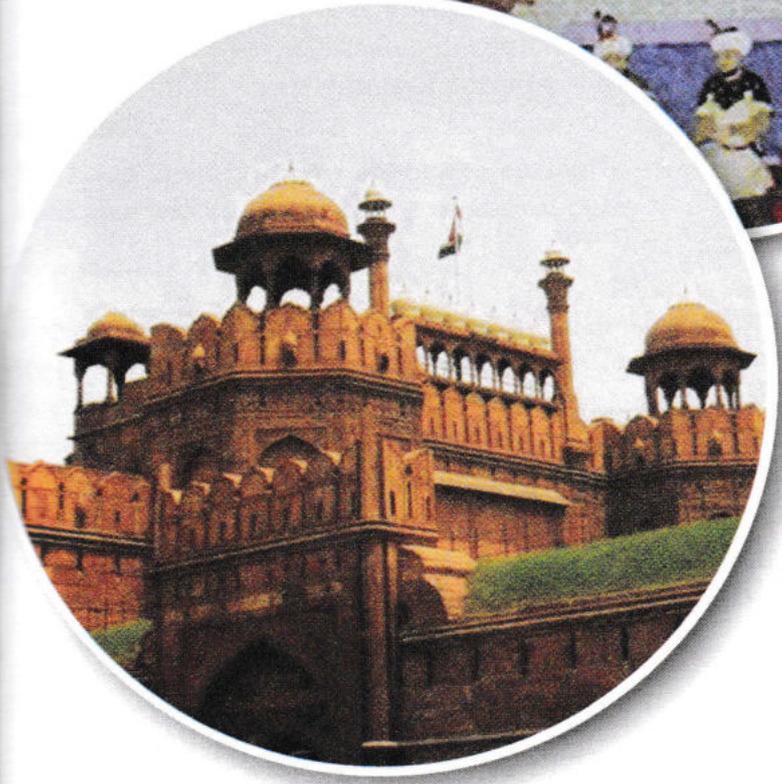
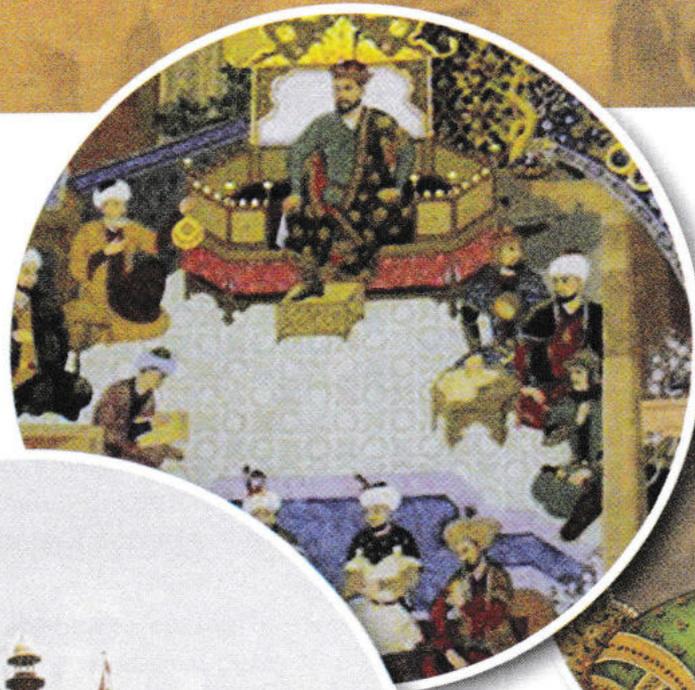
## CIVICS

23. Equality: The Soul of Democracy .....	209
24. Role of the Government in Health .....	218
25. Functioning of the State Government .....	226
26. Discrimination Against Women .....	237
27. Women in the Changing World .....	244
28. Understanding Media .....	253
29. Understanding Advertising .....	261
30. Markets Around Us .....	268
31. Market Opportunities .....	276
32. Struggles for Equality .....	282

# History

## Our Pasts-II

11  
21  
29  
39  
50  
58  
68  
76  
89  
98



111  
117  
123  
133  
139  
146  
154  
160  
169  
179  
186  
195

209  
218  
226  
237  
244  
253  
261  
268  
276  
282





**Fig. 1.2: Mahabodhi Temple of Lord Buddha at Bodh Gaya, built in the reign of Devapala**

The early medieval period extended from 8th to 12th century, during which the Palas, Pratiharas, Rashtrakutas, Cholas and early Rajput rulers dominated the political and socio-economic history of the country.

The later medieval period extended from 13th to 18th century. During this period, the Turks established the Delhi Sultanate, the regional kingdoms emerged after the end of the Delhi Sultanate and the Mughals largely dominated the Indian history.

### Understanding the Terms and Their Meanings

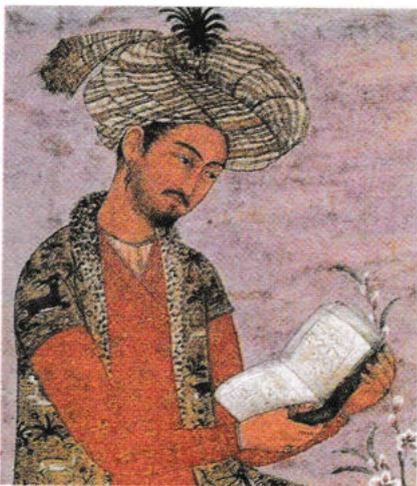
If the relevance of the information produced changes with time, then, imagine about its language and meaning. In case of historical records which exist in variety of languages, have also changed over the years, e.g. Medieval Persian is different from Modern Persian. The difference is not just with regard to grammar and vocabulary but the meanings of the words have also changed.

The meanings of the words change over the years. Take for example 'Hindustan'. Today, when we use the word, it conveys the meaning that India is a sovereign and secular republic. When Minhaj-i-Siraj, the 13th century chronicler who wrote in Persian, used the word 'Hindustan', he intended to denote the lands between Ganga and Yamuna. He used the term to express the area under the Delhi Sultanate. When the Delhi Sultanate extended its hold, the term 'Hindustan' included those areas as well. Hence, for him Delhi Sultanate was synonymous with 'Hindustan'. However, the term never included South India. In the 16th century when Babur came to India, he used the term 'Hindustan' to include the geography, flora and fauna and culture of the people of this subcontinent. The idea of geography and cultural entity did exist at that time, but the term 'Hindustan' did not carry any political meaning which we associate it with today.

The meanings of the words kept changing with time. Another interesting example could be the word 'foreigner'. As we understand it today, it means someone who is not an Indian. In medieval period, a foreigner was a person who was not a part of that society or culture. The people living in the same village were not foreigners, although they had different religions and castes. The historians today have to be careful about the terms they use because they may denote different meanings and things in the present context.

### How do Historians Reconstruct Their Past?

Historians use variety of sources to learn about the past, depending upon the period they are studying about. They rely upon the inscriptions, coins, architecture and written records for gaining



**Fig. 1.3: Babur wrote *Tuzuk-i-Baburi* (*Baburnama*) in Turkish**



information of that period. For the study of the medieval period, historians have an array of written records which give them a better insight into it. One of the possible reasons for the availability of written records was that the paper became widely available. Writers and **chroniclers** used it to record the history of the rulers, judicial records and to keep a record of tax collection. The teachings of the saints and all the commercial transactions were recorded on the paper.



Fig. 1.4: Medieval books

### Value of paper

1. In the middle of the 13th century, a scholar wanted to copy a book. He did not have enough paper. He washed the already written text off the manuscript which he did not want, dried it and used it again.
2. Today if you purchase something, even the shopkeeper wraps it in some paper. Do not dump that paper. You can reuse the paper for doing the rough work while solving Math sums.

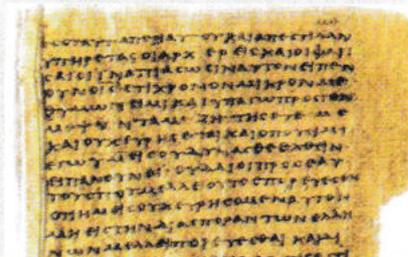


Fig. 1.5

**Manuscripts** were collected by rulers, wealthy people, monasteries and temples. They were placed in libraries and places called **archives**. The manuscripts and records provide a lot of information to the historians, but have to be used judiciously and carefully.

All the manuscripts in those days were copied by **scribes**, as there was no printing press. Sometimes, while copying certain words or sentences which were illegible, the scribe made a guesswork. Hence, there was a difference between the original document and the copy made by the scribe. Sometimes, when the scribes copied the document, they added or deleted a word or a sentence by mistake. As a result of which, the manuscript of the same text became substantially different from the original. Documents were written in different handwritings. When the manuscripts were copied many a times over the centuries, the original and the copied text turned out to be very different from each other. Therefore, historians have to read different versions of the same text and draw their own conclusions.

In the medieval period, the chronicles were written either by court historians or travellers who came to India. The court historian, while writing about the ruler had his own opinion, prejudice and bias. So, he gave an exaggerated account about the ruler. The travellers, very often, gave an eye-witness account of the concerned time. Italian traveller, Manucci visited Mughal court and left a vivid account of that time.

Many a times, the authors revised their chronicles at different times and came up with different versions. Ziya-ud-din Barani wrote his chronicle, first in 1356 and its second version two years later. Its first collection remained lost in the library records till 1960s. Ziya-ud-din Barani was a Muslim historian who lived



Fig. 1.6: Manuscript on copper plates

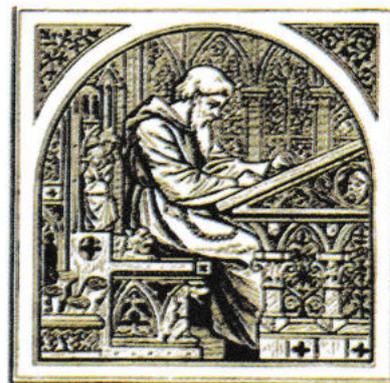


Fig. 1.7: A scribe making copy of a manuscript



Fig. 1.8: Manucci, an Italian traveller



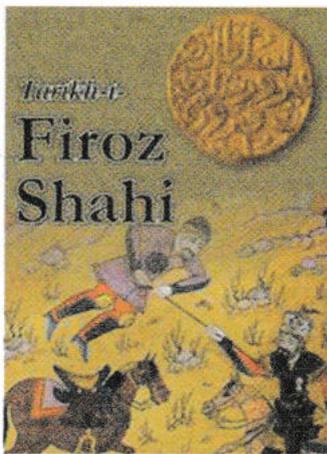


Fig. 1.9: *Tarikh-i-Firozshahi*



Fig. 1.10: Ibn Batuta



Fig. 1.11: Muhammad Ghori



### Do You Know

Muhammad Ghori is considered the real founder of Muslim Empire in India.

during the times of Muhammad-bin-Tughluq and Firoz Shah Tughluq. He composed two major works on Medieval India- *Tarikh-i-Firozshahi* and *Fatwa-i-Jahandari*.

#### Some other important travellers are:

1. Al-Biruni (973–1048) He came to India during the reign of Mahmud of Ghazni and wrote a book 'Tahqiq-i-Hind' (An Enquiry into India). He travelled extensively and gave details about social, religious and political condition of India.
2. Ibn Batuta (1304–1369) He was a Moorish traveller, who came to India during the reign of Muhammad-bin-Tughluq. His work 'Rihala' throws light on the reign of the Tughluq ruler.
3. Abdur Razzaq (1413–1482) He was a Persian traveller who described the magnificence and opulence of Vijaynagar Empire.
4. Minhaj-i-Siraj (1193–after 1259\*) He wrote about Raziya Sultana in his work *Tabaqat-i-Firozshahi*.
5. William Hawkins & Sir Thomas Roe (1581–1644) Both were English ambassadors sent by the British ruler James I to the court of Jahangir to ask for trade concessions.

Apart from literary sources, the archaeological sources including monuments, coins, inscriptions, paintings and weapons are of immense value in reconstructing the political, social and economic history of the period. Coins are valuable in making an assessment of the economic conditions.

### Rise of New Classes

During the period of thousand years between 700 to 1750, many new political groups emerged in India, attracted by its wealth and possibly to carve out a fortune for themselves. Among such political groups were the early Muslim invaders like Mahmud of Ghazni and Muhammad Ghori. They were followed by the Turks who founded the Delhi Sultanate. Delhi Sultanate came to an end in the 16th century, when new group of people came from Central Asia. They were called as Mughals, who established the Mughal Empire in India. While these people made India their homeland, many new groups arose within India. One such group which became prominent during this period were the **Rajputs**, a name derived from the word 'Rajputra', the son of the ruler. They were known for their bravery. Between 8th and 14th centuries, the term was also applied to a group of warriors, who claimed Kshatriya caste. The term also included the soldiers who served in the armies.

\* There are not enough historical evidences to know about the actual year of death.



Some regional groups of people like Sikhs, Jats, Marathas became prominent in the later medieval period.

## Economic Changes

The medieval period witnessed many economic changes also. The Delhi Sultanate was gradually expanding, the forests were cleared for cultivation. The forest dwellers migrated to other places. More and more people started tilling the land and became peasants. The peasants were required to pay taxes to the government and offered their services to the local lords. To supplement their meagre incomes, the peasants combined artisan work with agricultural activity. Some farmers started keeping cattle. Some became rich while many others remained poor. The result was the emergence of socially and economically divergent groups. As people adopted different occupations, the society came to be divided into *jatis* or sub-castes and was ranked on the basis of their background and occupation. Ranks were not fixed permanently but varied according to power, resources and influence, controlled by the members of the *jatis*. The status of the *jatis* varied from place to place. *Jatis* were governed by the laws framed by them and exercised through *jati panchayats*.

The people who came from outside, brought with them new ideas and innovations. Persian wheel was used for irrigation, weaving wheel made the spinning of cloth easier, fire arms were used in combat. Paper was used for writing. New food items and beverages included potatoes, corn, chillies, tea and coffee.

## Rulers

The early medieval period saw the emergence of many small kingdoms, which were frequently in conflict with one another. The main reason of the conflict was to increase their area of influence. The Palas, Pratiharas and Rashtrakutas were engaged in long drawn struggle. The main cause was the desire to control Kannauj and the fertile regions of the Gangetic Valley. Historians have given it the name of 'Tripartite Struggle'.

During the same period, the Chola kings emerged as powerful rulers in South India. They subjugated large areas of the continent and established an efficient system of administration. They were engaged in maritime activities and had flourishing trade with the countries of South-East Asia which made the Chola Empire extremely rich. They built many temples which have survived even today, e.g. Brihadeshvara temple, Srirangam temple, etc. The Chola Empire continued to flourish till 12th century.

In the medieval period, there were closer contacts between the parts of south and north of the Indian Subcontinent. The Northern Deccan kingdoms participated in the struggle to extend their power over



Fig. 1.12: A Rajput King



Fig. 1.13: Poor farmers in Medieval India



Fig. 1.14: Persian Wheel



Fig. 1.15: Statue of a Chola King





Fig. 1.16: Weapons — Medieval Period



Fig. 1.17: Coins — Medieval Period

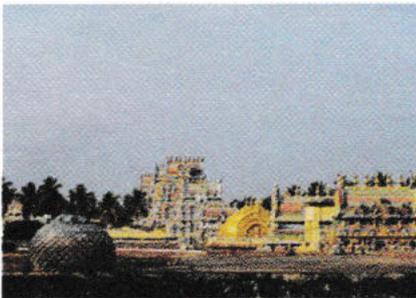


Fig. 1.18: Srirangam Temple, Chola Period

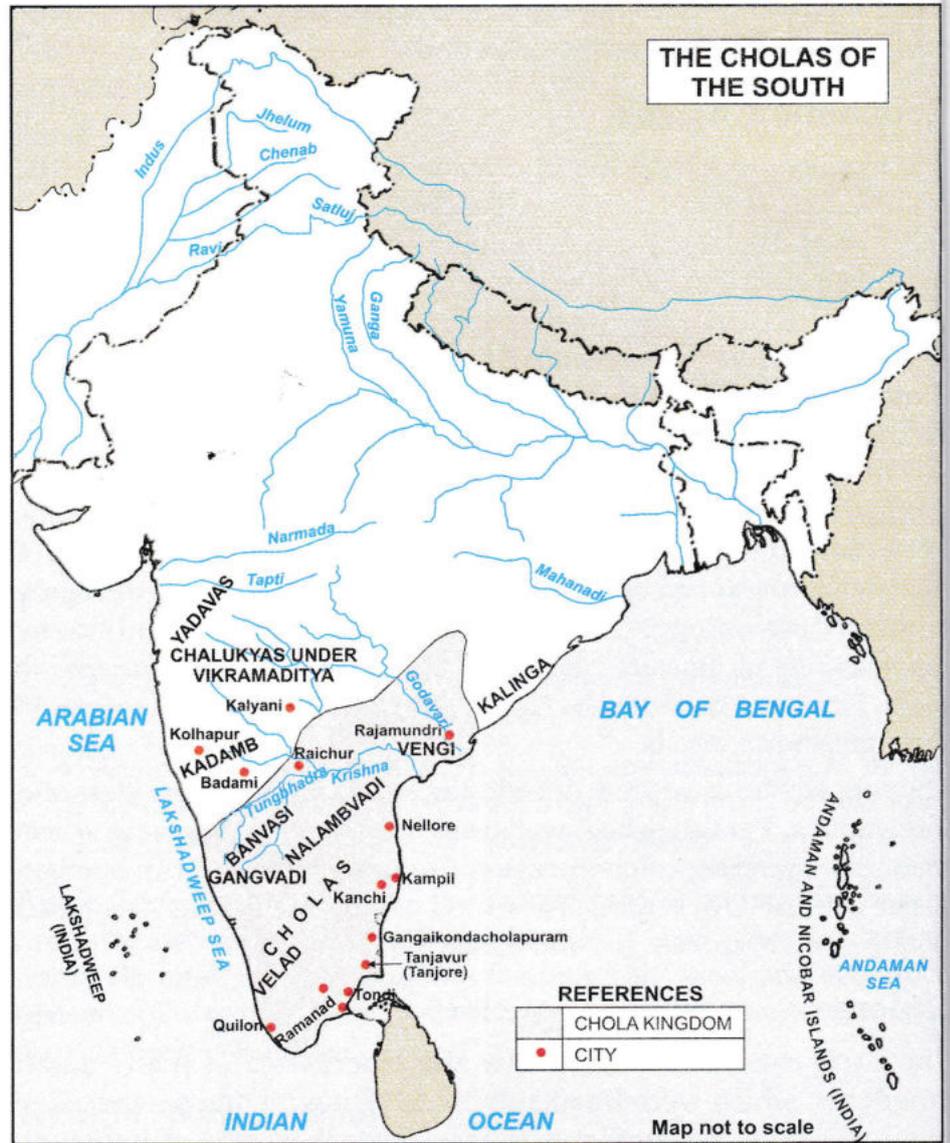


Fig. 1.19: Rashtrakutas Cave Temple



### Do You Know

The rulers of medieval period lavishly spent money on building activities.



Map 1.1: Chola Kingdom

North India. The Southern Deccan kingdoms also tried to conquer the Gangetic Plains. The rulers of South India invited many scholars of the north to settle down in their kingdoms. The religions of the south were accepted in the north. The extent of the empire depended upon the personal capabilities of the rulers. The empire of Delhi Sultanate was also not stable. The most powerful of all the independent Muslim kingdoms was the Bahmani Kingdom of Deccan that arose on account of the disintegration of the Delhi Sultanate. Ala-ud-din Hasan was the first ruler of Bahmani Kingdom in 1347 A.D.

As many as five dynasties ruled over Delhi, known as Delhi Sultanate, took a permanent place in the Indian history. These were: Slave Dynasty, Khilji Dynasty, Tughluq Dynasty, Sayyid Dynasty and Lodi Dynasty. They were followed by the Mughal Empire which continued till the middle of the 19th century, although its extent gradually disappeared.



## Language and Region

In 1318, the poet Amir Khusrau noted that there was a different language in every region of India like Sindhi, Lahori, Kashmiri, Dwarsamudri, Telangani, Gujarati, Gauri, Awadhi, Hindawi, etc. Sanskrit did not belong to any region. Common people did not know it, only the Brahmins knew it.

## Old and New Religions

A thousand years of history left its impact on religion and religious traditions. The changes introduced in the Hindu religion were the worship of new deities, construction of magnificent temples and increase in the importance of Brahmins or priests and their knowledge of Sanskrit. Common people, who did not know Sanskrit, depended on the Brahmins for the interpretation of the religious texts. Their dominant position was further consolidated by the support of new rulers. Their dominance was challenged by the Bhakti saints, who believed in devotion and love of God. Devotees could reach God without the help of the priests and elaborate rituals.

This was also the period when new religions were being introduced in the subcontinent. Merchants and migrants brought the teachings of Islam to India in the 7th century. The holy book of Muslims is called Quran. It preaches to have faith in one supreme God, Allah who is all merciful, compassionate and beneficent. The followers interpreted Islam in different ways. The Shia Muslims believed that Ali, the son-in-law of Prophet Muhammad, was the real leader of the Muslim community and the Sunni Muslims believed in the authority of the Khalifas, the early leaders of the community.

### The main teachings of Islam are:

1. It preaches to have faith in one supreme God, Allah who is all merciful, compassionate and beneficent.
2. To go on the pilgrimage to Mecca, at least once in a lifetime.
3. To keep fast, from dawn to dusk, in the month of Ramzan.
4. To give alms to the poor people.
5. To offer prayers five times a day and in a mosque on Friday.

Apart from Islam, another religious tradition which came to India from West Asia was Sufism. The Sufis spoke about universal brotherhood taught in the local dialects, which the people could understand.



Fig. 1.20: Amir Khusrau



## Time Travel

Imagine that you are one of the travellers from a distant land who has come to India during the medieval period. Record your experience of stay in India and share it in class.

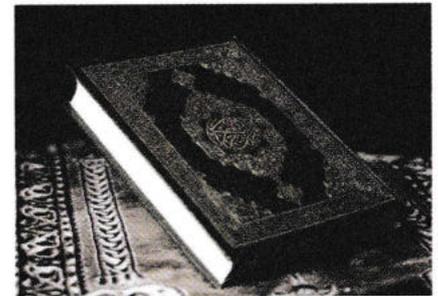


Fig. 1.21: Quran



Fig. 1.22: Offering prayers in the mosque





## Our Heritage

The medieval period in India witnessed the rise and fall of many dynasties, the flowering of new culture and architecture. The two monuments constructed by the Mughals during this period — The Humayun's Tomb and the Red Fort have been declared as the world heritage sites by the UNESCO. This is an ample proof of the contribution to our heritage by the Mughals.



Fig. 1.23: Humayun's Tomb



Fig. 1.24: Red Fort



## Let Us Recall

**Chronology:** It refers to arrangement of events in sequence, from earliest to the recent.

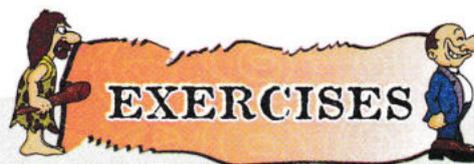
**Archive:** It is a place where documents and manuscripts are kept. In present time, microfilms of the manuscripts are made.

**Scribe:** It refers to person who makes the copy of the manuscript.

**Inscription:** It refers to the writing on hard surface like rocks or pillars.

**Rajput:** The term given to all warrior classes who claimed the status of a Kshatriya.

**Chronicler:** It refers to the writer who records the events in the order of its occurrence.



### A. Choose the correct answer.

- In how many periods, the British historian divided the history of India?  
(a) three (b) four  
(c) five (d) six
- Which one of the following books is written by Jahangir?  
(a) *Fatwa-i-Jahandari* (b) *Tuzuk-i-Jahangiri*  
(c) *Tahqiq-i-Hind* (d) *Rihala*
- In which of following languages the book *Tuzuk-i-Baburi* written?  
(a) Turkish (b) Persian  
(c) Sanskrit (d) both (a) and (b)



4. When did Ibn Batuta come to India?
 

(a) in the reign of Muhammad-bin-Tughluq	(b) in the reign of Mahmud of Ghazni
(c) in the reign of Firoz Shah Tughluq	(d) none of the above
5. Which of the following is associated with Brihadeshvara temple?
 

(a) Pala kings	(b) Chola kings
(c) Rashtrakuta kings	(d) Pratihara kings
6. What is the term used for the person who makes the copy of the manuscript?
 

(a) deed writer	(b) writer
(c) scribe	(d) copywriter
7. Humayun's tomb is situated in which place?
 

(a) Kolkata	(b) Mumbai
(c) Agra	(d) Delhi
8. For what purpose the Persian wheel was used?
 

(a) Construction work	(b) Irrigation work
(c) Weaving work	(d) Domestic work

**B. Answer the following questions.**

1. What was the assumption of British historians to divide history of India?
2. How did the historians divide the past into periods?
3. How did Babur describe the term 'Hindustan'?
4. Who was considered a foreigner in the past?
5. What was the importance of manuscripts?
6. How did the *Jatis* came into existence? How were their affairs regulated?
7. Write short notes on (i) Al-Biruni (ii) Ibn Batuta (iii) Ziya-ud-din Barani.
8. What were the major religious developments during the medieval period?

**C. Fill in the blanks.**

1. The late medieval period extends from \_\_\_\_\_ to \_\_\_\_\_.
2. The foreigners introduced \_\_\_\_\_ for irrigation and \_\_\_\_\_ for weaving cloth.
3. \_\_\_\_\_ are the places where manuscripts are stored.
4. \_\_\_\_\_ wrote his chronicle first in 1356 and another version two years later.
5. \_\_\_\_\_ is the holy book of the Muslims.

**D. Arrange the following in the chronological order.**

1. Ibn Batuta came to India.
2. Beginning of early medieval period.
3. Turks founded the Delhi Sultanate.
4. Visit of Abdur Razzaq.



**E. State whether the following statements are true or false.**

1. In the middle of the 19th century, the British historians divided the history of India into three periods.
2. According to historians, over a period of time, the relevance of information changes but meaning and language do not change.
3. Al-Biruni came to India during the reign of Muhammad Ghori.
4. Babur used the term 'Hindustan' which included geographical and cultural identity.

**F. Match the following.**

**Column A**

1. Archaeological sources
2. World's heritage sites
3. Persian wheel
4. *Jatis*
5. The period from 8th to 12th century is often called as

**Column B**

- (a) the early part of Indian medieval period
- (b) coins, inscriptions
- (c) sub-castes
- (d) Red Fort, Humayun's Tomb
- (e) used for irrigation

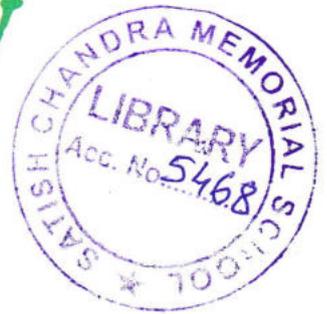
**1. Project Work**

Make a chart on monuments in your area or nearby area by including pictures and photographs.





# Emergence of New Dynasties



During the early medieval period (700–1200 A.D.), many new dynasties arose in different parts of the Indian Subcontinent. They were powerful regional kingdoms in North India, Deccan and South India.

## The Rise of New Dynasties

By 7th century, there were big landlords in different parts of the subcontinent. They were the subordinates of the rulers and called themselves *samantas*. They provided military troops, brought gifts for the rulers and made their presence in the courts. When the rulers turned weak, the *samantas* shook off their control and declared themselves as *maha-samantas* and took other high sounding titles like *maha-mandaleshwara* (the great lord of the region).

### Rashtrakutas

They were the subordinates of the Chalukyas of Karnataka. Dantidurga, who was the founder of the kingdom, overthrew the Chalukyan ruler, Kirtivarman and established his rule over a large part of Deccan. Rashtrakutas reached the pinnacle of glory under their ruler, Amoghavarsha (814–78 A.D). Dhruva was also one of the important kings of this dynasty. He was the first Rashtrakuta ruler who decisively interfered in the tripartite struggles which were waged for the supremacy of North India.

Rashtrakutas also made significant development in the field of art and architecture. The famous rock cut Kailash Temple at Ellora, Elephanta Caves, etc., were the magnificent works of those times.

Similarly, the Gurjara-Pratiharas became powerful and established their kingdom in Western India. Their ruler Nagabhata II defended Western India from Arab invasion from Sind to Rajasthan. He left an extensive and powerful empire for his successors, which extended over Malwa, parts of Rajasthan and Gujarat.



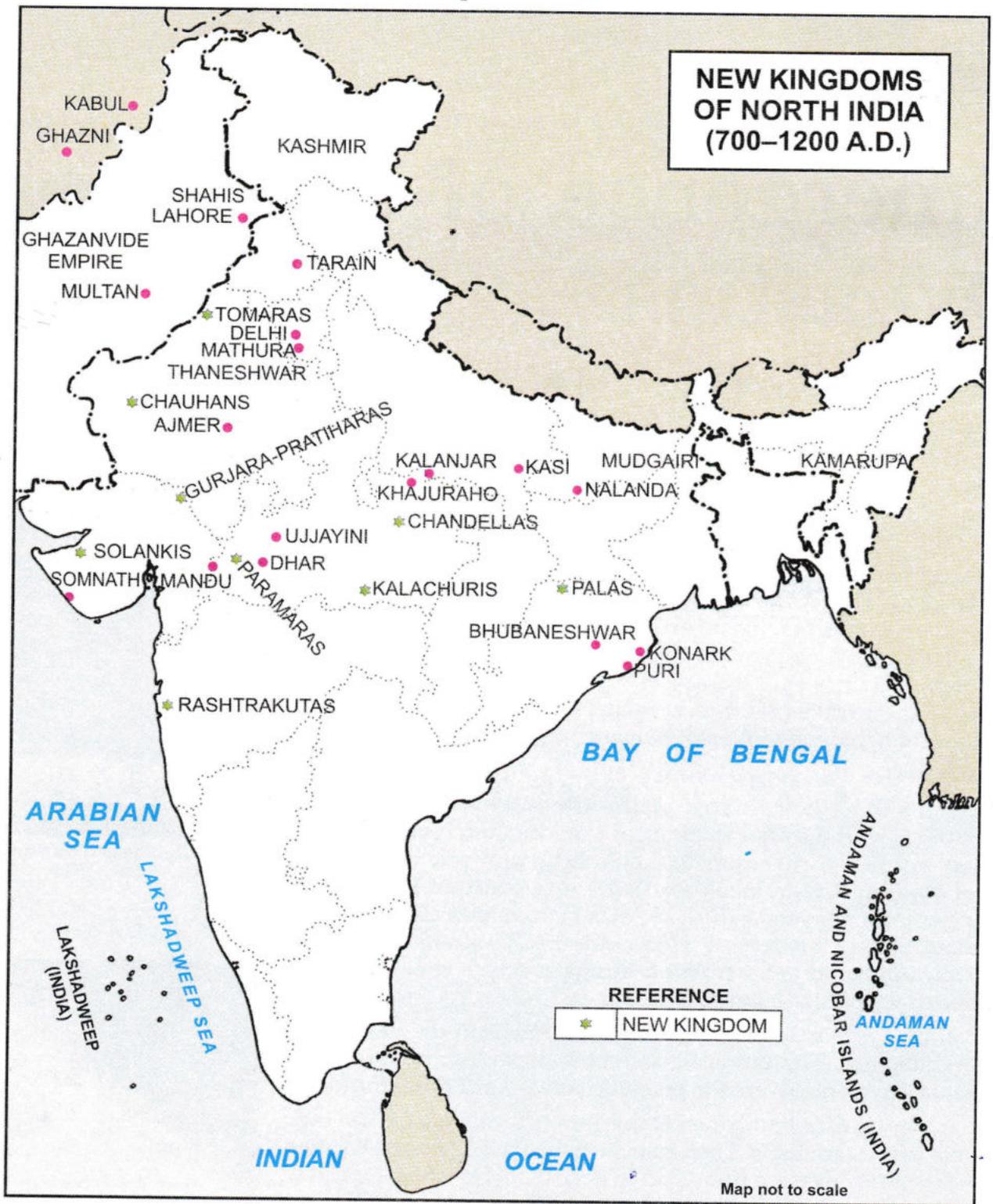
Fig. 2.1: King and his samantas



Fig. 2.2: Elephanta Caves at Ellora



Another important kingdom of this period was that of the Palas. The Pala Dynasty was founded by Gopala in 750 A.D. He ruled over the whole of Bengal and brought an end to the period of confusion and anarchy. The Pala rulers extended their control over Assam, parts of Orissa and Nepal.



Map 2.1: New Kingdoms of North India (700-1200 A.D.)



## How Were the Kingdoms Ruled?

The new rulers often took high sounding titles like *maharaja-adhiraj* (overlord of the kings), *tribhuvan-chakravartin* (lord of the three worlds), etc. They had to share power with their *samantas*, brahmins, peasants and traders. The office of revenue collector and military was hereditary and appointments were made from influential families. Brahmins were often given grants of land.

The revenue collected was spent on the construction of temples and forts, to finance the personal household of the king and also to fight wars.

Many rulers described their achievements in '*prashastis*' which mean 'in praise of' which were composed by the Brahmins.

Many Rajput Kingdoms also arose during this period and Chahamanas or Chauhans were the most important. The extreme south was occupied by the Cholas, who were well-known for their temple-building activities and trade with South-East Asian countries.

## Wealth — The Cause of Warfare

The ruling dynasties of the early medieval period often tried to extend their areas of influence. One such area was Kannauj in the Ganga Valley. The Palas, Pratiharas and Rashtrakutas wanted to control this lucrative area. The struggle between the three powers is described as the **tripartite struggle**. The three powers also wanted to control the fertile regions of the Gangetic Valley.

The main reasons of conflict between the medieval dynasties were to extend their control, the need of wealth to build their armies and also to construct temples.

When they attacked each other's territories, they often chose to target temples, because they were the storehouse of wealth.

Historically, one of the well-known rulers was Mahmud of Ghazni of Afghanistan. He ruled from 997 to 1030 A.D. and extended his control over parts of Central Asia, Iran and north-western part of the subcontinent. He raided India 17 times, between 1000–1027 A.D., annexing Punjab. Most of his raids were against the important temple cities like Thaneshwar, Mathura, Kanauj and Somnath. Each time he conquered, he carried away huge wealth and the Indian rulers could not put up any resistance. He built the splendid capital city at Ghazni.

He was interested in knowing more about the people he conquered. He entrusted a scholar Al-Biruni to write an account of the subcontinent. This Arabic work is known as *Kitab-ul-Hind*. It is an important source of information for the historians. He consulted Sanskrit scholars to prepare this account.



Fig. 2.3: Prithviraj Chauhan



Fig. 2.4: Mahmud of Ghazni





## Our Heritage

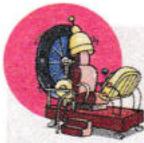
The Somnath Temple is one of the twelve *vyotirlingas* (golden lingas) symbols of Lord Shiva. It is located in Gujarat. In 1025 A.D., Mahmud of Ghazni attacked this temple and looted it of gems and precious stones. The attackers scaled the walls with ladders. He massacred worshippers and most of its defenders. The Shiva linga, adorned with precious gems and stone, was broken to pieces. He personally hammered the linga to pieces. After the battle, Mahmud and his troops, are said to have carried away about 6.5 tons of gold. The fragments were carried away and temple gates were set up at Ghazni.



Fig. 2.5: Somnath Temple



Fig. 2.6: Muhammad Ghori in the second battle of Tarain



## Time Travel

Read the story of Prithviraj Chauhan and Samyogita. Now, enact it as a class play.



Fig. 2.7



Fig. 2.8

Other rulers who were engaged in warfare were the Chauhans, who ruled over the regions of Delhi and Ajmer. They wanted to extend their influence over the east and west. Prithviraj Chauhan was the Rajput ruler of North India. He was brave and courageous. His exploits and achievements have been described in the famous book **Prithvirajraso**. It was written by his court poet, Chand Bardai. Prithviraj defeated Muhammad Ghori in the first battle of Tarain in 1191 A.D. In 1192 A.D., Muhammad Ghori returned to challenge Prithviraj at the second battle of Tarain. Prithviraj assembled a large army with the aid of about 150 Rajput rulers and aristocracy. A large portion of the army consisted of war elephants, which proceeded to meet Muhammad Ghori in Tarain where Prithviraj, a year before, had defeated Muhammad Ghori. Taking advantage of the Rajput tradition of not fighting after dusk, he attacked Rajput Army and defeated them.

It is said, Prithviraj was taken to Afghanistan along with his court poet and friend Chand Bardai. They were brought in shackles. Prithviraj was asked to show the art of archery, where he could aim and shoot first by hearing the sound. He looked straight into the eyes of Ghori haughtily. Ghori got Prithviraj's eyes pierced with hot iron rods. Chand Bardai said to Ghori, "A king, though a prisoner can receive command from a king, so only you can ask him to shoot." Ghori ordered the blind Prithviraj to shoot. Then Chand Bardai says a few verses, some lines of it are:

*'Chaar baans chaubees gaz, angul asht pramaan,  
Taa oopar Sultan hai, mat chooke Chauhan'*

*Chaar baans* means four bamboo sticks, *chaubees gaz* is 24 feet, *angul asht pramaan* means eight fingers width.

All this combined gave the exact location of Ghori sitting on his throne. Prithviraj sent an arrow racing to Ghori's throat. Thus, Ghori was stuck dead by Prithviraj. After this deed, Prithviraj was killed by Ghori's courtiers.



## Rise of the Cholas

A minor chiefly family known as Muttaraiyar held power in the Kaveri Delta. They were subordinate to the Pallava kings of Kanchipuram. Vijayalaya belonged to the ancient chiefly family of the Cholas from Uraiyur, captured the delta from the Muttaraiyar in the middle of the ninth century. He built the town of Thanjavur and a temple of Goddess Nishumbhasudini there.

The Chola expanded rapidly under his successors Rajaraja and his son Rajendra I. They expanded the Chola Empire beyond South India to Sri Lanka, Java and Sumatra.

Rajaraja II defeated the Cheras and took Madurai and overran the eastern Chalukyan. Rajaraja was succeeded by his son Rajendra I, who raised the Chola Empire to pinnacle of glory.

### Cholas temples, architecture and bronze statues

The temples at Thanjavur and Gangaikonda Cholapuram built by Rajaraja and Rajendra exhibit architectural splendour. Temples were not only the place of worship but also the centre of economic, political and cultural activities. Temples were given grants of land by the rulers and other. The produce was used in maintaining the temple and for those who worked in the temple. The Rajarajeshvara temple was built by Rajaraja I. He built the temple at Gangaikonda Cholapuram, his new capital.

Among the crafts associated with the temples, the making of bronze images was most distinctive like the statue of Dancing Shiva (Nataraj).

### The lost wax technique used by the craftspersons

Bronze is an alloy containing copper and tin. A bell metal contains a greater proportion of tin than any other kind of bronze. It produces a sound like a bell.

Under Cholas, bronze statues were made using the 'lost wax' technique. First, the image was made in wax. This was covered with clay and was allowed to dry. A tiny hole was made in the clay cover. Next, it was heated, the molten wax was drained out through the hole. Then, the molten metal was poured into the clay through the hole. Once, the metal was coated and solidified, clay cover was carefully removed and the image was cleaned and polished.

## Agriculture and Irrigation

More and more land was brought under cultivation mainly due to better irrigational facilities. River Kaveri forms a fertile delta before emptying into the Bay of Bengal. The River Kaveri deposits fertile soil and water which are used for cultivation. In the deltaic region, embankments were made to prevent flooding and excess water was collected in the tanks. They also built tanks and dug wells.

Revenue was derived from land and collected in cash or kind. The share of the state was fixed at 1/3 of the produce.



Fig. 2.9: Kaliya Krishna, Chola Period



Fig. 2.10: A temple at Gangaikonda Cholapuram



Fig. 2.11: Nataraj of Chola Period



ART OF THE  
Imperial  
Cholas

Fig. 2.12: A book written about the Cholas





Fig. 2.13: Chola Inscriptions



## Do You Know

An inscription of the age of Parantaka Chola I is of great value as it refers to the construction of a new temple and making provisions for various offerings and services. The chieftain named Sembian Irukkuvea erected a stone temple of Lord Shiva in 920 A.D. during the reign of Parantaka Chola I.

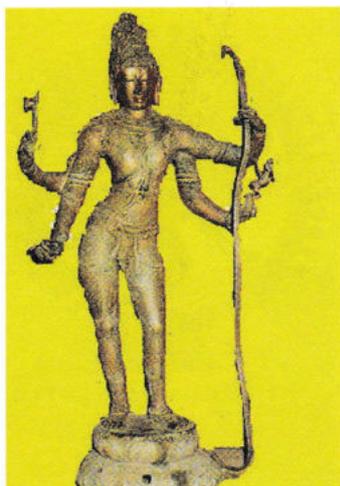


Fig. 2.14: Image of Lord Shiva, Chola Period



## In Other Lands

The Tang Empire (7th to 10th century) was established in China. It was administered by a bureaucracy recruited through an examination. Till 1911, the system of selecting officials remained in place, with few changes. The capital of Tang Dynasty was Xi'an. It was one of the largest cities of the world visited by Koreans, Iranians, Turks, etc.



Fig. 2.15: Tang Empire

## Administration Under cholas

The emperor was the head of the state. He discharged his duties with the help of ministers and other officials.

From the Uttaramerur inscription, we find reference to at least three kinds of assemblies which played an important role in local administration. These assemblies were *ur*, *sabha* and the *nagaram*. The *ur* was the assembly of common villagers where land was held by all classes of people who were entitled to the membership of the assembly. The *sabha* was an exclusive Brahmin assembly of the Brahmadeya villages, where all land belonged to the Brahmins. The *ur* commanded the respect of all other assemblies. *Nagaram* was the assembly of merchants.

The Chola inscriptions from Uttaramerur in Chingleput district provide information about the various categories of land and who could be the member of the *sabha*.

The various categories of land were:

1. Land of non-Brahman peasants
2. Land gifted to Brahmins
3. Land gifted for the maintenance of a school
4. Land gifted to temples
5. Land donated to Jaina institutions.

All those who wish to become the members of the *sabha* should be:

1. Owners of land from where land revenue is collected
2. Owners of their homes
3. Between 35 to 70 years of age
4. Having knowledge of the Vedas
5. Well-versed in administrative work
6. Anyone who has been a member of the committee in the last years, cannot become the member of another committee.
7. Anyone who has not submitted his accounts, cannot contest for the elections.

Names of the eligible contestants were written on the tickets of palm leaf, they were put into earthen pots, from which a young boy was asked to take out the tickets.





## Let Us Recall

**Samantas:** They were the subordinates of their rulers.

**Maha-mandaleshwara:** It is the term given to the great lord of the region.

**Maharaja-adhiraja:** It refers to the title given to the kings.

**Tripartite Struggle:** It refers to the struggle among the three powerful kingdoms, *i.e.* Palas, Pratiharas and Rashtrakutas.

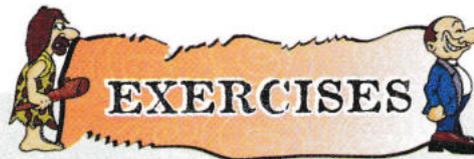
**Prashasti:** It means 'in praise of', composed by Brahmins.

**Prithvirajraso:** It was a ballad composed by Chand Bardai in praise of Prithviraj Chauhan.

**Ur:** It was the assembly of the common villagers.

**Sabha:** It was an exclusive Brahmin assembly.

**Nagaram:** It was an assembly of the merchants.



### A. Choose the correct answer.

1. What is the meaning of *maha-mandaleshwara*?  
(a) great lord of the region  
(b) old lord of the region  
(c) important lord of the region  
(d) main lord of the region
2. What was the period of reign of Rashtrakuta ruler Amoghavarsha?  
(a) 714–78 A.D.  
(b) 814–78 A.D.  
(c) 914–78 A.D.  
(d) 614–78 A.D.
3. Which one of the following rulers had founded the Pala Dynasty?  
(a) Devapala  
(b) Dharampala  
(c) Gopala  
(d) Prithviraj Chauhan
4. Which one of the following places is associated with Elephanta Caves?  
(a) Khajuraho  
(b) Konark  
(c) Ajmer  
(d) Ellora
5. Who attacked and looted Somnath Temple?  
(a) Mahmud of Ghazni  
(b) Muhammad Ghori  
(c) Genghis Khan  
(d) Ala-ud-din Khilji
6. Which one of the following books is written by Chand Bardai?  
(a) *Mahabharata*  
(b) *Kitab-ul-Hind*  
(c) *Prithvirajraso*  
(d) *Ramcharitmanas*
7. Which one of the following refers to *Ur*?  
(a) assembly of common villagers  
(b) assembly of Brahmadeya villages  
(c) assembly of merchants  
(d) none of these



**B. Answer the following questions.**

1. What do you mean by samantas? How did they become powerful?
2. Who was Dantidurga? How did he establish his kingdom?
3. Who were the rulers involved in the Tripartite Struggle?
4. Why did Mahmud of Ghazni and Muhammad Ghori attack India? Write about their invasions.
5. Which were the two major cities under the control of the Chauhans?
6. Write a short note on Cholas temples, architecture and bronze statues.
7. What was system of irrigation under the Cholas?
8. Who could become the member of the sabha under the Chola system of administration?

**C. Fill in the blanks.**

1. Rashtrakutas were the subordinates of the \_\_\_\_\_.
2. The Palas ruled over the whole of \_\_\_\_\_.
3. \_\_\_\_\_ was the founder of Pala Dynasty.
4. Pratiharas had established their kingdom in \_\_\_\_\_ India.
5. Vijayalaya built the town of \_\_\_\_\_.

**D. State whether the following statements are true or false.**

1. Rajarajeshvara temple was built by Rajaraja I.
2. Tripartite struggle was fought between Palas and the Chalukyas.
3. The Chola inscriptions from Uttaramerur in Chingleput provide information about various categories of land.
4. Rashtrakutas declined under the rule of Amoghavarsha.
5. Gurjara-Pratiharas established their kingdoms in western India.

**E. Write short notes on.**

1. Tripartite struggle
2. Administration under the Cholas

**1. Project Work**

- (a) Prepare a scrapbook on temples built under the new kingdoms.
- (b) Locate on a map of India, the regions ruled over by Prithviraj Chauhan.

**2. Group Discussion**

Compare the Somnath Temple and Gangoikonda Cholapuram Temple with any present-day temple. Do you find few similarities and differences? Discuss.



# 3



## The Delhi Sultanate

Till the beginning of the 12th century, there was no mention of the kingdom with Delhi as the capital city. Moreover, Al-Biruni who came to India during the reign of Mahmud of Ghazni, wrote about the city of Delhi. In his work *Kitab-ul-Hind*, he mentioned some other cities like Kanauj, Mathura, etc. His work, written in Arabic provides an important resource to the historians. Delhi became an important city only when it became the capital of the Rajput rulers. In the middle of the 12th century, it developed as an important commercial centre. With the establishment of Delhi Sultanate in 13th century, it was transformed into a capital city covering a vast area of the subcontinent. The sultans of Delhi built monuments in this area. **Sultan** is an Arabic word meaning ruler. Delhi Sultanate comprised of five dynasties. These dynasties ruled from 1206 to 1526 A.D.

These are:

- Slave Dynasty (1206–1290 A.D.)
- Khilji Dynasty (1290–1320 A.D.)
- Tughluq Dynasty (1320–1414 A.D.)
- Sayyid Dynasty (1414–1451 A.D.)
- Lodi Dynasty (1451–1526 A.D.)

### Our Heritage

The Delhi Sultans built several cities which now come under the region of Delhi. They are: Lol kot, Siri, Tuhlaqabad, Jahanpanah, Firuzabad, Dinpanah and Shahjahanabad.



Fig. 3.1: Al-Biruni



### Do You Know

The word 'Sultanate' means strength and authority. Later, it came to be used as the title by certain Muslim rulers, who claimed full sovereign power.





Fig. 3.2: Qutub-ud-din Aibak

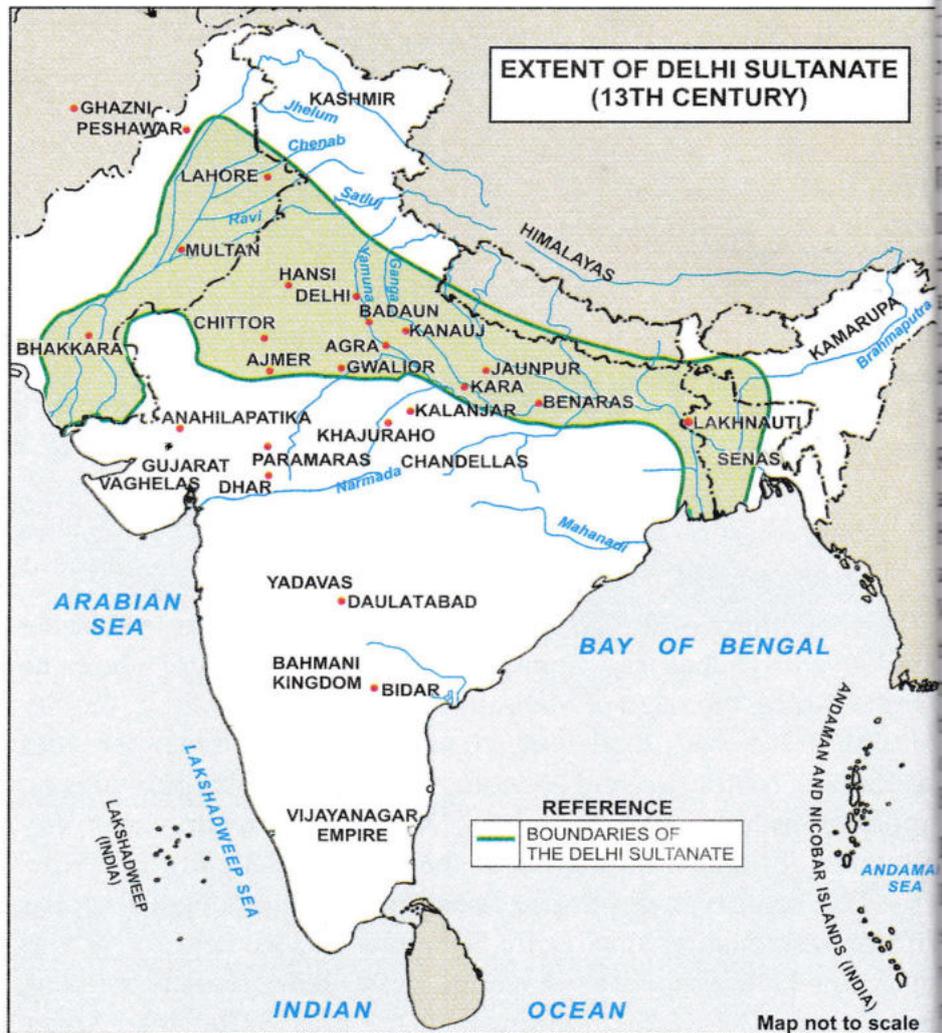


Fig. 3.3: Qutub Minar



### Do You Know

The Slave Dynasty was called by this name because its three important rulers—Qutub-ud-din Aibak, Iltutmish and Balban were slaves. They were even manumitted by their Sultans.



Map 3.1: Extent of Delhi Sultanate

## The Slave Dynasty (1206–1290 A.D.)

### Qutub-ud-din Aibak (1206–1210 A.D.)

Qutub-ud-din Aibak founded this dynasty after the death of his master Muhammad Ghori in 1206 A.D. He extended the Muslim empire in many parts of the Northern India. Due to his generosity he came to be known as *lakh-baksh* (giver of lakhs). He ruled for four years strengthening his position and overcoming the resistance of the nobles and suppressed internal revolts. He started constructing Qutub Minar in the memory of Khwaja Bakhtiyar Kaki but died soon. He was the first ruler who laid the foundation of Delhi Sultanate.

### Iltutmish (1211–1236 A.D.)

After the death of Qutub-ud-din Aibak, Iltutmish became his successor. Delhi Sultanate was established during his reign. He made Delhi as his capital. He fought many conquests and conquered whole



of the Northern India. The major threat came from the attacks of Genghiz Khan and the Mongol hordes. Qutub Minar was completed by Iltutmish. He introduced many reforms. He organised the ruling elite or the nobility. His major reform included setting up of *Iqta* system (land grants). He further introduced **Tanka** (silver coins) and **Jital** (copper coins).

Iltutmish died in 1236 A.D. His sons were not capable of administrative duties. On his deathbed, he had nominated his daughter Razia Sultana as his successor. Iltutmish was the first ruler to appoint a woman as his official successor. However, the nobles of the court could not accept the rule of woman. They went against Iltutmish's last wish and his eldest surviving son was raised to the throne.

Rukh-ud-din Firoz Shah became the new ruler. Soon, it became apparent why earlier Iltutmish had chosen his daughter above his various sons. Rukh-ud-din Firoz Shah left all the burden of administration to his mother and spent his time with nautch girls. When not smoking opium, he could be found riding an elephant, in the streets of Delhi, scattering gold coins. Unfortunately for him, his mother used her position to avenge all the insults handed to her, in the days when she was a handmaid. Very soon, rebellions occurred on all sides and Rukh-ud-din, along with his mother was put to death. His rule had lasted for only 6 months and 7 days.

#### Raziya Sultana (1236–1240 A.D.)

Raziya was the only Muslim woman ruler of Delhi Sultanate who succeeded Iltutmish. She was one of the intrepid soldiers. Being a woman, she had to face many difficulties and rebellions from the nobles. But she fought courageously and led the army in wars. She successfully established law and order in her kingdom. She ruled just four years. The conspirators plotted against her and she was killed in the battle.

Raziya's reign was followed by Bahram Shah (1240–42 A.D.), Ala-ud-din Masud Shah (1242–46 A.D.) and Nasir-ud-din Muhammad (1246–66 A.D.). Though he ruled for twenty years but throughout his tenure, the main power remained in the hands of Balban (one of the slaves of Iltutmish). Balban became the **Sultan** in 1266 A.D.

#### Ghiyas-ud-din Balban (1266–1287 A.D.)

The original name of Balban was Baha-ud-din. He defended his empire from Mongol invasion. He controlled the administration of Nasir-ud-din. He gained the support of the sultans and became more powerful. He broke the nobility of the Turks. His kingship was based on Persian style. He introduced the court traditions like *Sijdah* and *Paibos*. *Sijdah* refers to kneeling and touching the ground with the forehead in salutation and *Paibos* means to kiss the feet of the ruler. Balban died in 1287 A.D. After his death, all his successors became inefficient and weak. Hence, the Slave Dynasty came to an end.

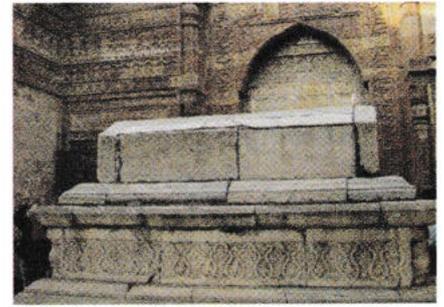


Fig. 3.4: Tomb of Iltutmish



Fig. 3.5: Coins of Iltutmish's reign



Fig. 3.6: Raziya Sultana



Fig. 3.7: Ghiyas-ud-din Balban



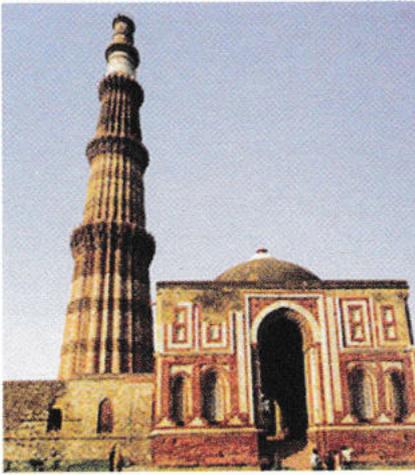


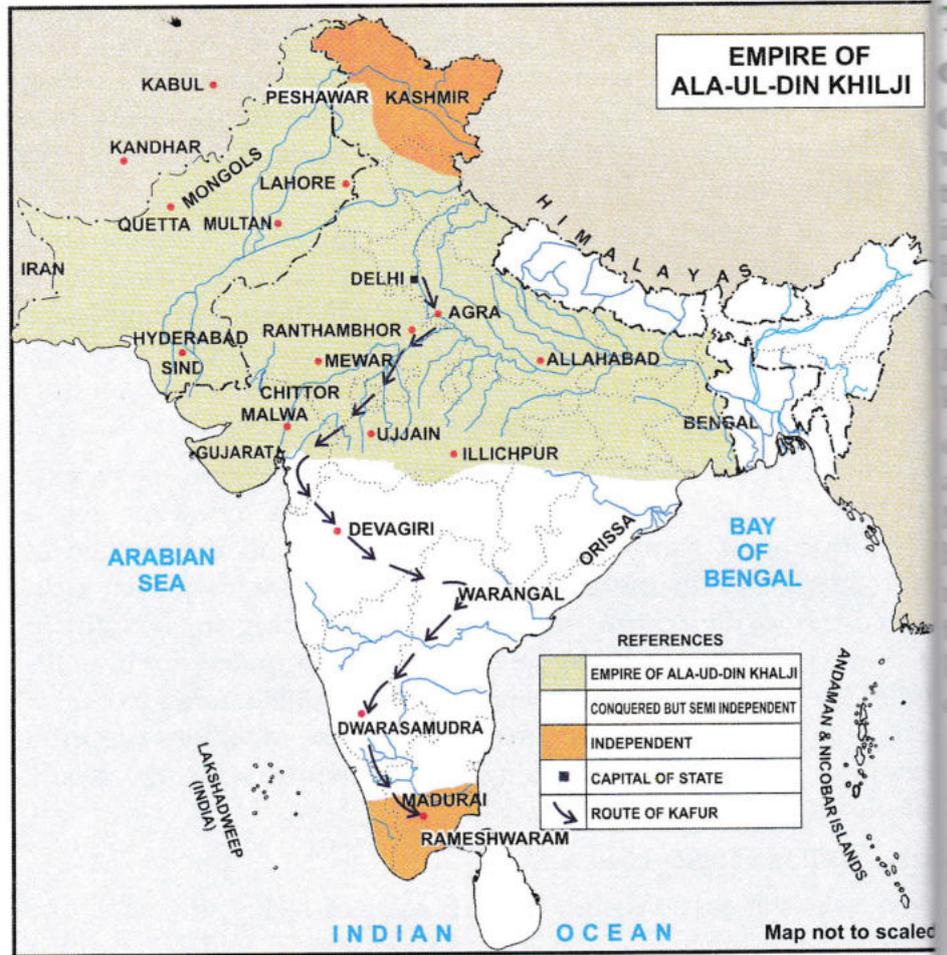
Fig. 3.8: Alai Darwaza  
It was added by Ala-ud-din to  
the complex of Qutub Minar.



Fig. 3.9: Chittorgarh Fort  
It was captured by Ala-ud-din  
in 1303 A.D.



Fig. 3.10: Ala-ud-din-Khilji



Map 3.2: Empire of Ala-ud-din Khalji

## The Khalji Dynasty (1290–1320 A.D.)

### Jalal-ud-din Khilji (1290–1296 A.D.)

He was the founder of Khilji Dynasty. His nephew Ala-ud-din Khilji murdered him and ascended the throne of Delhi.

### Ala-ud-din Khilji (1296–1316 A.D.)

Ala-ud-din Khilji was the first Turkish Sultan to build an empire in India. His reign marked the beginning of the imperial age under Islam. Being a brilliant general, he conquered territories in quick succession. He followed the policy of defending the kingdom from the invasion of Mongols. His expansion of empire included successful campaigns in Gujarat, Malwa, Ranthambhore, Chittor, etc. He brought all these territories under direct control and rulers had to pay huge amounts as tributes.

Ala-ud-din took a number of steps to make reforms in revenue system particularly the land revenue. He also started market control system. He died in 1316. After his death, his successors proved inefficient and weak. Hence, Khilji Dynasty came to an end.



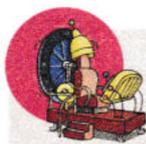
## The Tughlaq Dynasty (1320–1414 A.D.)

### Giyas-ud-din Tughlaq (1320–1324 A.D.)

Giyas-ud-din was the founder of Tughlaq Dynasty. His original name was Ghazi Malik. He led campaigns in Warrangal, Orissa and Bengal to expand his kingdom. He constructed a fortified city Tughlaqabad in Delhi. He died in an accident in 1324 A.D. He was succeeded by his son Muhammad-bin-Tughlaq.

### Muhammad-bin-Tughlaq (1324–1351 A.D.)

He was a brilliant scholar and a great patron of learning. He was kind as well as a cruel ruler. Ibn Batuta, a traveller, came to India during his rule. He has provided a detailed account of the reign of Muhammad-bin-Tughlaq, who has devised three famous projects namely, increase of taxes in Doab, transfer of capital from Delhi to Devagiri and introduction of Token currency.



### Time Travel

Stage a class play on Muhammad-bin-Tughlaq and his disastrous policies.



Fig. 3.11: Tomb of Ghiyas-ud-din Tughlaq



Fig. 3.12: Begumpuri Mosque, built in the reign of Muhammad-bin-Tughlaq

### CASE STUDY — RIHALA

Ibn Batuta was a Moroccan traveller, who left his country at the age of 21 to travel the world. He recorded the events in his book *Rihala*. He wrote, "When I entered Delhi, it was almost like a desert. The Sultan, Muhammad-bin-Tughlaq had ordered that the imperial capital be shifted from Delhi to Daulatabad, in the South, a distance of 750 miles. Every person had to leave the city. In the evening when a search was made, only a blind man and a lame could be found. After moving by force, Muhammad-bin-Tughlaq realised that his move was ill-advised and he shifted his capital back to Delhi. This transfer of capital from Delhi to Daulatabad caused great hardships to the people.



Fig. 3.13: Muhammad-bin-Tughlaq



Fig. 3.14: Coins of Muhammad-bin-Tughlaq's reign

His second project was the introduction of token currency of copper. It could be used in all business transactions and in payment of taxes. But Tughlaq did not have mint facilities and people forged the coins. At last, he ordered that copper coins could be exchanged with gold and silver coins. It is said that mountains and mountains of copper coins could be seen in the capital. The royal treasury was empty. This experiment by Muhammad-bin-Tughlaq was much ahead of his times and it was not supported by proper minting facilities. Forged coins circulated in the market."





Fig. 3.15: Tomb of Firoz Shah



Fig. 3.16: Amir Timur



Fig. 3.17: Tomb of Sikandar Lodi



Fig. 3.18: Administration under Delhi Sultanate

### Firoz Shah Tughlaq (1351–1388 A.D.)

Muhammad-bin-Tughlaq was succeeded by Firoz Shah Tughlaq. He was an able ruler, therefore made an attempt to consolidate Delhi Sultanate. He followed the policy of appeasement to please the nobles, army and the **Ulemas** (the Muslim priests). He granted great support to **Ulemas** and made *Iqta* hereditary. He imposed *Jaziya*, a tax on non-Muslims. He took a lot of interest in public works. He founded new towns like Jaunpur, Hissar, etc. He constructed many *sarais*, mosques, madarsas and laid several fruit gardens. The post of noble was made hereditary. He reduced taxes. Firoz Shah died in 1388. Amir Timur, the Mongol leader of central Asia, attacked India in 1398. He ordered general massacre in Delhi and robbed people mercilessly. The invasion of Timur gave a big jolt to Tughlaq Dynasty. Due to weak successors of Tughlaq Dynasty, it came to an end in 1414.

### The Sayyid Dynasty (1414-1451 A.D.)

This dynasty existed for a very short period. It was founded by Khizr Khan (1414–21 A.D.). He helped Timur in his invasion. His successors namely, Mubarak Shah (1421–33), Muhammad Shah (1434–43) and Ala-ud-din Alam Shah (1443–51) were weak rulers.

### The Lodi Dynasty (1451-1526 A.D.)

#### Bahlol Lodi (1451–1489 A.D.)

Bahlol Lodi was the founder of this dynasty. He was one of the Afghan generals of Sayyids. He regained Sind and Mewar by bringing peace and order in the country.

#### Sikandar Lodi (1489–1517 A.D.)

Bahlol Lodi was succeeded by his son Sikandar Lodi. He was a good administrator. He annexed Jaunpur, Bihar, parts of Bengal and Ganga Valley. He founded the city of Agra and made it his capital.

#### Ibrahim Lodi (1517–1526 A.D.)

He was the son of Sikandar Lodi. He was the last ruler of this dynasty. In 1526 A.D., Babur defeated Ibrahim Lodi at the first battle of Panipat. Thus, the Delhi Sultanate came to an end.

### Administration Under Delhi Sultanate

Under Delhi Sultanate, the society was divided into four chief groups namely aristocrats, priests, town dwellers and the peasants. The rich, nobles and the sultans lived in a great luxury.

The nobility checked the royal power. In 13th century, the nobility was composed of persons of foreign origin belonged to two groups namely Turkish slaves-nobles and the non-Turkish foreigners of high birth. Out of the two groups of nobles, the Turks were more powerful.

Throughout the Sultanate period, the relation between crown and nobility varied according to the character and personal ability of the



sultan. The nobility was not a single, united political order. They exercised check on the royal power.

### Iqta system

Under this system, instead of paying salary to an officer in cash, he was granted certain revenue arising from land or village. This land grant was called *Iqta* and their holders were called *Iqtadars*. Revenue which was collected, a certain amount was kept as salary and another amount was to maintain soldiers for the Sultan. The officers were expected to keep detailed record of income and expenditure.

### Revenue

Land was the chief source of revenue. Four kinds of taxes were allowed under the Holy Islamic Law. *Kharaj* was the land tax; *Khamsa* was tax levied on the booty captured in wars; *Zakat* was an additional tax on Muslim community and *Jazia* was the tax on Non-Muslims. There were three modes of assessment during Delhi Sultanate namely, compounding, measurement and sharing. Ala-ud-din raised taxation to the highest.

Delhi Sultanate faced onslaught of Mongols soon after their invasion in North-East Iran in 1219. Their attacks on Delhi Sultanate were increasing gradually during the reign of Ala-ud-din Khalji and in the early years of Muhammad bin-Tughlaq's rule. This forced these two rulers to prepare a large standing army which posed a huge administrative challenge.



### Time Travel

Imagine you are the chief advisor to Muhammad-bin-Tughlaq. What advice would you give him to ensure that his experiments succeeded. Enact in class.



Fig. 3.19: Moth ki Masjid



Fig. 3.20: Mosque of Jamali Kamali



### Do You Know

The Delhi Sultans built magnificent mosques in cities all over the subcontinent.

### Differences between the administration under Ala-ud-din Khalji and Muhammad-bin-Tughlaq

Ala-ud-din Khalji	Muhammad-bin-Tughlaq
1. He raised his standing army as a defensive measure.	As Mongol army was defeated, he was confident about the strength of his army and the resources, so he raised his standing army.
2. He constructed a new garrison town for his soldiers named Siri.	He emptied the garrison town of the soldiers rather than constructing new ones.
3. In order to feed the soldiers, the produce which was collected as tax was fixed at fifty per cent of the peasant's yield.	In order to feed the soldiers, the taxes were collected for meeting the expenses and maintaining the army. For this purpose, he levied additional taxes which led to the famines in India.
4. In order to purchase the supplies from the merchants of Delhi, it was feared that merchants would raise the prices. To stop this, he controlled the prices. The merchant who did not sell at prescribed rates were punished.	In order to control the prices, he issued Token currency which is the present-day paper currency. It was made of cheap metals then. The people used to pay taxes through the token currency which could also be counterfeited easily.



<p>5. Ala-ud-din Khilji's administrative reforms were quite successful and praise-worthy. This was due to cheap prices and efficient supply of goods in the market. Moreover, he successfully handled the threat of Mongol Invasions.</p>	<p>Muhammad-bin-Tughlaq's administrative reforms proved to be a failure. This is evident from the various facts like his campaign to Kashmir was a disaster, and thus disbanded his large army to invade Transoxiana. These measures created complications including shifting of people to Daulatabad and Token currency, which had to be reconsidered.</p>
---	---

Table 3.1



## In Other Lands

### The 'Three Orders' and the 'Peace of God'

The idea of the 'Three Orders' was first formulated in France in early eleventh century. It divided the society into three classes namely those who prayed, those who fought and those who tilled the land. This division was supported by Church to consolidate its dominant role in society. This led to the emergence of new warrior group called 'Knights'. The Church patronised this group and propagated the idea 'Peace of God'.



## Let Us Recall

**Sultan:** It is an Arabic term meaning ruler.

**Turkish rule:** It refers to a Muslim rule.

**Tanka:** It is the term given to silver coins.

**Jital:** It is the term used for copper coins.

**Sijdah:** It refers to kneeling and touching the ground with the forehead in salutation.

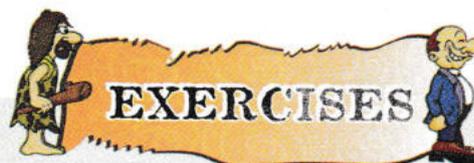
**Ulema:** It is the term given to Muslim priests.

**Hoard:** It refers to collection of money and valued objects.

**Iqta:** It refers to land grants.

**Jazia:** It is a tax on non-Muslims.

**Paibos:** It means to kiss the feet of the ruler.



### A. Choose the correct answer.

1. What was the period of reign of Slave Dynasty?

(a) 1206–1290 A.D.

(b) 1290–1320 A.D.

(c) 1320–1414 A.D.

(d) 1414–1451 A.D.



- reforms  
om the  
nir was  
e army  
created  
ople to  
ad to be
2. What do you mean by the term 'lakh-baksh'?
 

(a) taker of lakhs	(b) giver of lakhs
(c) donor of lakhs	(d) saver of lakhs
  3. Who completed the Qutub Minar?
 

(a) Raziya Sultana	(b) Balban
(c) Iltutmish	(d) Qutub-ud-din Aibak
  4. Which one of the following rulers had captured the Chittor Fort?
 

(a) Jalal-ud-din Khilji	(b) Ala-ud-din Khilji
(c) Mohammad-bin-Tughlaq	(d) None of these
  5. Who has written the book *Rihala*?
 

(a) Ibn Batuta	(b) Muhammad-bin-Tughlaq
(c) Al-Biruni	(d) Abdur Razzaq
  6. Which one of the following was built in the reign of Muhammad-bin-Tughluq?
 

(a) Begumpuri Mosque	(b) Red Fort
(c) Tomb of Sikandar Lodi	(d) Jama Masjid
  7. How many kinds of taxes were allowed under Holy Islamic Law?
 

(a) four	(b) five
(c) six	(d) three
  8. Which one of following monuments was built in the memory of Khwaja Bakhtiyar Kaki?
 

(a) Red Fort	(b) Qutub Minar
(c) Jama Masjid	(d) Moth ki Masjid

**B. Answer the following questions.**

1. How did Delhi become important in 12th and 13th century?
2. Who was the founder of Delhi Sultanate?
3. What was the contribution of Iltutmish in the Slave Dynasty?
4. "Ala-ud-din Khilji was the first Turkish Sultan to build an empire in India." Discuss.
5. Write a short note on Ibn Batuta and his book *Rihala*.
6. Who were the Lodis? What was the significance about this dynasty?
7. Briefly mention about the nobility under Delhi Sultanate.
8. What was Iqta system?
9. Mention the various kinds of taxes levied under Delhi Sultanate.
10. Differentiate between the administration under Ala-ud-din Khalji and Muhammad-bin-Tughlaq.

**C. Fill in the blanks.**

1. \_\_\_\_\_ was the successor of Qutub-ud-din Aibak.
2. \_\_\_\_\_ was the only woman ruler of Delhi Sultanate.
3. \_\_\_\_\_ and \_\_\_\_\_ were the traditions in Balban's court.
4. \_\_\_\_\_ was the founder of Tughlaq dynasty.
5. Ibn Batuta, a traveller from Morocco, came during the reign of \_\_\_\_\_.



**D. Write short notes on the following.**

1. Garrison towns
2. Jazia
3. Reign of Ala-ud-din Khilji
4. Tughlaq Dynasty
5. Khamisa

**E. State whether the following statements are true or false.**

1. At the beginning of 12th century, there was no mention of Delhi as a capital.
2. Delhi Sultanate comprised of seven dynasties.
3. Nasir-ud-din Mahmud was a weak ruler.
4. Iltutmish was a successor of Qutub-ud-din Aibak.
5. Muhammad-bin-Tughlaq constructed a new garrison town for his soldiers.


**F. Match the following.**

**Column A**

1. Slave Dynasty
2. Khilji Dynasty
3. Tughlaq Dynasty
4. Sayyid Dynasty
5. Lodi Dynasty

**Column B**

- (a) 1290–1320 A.D.
- (b) 1320–1414 A.D.
- (c) 1206–1290 A.D.
- (d) 1451–1526 A.D.
- (e) 1414–1451 A.D.

**1. Field Trip**

Visit any one monument of Delhi Sultanate and write a paragraph on it.

**2. Individual Project**

- (a) Prepare a collage/scrapbook on the rulers of Delhi Sultanate.
- (b) Imagine that you are a peasant in Muhammad-bin-Tughlaq's reign and you cannot pay the taxes demanded by the king. Now what will you do? Prepare a report.



# 4



## The Mughal Empire

After Timur's invasion in 1398 A.D., the Delhi Sultanate was on verge of collapse. After the Tughlaq Dynasty, the Sayyids and Lodis had failed to arrest the disruptive forces. The neighbouring kingdoms had become independent and it was a good opportunity for the nobles to rebel. Whenever the central authority became weak, it was a signal for the nobles to declare their independence.

The political chaos in the north-west of India paved the way for the establishment of a new dynasty. It was under such conditions that Mughals established an empire, which encompassed almost the whole of subcontinent except the extreme south. It lasted for more than three centuries. They created strong pillars of administration and governance. India, with its diverse culture and people, was successfully ruled by them. The architecture and monuments built by them can be mainly seen in Delhi and Agra. The Taj Mahal described as 'dream in marble' is recognised as one of the seven best monuments in the world.

### Who were the Mughals?

The Mughals were the descendants of two great lineages of rulers. They were the descendants of Genghis Khan, the ruler of the Mongol tribes, China and Central Asia, from their mother's side. From their father's side, they were the successors of Timur, the ruler of Iran, Iraq and present day Turkey. The Mughals were proud of their Timurid ancestry.

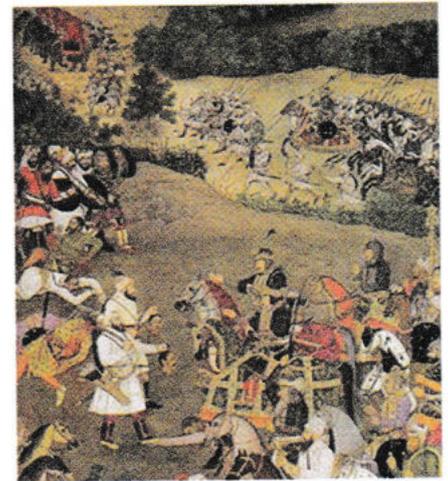


Fig. 4.1: Mughal Military Campaigns

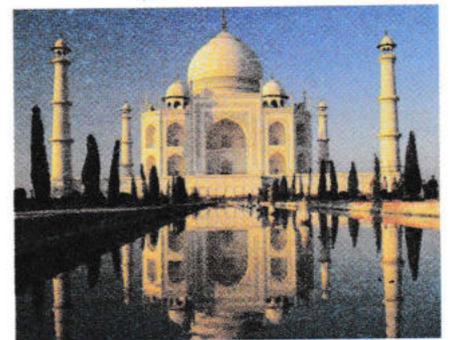


Fig. 4.2: Taj Mahal





Fig. 4.3: Babur

## 1. Babur (1526-1530 A.D.)

Babur, the first Mughal Emperor, ascended the throne at Farghana, small principality in Transoxiana in 1494 at the age of twelve years. Babur had to leave his ancestral hometown because it was captured by the Uzbeks, another Mongol tribe. Finally, he seized Kabul after many years of wanderings. The unstable political conditions encouraged Babur to attack India. In 1526, Babur defeated Ibrahim Lodi, the Sultan of Delhi at Panipat and captured Delhi and Agra. Babur defeated Rana Sanga, a Rajput ruler at Khanwa in 1527. He defeated the Rajputs at Chanderi. He laid the foundation of the Mughal Dynasty and ruled from 1526 to 1530. He wrote *Tuzuk-i-Baburi* which tells us about the time in which he lived.



Fig. 4.4: First Battle of Panipat

### Case Study — The First Battle of Panipat, 1526

The first battle of Panipat was an event that marked the end of the Lodi Dynasty and the beginning of the Mughal Dynasty in India. The first battle of Panipat was fought between the last ruler of the Lodi Dynasty, Ibrahim Lodi and the ruler of Kabul, Babur. The result of the battle of Panipat was an important milestone that changed the very face of the history of India.

Though Ibrahim Lodi had elephants and huge army, he did not know how to control them. Babur had guns and he used them to scare the elephants. The elephants trampled Lodi's army, as they moved back. He lost many soldiers. Finally, the soldiers deserted Ibrahim Lodi and he was left to die on the battlefield. The battle was a turning point in the history of Delhi as it marked the beginning of an important empire in India.

The battle started at six in the morning and ended in about three hours. Babur observes in *Tuzuk-i-Baburi*, his own biography, "The mighty army of Delhi was laid in the dust in the course of half a day."



### Time Travel

Imagine that you were one of the Mughal Soldiers who fought in the battle of Panipat and come to Delhi after defeating Ibrahim Lodi. What are your thoughts about the people of that time? Share in class.



Fig. 4.5: Humayun

## 2. Humayun (1530-1540 A.D., 1555-1556 A.D.)

After the death of Babur, Humayun succeeded the throne. The throne inherited by him was not a bed of roses. Humayun had given the charge of vast territories to his three brothers namely Kamran, Hindal and Askari, but they always tried to conspire against him. Humayun had to fight against the Afghans and at the same time faced the hostility of his brothers, which weakened his power against the Afghans.



Sher Shah, the Afghan chieftain of Bihar, defeated him at Chausa (1539) and Kannauj (1540). Humayun was forced to flee from Northern India. He passed nearly 5 years (1540–1555 A.D.) in exile. After his exit, Sher Shah became the master of Delhi. Receiving the help of Safavid Shah in Iran, Humayun recaptured Delhi in 1555 A.D., but died the next year after falling down from the staircase.



## Our Heritage

Sher Shah was a great builder. He built the Purana Qila and mosque in Delhi, and founded the town of Rohtas in Punjab. His own tomb in Sasaram in Bihar is a magnificent monument. Made of red sandstone, the octagonal building sits at the centre of an artificial lake.

### 3. Akbar (1556-1605 A.D.)

Akbar was only thirteen years of age when he became the emperor. After his coronation in 1556, his tutor and a confidant of Humayun, Bairam Khan took over as regent. Under his guidance, Akbar defeated Hemu, the *wazir* of the Sur Dynasty and the Afghan forces in the second battle of Panipat. He suppressed the revolt of his half-brother Mirza Hakim, the governor of Kabul and the Uzbeks. He captured Chittor and Ranthambhore in 1568 and 1569 respectively.

Between 1570–1585 A.D., he led military campaigns in Gujarat, Bihar, Bengal and Orissa and reduced power of the Afghans. In 1585–1605 A.D., Akbar launched a campaign in the north-west. Kandhar was seized, Kashmir was annexed and Kabul was taken after the death of Mirza Hakim. Campaigns in the Deccan and Berar, Shandesh and parts of Ahmadnagar were annexed. In the last years of his reign, Akbar was distracted by the rebellion of Prince Salim, the future emperor Jahangir. The father and the son were pacified by the help of the nobles. Akbar died in 1605 A.D.

### 4. Jahangir (1605-1627 A.d.)

Jahangir was the son of Akbar. His real name was Salim. After the death of Akbar in 1605 A.D., he came to the throne of Mughal Empire. Jahangir won three important wars under his rule: Ahmadnagar, Mewar and Kangra. Jahangir's father Akbar could not bring Mewar under his control. But, Mewar accepted overlordship of Jahangir. He conquered Ahmadnagar in 1616 A.D., which was lost by the Mughals six years ago. The Mughal armies had besieged the fort of Kangra many times during the reign of Akbar, but had failed to conquer it. Jahangir sent his army under the leadership of his son Khurram and it was occupied finally. But in 1622 A.D., Khurram rose in revolt against him.

Jahangir executed Sikh Guru Arjun Dev for helping to Khurram. Jahangir died in 1627 A.D. He was not only a strong ruler but a lover of nature as well. He wrote *Tuzuk-i-Jahangiri*.



Fig. 4.6: Akbar



Fig. 4.7: Jahangir



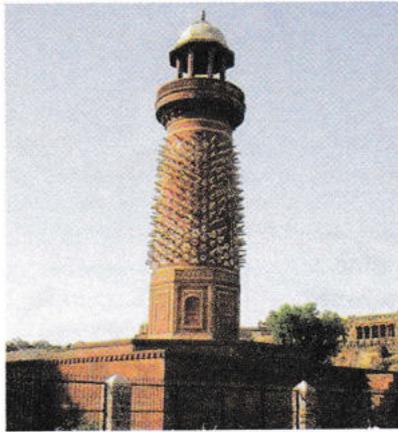


Fig. 4.8: Hiran Minar at Fatehpur Sikri

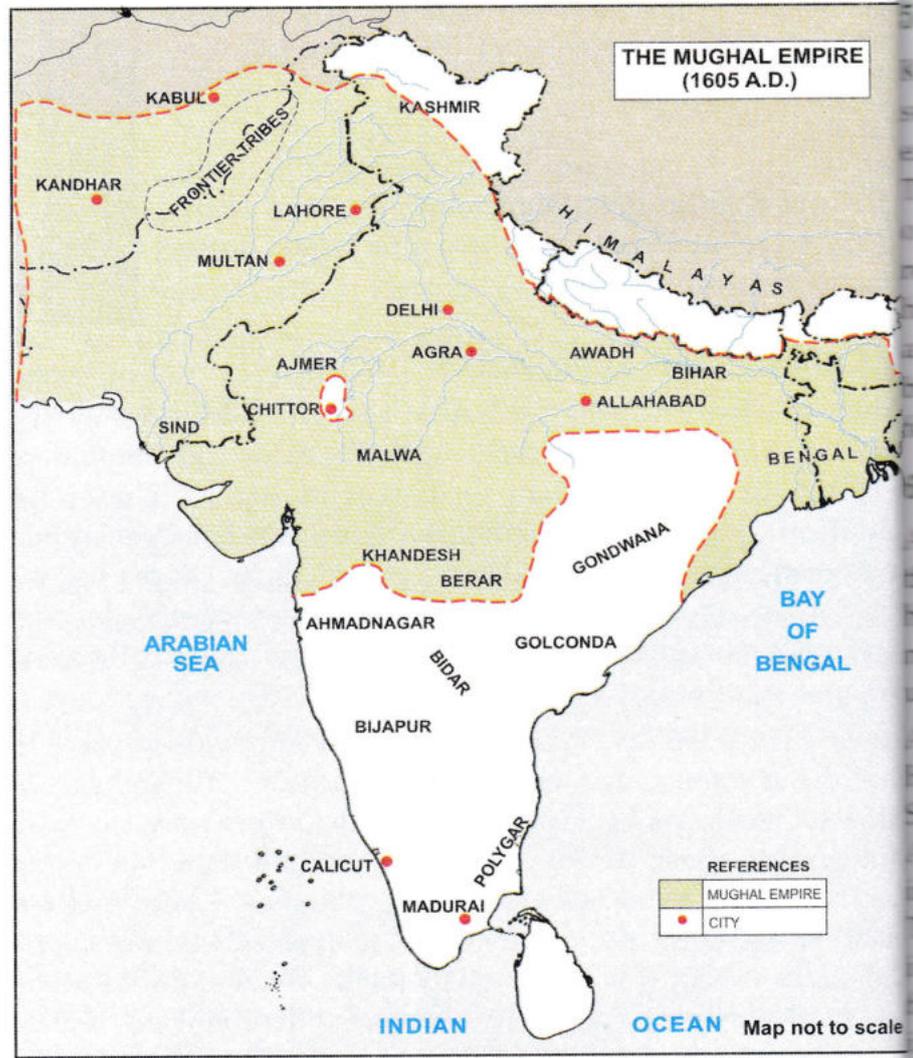


### Do You Know

During Akbar's reign, the Mughal architecture was a mixture of red sandstones with insertions of white marbles.



Fig. 4.9: Jahangir's Mausoleum at Lahore



Map 4.1: The Mughal Empire

### CASE STUDY — *Tuzuk-i-Jahangiri*

*Tuzuk-i-Jahangiri*, the memoirs of Jahangir, is the autobiography of the Mughal Emperor Jahangir. It mentions:

"The care and accuracy with which Jahangir described various characteristics of animals and birds, their geographical distribution and behaviour deserves credit. Jahangir loved gardens. Once Jahangir's chief huntsman looked in astonishment at the *Teetar* (grey partridge) in his hand. He knew that the male partridge had spurs on its legs and female did not have any. But the bird that he held in his hand, had one spur. Whether it was a male or female was difficult to tell. The huntsman thought that it was an opportunity to test the emperor's knowledge about birds. The huntsman asked the emperor, 'What is the sex of this bird?' The emperor examined the bird. 'It is a female', said the emperor confidently and gave the bird back to the huntsman.

When the bird was killed and its stomach cut open, some eggs were found."

### The *Tuzuk-i-Jahangiri* or Memoirs of Jahangir



Fig. 4.10: *Tuzuk-i-Jahangiri*



## 4. Shah Jahan (1627-1658 A.D.)

Khurram was Shah Jahan's real name. After Jahangir's death, Khurram succeeded to Mughal throne. He faced two major revolts, during the early part of his rule. The Afghan Noble Khan Jahan Lodi was defeated. The Bundelas were defeated and Orchha seized. The Deccan Sultans of Bijapur and Golconda accepted his supremacy. Kandhar was reconquered. Ahmadnagar was finally annexed. In 1657-1658, there was a war of succession among his four sons – Dara, Shuja, Aurangzeb and Murad. In this, his third son, Aurangzeb was victorious. The three brothers were put to death. In 1658 A.D. Shah Jahan was imprisoned for the rest of his life at Agra. He died in 1666 A.D.

## 5. Aurangzeb (1658-1707 A.D.)

Aurangzeb was an orthodox Sunni Muslim. He succeeded to the throne after winning the war of succession against his brothers. During his rule, Mughal empire reached to its climax covering whole of the north from Kabul and Kashmir to Bengal and Bihar and extending upto Gujarat in the west and beyond Bijapur in the south.

Aurangzeb followed an aggressive policy towards the Rajput chiefs. His campaigns against Jats and Sikhs were temporarily successful. Sikh Guru Teg Bahadur was arrested and executed. In the north-west, Ahoms were defeated. Bijapur was annexed in 1685 and Golkonda in 1687. But his policies led to revolts in many parts of the country. The prolonged warfare exhausted the Mughal treasury and brought it to the verge of bankruptcy. Now, Aurangzeb had become tired. He failed to crush the growing activities of his enemies. At last, he died in 1707 A.D.

## Mughal Traditions of Succession

The Mughals did not believe in the rule of primogeniture, where the eldest son inherited the throne of his father. They followed the Timurid custom of division of inheritance among all sons. It was called coparcenary inheritance. However, under the Mughal, the war of succession and rebellion of the son against the father became a common feature.

## Mughal Relations With Other Rulers

The Mughals had to fight against those rulers who refused to accept their authority. Many Rajput rulers accepted the Mughal suzerainty voluntarily, without putting up any resistance. They entered into matrimonial alliances and married their daughters into Mughal families, e.g. the mother of Jahangir was a Kachhwaha princess, daughter of the Rajput ruler of Amber (Jaipur). The mother of Shah Jahan was a Rathor princess, daughter of the Rajput ruler of Marwar (Jodhpur).



Fig. 4.11: Shah Jahan



Fig. 4.12: Aurangzeb



Fig. 4.13: Moti Masjid, built by Aurangzeb in Red Fort, Delhi





Fig. 4.14: Mughal Army

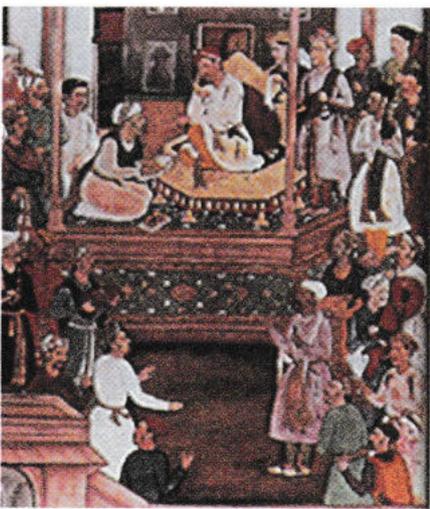


Fig. 4.15: Akbar Nama

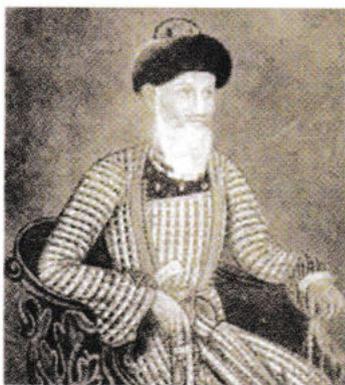


Fig. 4.16: Abul Fazl

The Sisodiya Rajput rulers refused to accept Mughal authority for long time. Once defeated, however, they were treated with respect and honour. Their lands were given back as assignments (*watan-jagir*). Akbar maintained a careful balance between defeating the opponent but not humiliating them.

### Mughal Administration

Babur and Humayun could not evolve a definite pattern of administration as they were engaged in conflicts and wars. Akbar established a strong administration. The appointment, promotion and termination depended on the will of the ruler.

#### Akbar Nama and Ain-i-Akbari

Following the order of Akbar, Abul Fazl, one of his close friend and courtiers, wrote a three-volume history of Akbar's reign, title *Akbar Nama*. The first volume deals with Akbar's ancestors and the second volume records the events of his reign. The third volume is *Ain-i-Akbari*. It deals with Akbar's administration, army, household and the revenue of the empire. It gives statistical details of crops, yields, prices, wages and revenue.

The broad features of administration laid down by Akbar were elaborately discussed by Abul Fazl in *Ain-i-Akbari*. Akbar's policy of conquest and territorial expansion were accompanied by consolidating new territories and including them in Mughal administrative system.

Abul Fazl explained that the empire was divided into provinces called *subas*. By 1580, there were 12 subas to which Berar, Khandesh and Ahmadnagar were added later on. It was governed by the *subedar*. He maintained law and order and looked after the welfare of the people. He was appointed by the emperor himself. He was helped by the *Muzakki* (the paymaster of the army). He paid the army and supervised the muster role called *Chera* of the soldier. The *diwan* was responsible for revenue and finance. The minister in charge of religious and charitable patronage was called *sadr*. *Faujdar*s and *kotwals* performed the work of military commanders and town police respectively.

Each *suba* was divided into number of *sarkars*, and further sub-divided into *parganas* and *mahals*. The Mughal Emperor frequently visited each *suba* and officers were transferred after three years.

### Mansabdari System

As the Mughal Empire expanded, they not only recruited the Turkish nobles, but also Iranians, Afghans, Rajputs and Indian Muslims.

Those who joined Mughal service were appointed as *mansabdars*. Akbar introduced the Mansabdari system in military administration.



A *mansab* meant three things: (1) It determined the status or rank of the holder or the *mansabdar*, (2) It fixed the salary of the holder, (3) It specified the number of *sawars* or contingents with horses and equipments, which the *mansabdar* had to maintain.

Rank and salary were determined by the numerical value called *zat*. The higher *zat* meant higher rank. The *mansabdar* had to bring his cavalymen for review, got them registered and the horses were branded. Mansabs were given both to civil and military officials.

Akbar created 66 grades in his mansabdari system from the command of 10 to 10,000 *sawars*.

### Jagirdari System

In Akbar's time all mansabdars received their salaries as revenue assignments called *jagir* or they were paid in cash. The holder of the *jagir* was called *jagirdar*. The jagirs were carefully assessed so that their revenues were roughly equal to the salary of the *mansabdar*. The Jagirdari system was like the *Iqta* system. But unlike the *Iqta* system, the mansabdar did not administer the territories or reside in the *jagir*. They only had right to the revenue, which was collected by their servants.

In Aurangzeb's reign, the actual revenue collected was often less than the granted sum. He had increased the number of *mansabdars* but there were no *jagirs* and they had to wait for a long time. So, the *mansabdars*, who had the *jagirs*, tried to extract as much as they could, till they had the *jagir*. The peasantry suffered and Aurangzeb could not control these developments.

### Zabt and the Zamindars

The main source of revenue for the Mughals was the tax on the produce of the peasantry. Todar Mal, who was the revenue minister, made a careful survey of prices, crop yields and the areas cultivated for the ten years period from 1570 to 1580. The land was divided into four categories:

*Palaj* — Land cultivated every year

*Parnati* — Fallow land cultivated every one or two years

*Chachar* — Fallow land cultivated every three or four years

*Banjar* — Land not cultivated for the last five years

On the basis of the data collected by Todar Mal, tax was fixed on each crop in cash. Each province was divided into revenue circles with its own rates for different crops. This revenue system was known as *zabt*. The peasants paid the taxes through the headman or the local chieftain. The word *zamindar* was used to describe all intermediaries in revenue collection.



Fig. 4.17: A mansabdar



Fig. 4.18: Todar Mal



This system was prevalent in those areas which could be surveyed and their accounts were kept.

## Religious Views of Akbar

At Fatehpur Sikri, near Agra, Akbar built the *Ibadat Khana* or the house of worship. He was helped by Abul Fazl. Here, he invited people from different religions — Ulemas, Brahmans, Jesuit priests who were Roman Catholics and Zoroastrians. He started discussions on religion and social customs with them and came to the conclusion that differences were created by religious bigots for their own interest. This led him to develop the idea of *sulh-i-kul* or universal peace. It was secular in outlook and emphasized justice, honesty and peace which were universally adopted by all the people and religion. Although *sulh-i-kul* was made a part of state policy, but he did not compel people to accept it. It was followed by Jahangir and Shah Jahan.



Fig. 4.19: *Ibadat Khana*

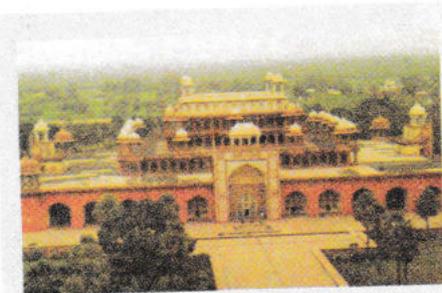


Fig. 4.20: Akbar's Tomb at Sikandara. Its construction work was started by Akbar himself, but was completed by his son Jahangir.

### *Sulh-i-kul*

Jahangir, the son of Akbar, described his father's policy of *sulh-i-kul* in these words:

"As in the wide expanse of the divine compassion there is room for all classes and the followers of all creeds.....so in his imperial dominions, there was room for the professors of opposite religions, and for beliefs, good or bad and the road to intolerance was closed. He consistently followed the principle of 'universal peace' (*sulh-i-kul*)."

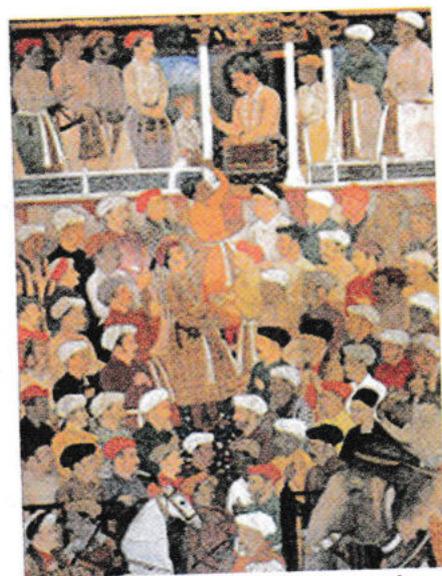


Fig. 4.21: The Court of Jahangir

## The Mughal Empire in the 17th Century and After

The strong and efficient administration brought economic prosperity to the empire. The Mughals had a rich treasury, mainly due to the land revenue collection. The foreign travellers, who visited the court of Jahangir, were dazzled by the magnificence and splendour of the Mughal court. These resources enabled the rulers to carry out campaigns and beautiful monuments.

The Mughal Emperors and the mansabdars spent a large part of their incomes in buying goods, which benefited the artisans and craftsmen. But the producers had very little left after paying the land revenue.

Jagirdari system, which was introduced by Akbar, worked with efficiency till the middle of the 17th century. Aurangzeb was involved in Deccan wars during the last twenty-six years of his rule. The



...was a drain on the financial resources and the administration in the north became weak. To pacify the Deccan nobles, a large number of mansabs were given, but there were no jagirs.

As the authority of the Mughal Emperor slowly declined, the new dynasties like Hyderabad and Awadh came into existence. Although they continued to recognise the Mughal Emperor in Delhi as their sovereign but they held autonomous command. Nadir Shah further weakened the Mughal Empire when he invaded India in 1739.



Fig. 4.22: Nadir Shah

## In Other Lands



Fig. 4.23: Czar Ivan IV

### Ivan the Terrible, Russia (1530–1584 A.D.)

The most controversial Russian ruler, Czar Ivan IV Vasilyevich (also called 'Ivan the terrible') lived up to his name, when he killed his elder son in a fit of uncontrollable rage. It was an action which he regretted for the rest of life, coming to believe that his son's death was God's punishment on him. Ivan had no remorse however about thousands of Russians, who were flogged, tortured and hanged during his long reign of terror. Ivan was only three years old when his father died. His mother acting as a regent, was poisoned and Ivan, an eight years old boy was left to look after himself.

### Queen Elizabeth-I of England (1558–1603 A.D.)

She was a contemporary of Akbar. Like Akbar, she gave a long and peaceful administration. Spaniards, the main enemy of the English were defeated. In England, Protestantism was finally secured under the rule of the queen.



Fig. 4.24: Queen Elizabeth-I

## Let Us Recall

**Jagir:** Area assigned to a *mansabdar*.

**Jagirdar:** Holder of a *jagir*, who had the right to collect revenue.

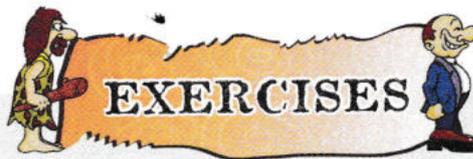
**Primogeniture:** The rule by which the eldest son succeeds the throne.

**Suba:** The division of Mughal provinces.

**Sarkar:** Subdivision of *suba* or province.

**Zabt:** A revenue system which was introduced by Akbar's revenue minister, Todar Mal.





## EXERCISES

### A. Choose the correct answer.

- Which one of the following years is related with Timur?  
(a) 1398 A.D. (b) 1498 A.D.  
(c) 1598 A.D. (d) 1298 A.D.
- What was the year when Akbar died?  
(a) 1405 (b) 1505  
(c) 1605 (d) 1705
- What was the real name of Shah Jahan?  
(a) Dara (b) Salim  
(c) Shuja (d) Khurram
- What do you understand by Mir Bakshi?  
(a) The paymaster of the army (b) The work of Kotwal  
(c) Faujdars (d) All of these
- What is the actual meaning of the term *sulh-i-kul*?  
(a) universal peace (b) ritual peace  
(c) formal peace (d) natural peace
- Which one of the following is the meaning of the term *Sarkar*?  
(a) sub-division of *suba* or province (b) area assigned to a *mansabdar*  
(c) holder of a *jagir* (d) the other name of a *mansabdar*
- Where is the tomb of Akbar situated?  
(a) Agra (b) Delhi  
(c) Sikandara (d) Lahore
- The second volume of *Akbar Nama* records  
(a) Akbar's ancestors (b) the events of his reign  
(c) about administration (d) the life of Babur
- Who was Genghis Khan?  
(a) the ruler of the Mongol tribes (b) the ruler of Afghanistan  
(c) the king of Iran (d) the leader of Uzbeks

### B. Answer the following questions.

- Trace the origin of the Mughals.
- Who was founder of Mughal Empire? How did he established it?
- Explain the role of Akbar in consolidating the Mughal Empire.
- "Ain-i-Akbari is a mirror of Mughal administration." Discuss.
- What was the relationship between the mansabdar and the jagir?



6. What was the difference between the Iqtadari system prevalent under the Delhi Sultanate and the Jagirdari system?
7. Write short notes on (a) *Sulh-i-kul* (b) Todar Mal.
8. Explain the major factors which led to the decline of the Mughal Empire.

**C. Fill in the blanks.**

1. The half-brother of Akbar was \_\_\_\_\_.
2. Babur defeated the Rajputs at the battles of \_\_\_\_\_ and \_\_\_\_\_.
3. Abul Fazl helped Akbar to frame the idea of \_\_\_\_\_ so that he could govern the society composed of many religions, cultures and castes.
4. Aurangzeb was an orthodox \_\_\_\_\_ Muslim.
5. The Mughals were proud of their \_\_\_\_\_ ancestry.

**D. State whether the following statements are true or false.**

1. Babur defeated Ibrahim Lodi in 1526 A.D.
2. Akbar was only thirteen years of age when he became the emperor.
3. The mother of Jahangir was a Rathor princess.
4. *Akbar Nama* was written by Abul Fazl.
5. Aurangzeb invaded India and weakened Mughal Empire.


**E. Match the following.**

**Column A**

1. Babur
2. Humayun
3. Akbar
4. Jahangir
5. Shah Jahan

**Column B**

- (a) Salim accepted Mughal service
- (b) the first Mughal Emperor
- (c) received help from Safavid Shah
- (d) Ahmadnagar was finally annexed
- (e) became emperor at the age of thirteen

**1. Project Work**

Make a list of important places conquered by Akbar and show these on a map of India.

**2. Group Discussion**

Discuss in your class on the following:

Peasants were important for the Mughal rulers. Why? Are they also important today?



# 5



## Architecture During the Medieval Period



Fig. 5.1: A golden lotus tank in the complex of Meenakshi Temple at Madurai



Fig. 5.2: Mecca

The period from 700 to 1750 witnessed large-scale architectural activity in India. The rulers undertook constructional activity to display their wealth and power. The monuments looked awe-inspiring in their beauty and grandeur. One can marvel how these structures were constructed, which have survived till this date.

The kings and their officials built two kinds of buildings. The first were the forts, palaces, garden residences and tombs. The second were the structures meant for public activity. The king had to look after his subjects and provide them comfort. They built buildings, temples, mosques, tanks, wells, *caravan serais* and markets. Rich merchants and rulers of subordinate kingdoms also constructed temples, mosques, tanks and *havelis*.

The Turkish conquest of Northern India introduced Islam in this region. The first requirement of the followers of Islam was to build mosques where they could assemble for prayers and congregation. All the mosques had a big courtyard with a high platform to address the gathering located on the Qibla side of Mecca. The people always faced towards Mecca, while offering their prayers. This style was traditionally followed in the Arabic and non-Arabic Islamic world. The first mosque constructed in India was the Quwaat-ul-Islam mosque built by Qutub-ud-din-Aibak. The Turkish rulers brought new style of architecture in India based on the arch and the dome. Before coming of the Turks, lintel beam and corbelling or 'trabeate' style was used. In meant roofs, doors and windows were made by placing a horizontal



beam across two vertical columns. This style was used in the construction of temples and *baolis* or stepped-wells.

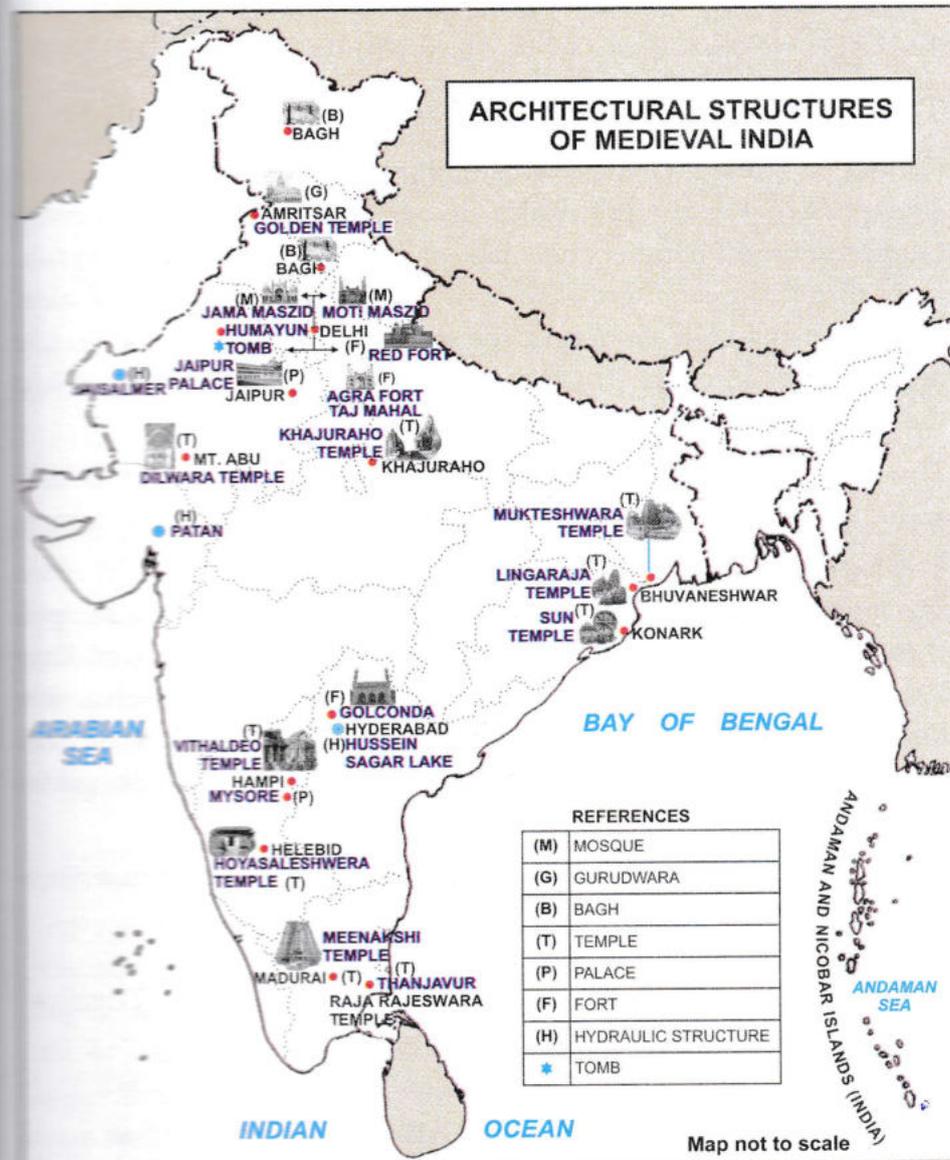
The Turks brought technological developments which can be seen from the 12th century onwards. First, the weight of the superstructure (i.e., the part of the building above the ground floor) above the doors and windows was carried by arches (the curved symmetrical structures). This style is called 'arcuate'.

Second, the use of limestone cement in construction increased. This was a very high quality cement, which, when mixed with stone chips hardened into concrete. This made construction of large structures



## Our Heritage

Besides kings, many merchants and nobles also constructed monuments in Medieval India. For examples, Jain merchants built several temples in Delhi during the rule of the Rajputs. But unlike forts and temples built by the rulers, most of the buildings constructed by merchants have not survived. Only some mansions or *havelis* from the 18th century AD still exist today.



Map 5.1: Architectural Structures of Medieval India

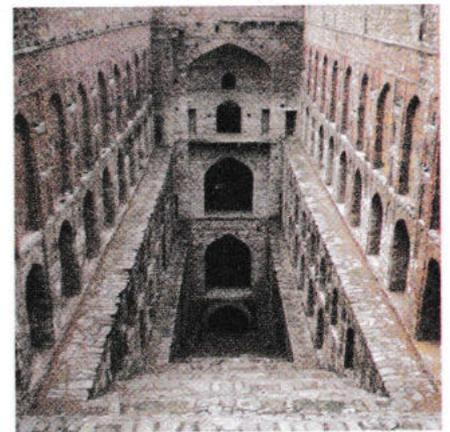


Fig. 5.3: A baoli in Delhi



Fig. 5.4: A holy tank (*sarovar*) in the complex of Gurudwara Harmandir Sahib (Golden Temple) in Amritsar





Fig. 5.5: Calligraphy



Fig. 5.6: Quwwat-ul-Islam Mosque

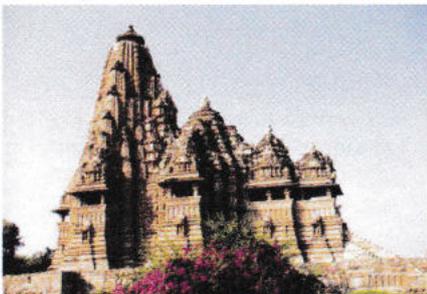


Fig. 5.7: Kandariya Mahadev Temple



Fig. 5.8: Brihadeshvara Temple

easier. **Calligraphy** (the art of beautiful writing) was used to inscribe Quranic verses on the buildings. Geometrical designs were also used along with pattern of leaves and flowers. They did not draw human and animal figures to adorn the walls as it was prohibited by Islam.

### The Construction of Monuments in the Early 11th Century

During the Sultanate Period, the buildings such as Qutub Minar, Iltutmish Tomb and Quwwat-ul-Islam mosque were constructed.

Under the Lodis, a large number of tombs were built in and around Delhi. They were designed on an octagonal plan and the main tomb chamber was surrounded by an arched verandah. The defeat of Ibrahim Lodi in 1526 signalled the decline of the Sultanate style of architecture.

### Temple Construction in the Early Eleventh Century

Kandariya Mahadev temple was built in 999 by the Chandela ruler Dhangadeva. The Hindu temples have a huge gateway, known as the **Gopuram** in South India. The image of the main deity was kept in the main shrine, the *garbhagriha*. There was a path for circumambulation. The temple had tall *shikharas*, the spire like structure, which could be seen from far away. The Rajarajeshvara temple at Thanjavur had the tallest *shikhara*.

The Kandariya Mahadev temple at Khajuraho (in Madhya Pradesh) is dedicated to Lord Shiva. More than 800 images adorn the temple walls which were carved by hands.

The famous Chola temple at Thanjavur is the Brihadeshvara Temple. It is also called the Rajarajeshvara temple after the name of King Rajaraja, who built this temple in the honour of Lord Shiva. The temple architecture is the finest example of Dravidian art. The Chola architecture is so executed that it is said, "Cholas conceived like giants and finished like jewellers."

A large Nandi sculpture is constructed right in front of the east of the temple. All Shiva temples have a Nandi.

### Architecture Under the Mughal — Gardens, Tombs and Forts

#### Gardens

The founder of the Mughal Empire, Babur ruled only for four years. He laid several gardens in India. In his autobiography, he writes about



his interest in laying gardens, which were surrounded by rectangular walls and divided into four parts by artificial channels.

The gardens were called *chahar baghs* because of their symmetrical divisions into four parts. Some of the beautiful gardens were laid by Akbar, Jahangir and Shah Jahan in Delhi, Agra and Kashmir.

### Tombs

There were several types of architectural innovations during Mughal times. The first innovation was the entrance to the building through a gateway. The second innovation was the introduction of the dome-round ceiling. These two innovations can be seen in the Humayun's tomb. It is one of the earliest examples when double dome was used.

**Double Dome** is built of two layers. There is one layer inside, which provides ceiling to the interior of the building. The other layer is the outer one, which crowns the building. This layer enables the ceiling to be placed inside in a better position. This method of making double dome was practised in East Asia before it was imported to India.

The tomb was placed at the centre of a huge *chahar bagh*, built in the tradition of 'eight paradises', a central hall surrounded by eight rooms. It is made of red sandstone, edged with white marble. Akbar built his mausoleum at Sikandara, near Agra in a similar style.

The reign of Shah Jahan witnessed architectural activities on a grand scale. Marble was replaced by red sandstone. He built Taj Mahal in the memory of his wife Mumtaz Mahal. Shah Jahan adapted the river-garden as the layout of Taj Mahal. It is made of white marble, placed on a terrace by the edge of the river and garden in the front. The decorative features of the building consisted of calligraphy and inlay work in the exterior and *pietra-dura* in the interior.

**Pietra-dura:** Coloured hard stones placed in depressions carved into marble or sandstone creating beautiful ornate patterns. In this method semi-precious stones such as lapis lazuli, onyx, jasper, topaz and cornelian were embedded in the stone. Itmad-ud-daula Tomb built by the wife of Jahangir, Nur Jahan, is one of the magnificent tombs built in white marble with rich ornamentation in *pietra-dura*.



Fig. 5.9: Babur supervising workers, depicted from a *chahar bagh* in Kabul



Fig. 5.10: Tomb of Humayun, at the centre of a huge formal *chahar bagh*, constructed between 1562 and 1571



Fig. 5.11: Decorative features of Taj Mahal



Fig. 5.12: Tomb of Itmad-ud-daulah



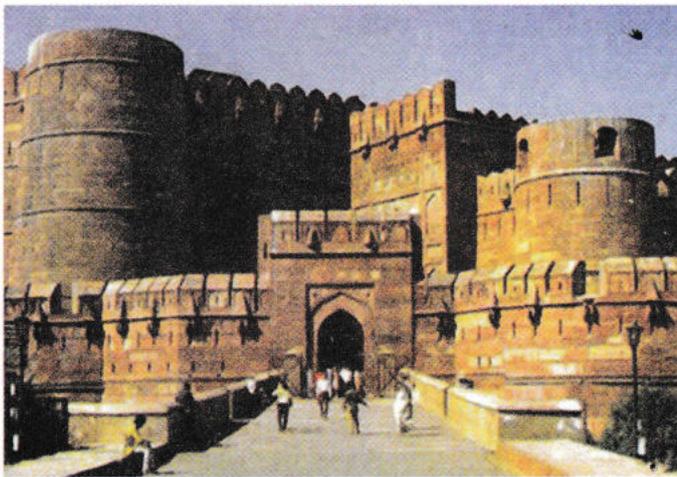


Fig. 5.13: Agra Fort

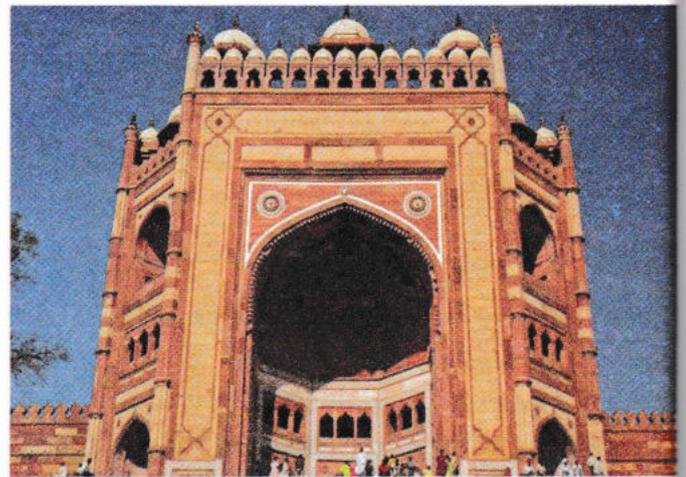
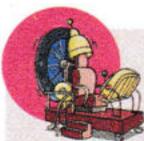


Fig. 5.14: Buland Darwaza



### Time Travel

Imagine that you are an artisan who lived in the era of Aurangzeb and you have seen Shah Jahan is in power too. Enact a discussion that you are having with your co-workers regarding who did the greater damage to the Mughal Empire: Shah Jahan's building activities or Aurangzeb's policies,

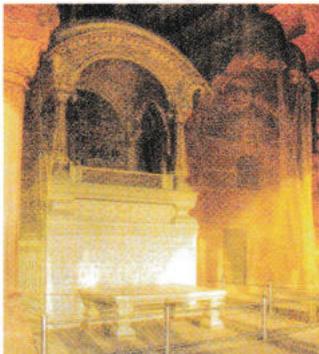


Fig. 5.15: The throne balcony in the *diwan-i-am*, Red Fort



Fig. 5.16: Panch Mahal, Fatehpur Sikri

### Forts

One of the earliest projects of Akbar's reign was the construction of Agra Fort. Its massive walls and battlement give an effect of great architectural power. Akbar built a new capital at Fatehpur Sikri near Agra. All the buildings were made of red sandstone.

The Buland Darwaza was added after his victory over Gujarat. The entrance has been formed by a huge central arch, which is crowned by an array of domed rocks.

Shah Jahan was a prolific builder. The Red Fort in Delhi was built by him, along the course of the river Yamuna. There are two gateways, the Delhi and Lahore Gate. It is made of red sandstone. There are several buildings inside the gateways. The ceremonial halls of public and private audience (*diwan-i-am*) were placed within a large courtyard. The audience hall was constructed to resemble a mosque and the pedestal on which the throne was placed, was the *qibla*. This represented the idea that king was God on Earth. The construction of the audience hall aimed to convey that king's justice would treat everyone as equal.

The major buildings built by Aurangzeb were the Moti Masjid at Red Fort in Delhi and the Badshahi mosque in Lahore.

### Regional Impact on Architecture

The creation of large empire under the Mughals brought them into close contact with others. It resulted in the fusion and exchange of architectural styles in their buildings. The Mughals were fond of 'Bangla roof' which resembled a thatched roof. At Fatehpur Sikri, many buildings show the influence of architectural styles of Gujarat and Malwa. The Mughals left behind a legacy known all over the world.





## In Other Lands

### Churches that touched the skies

Since the beginning of the 12th century, attempts were made by France to build churches that were taller and lighter than earlier buildings. This architectural style was known as 'Gothic' style of architecture, characterised by the pointed arches. This style also included the use of stained glass painted with scenes drawn from the Bible and flying buttresses. The other features were tall spires and bell towers which added to the beauty of the church. One of the best known examples of this type of architectural style is the church of Notre Dame in Paris.

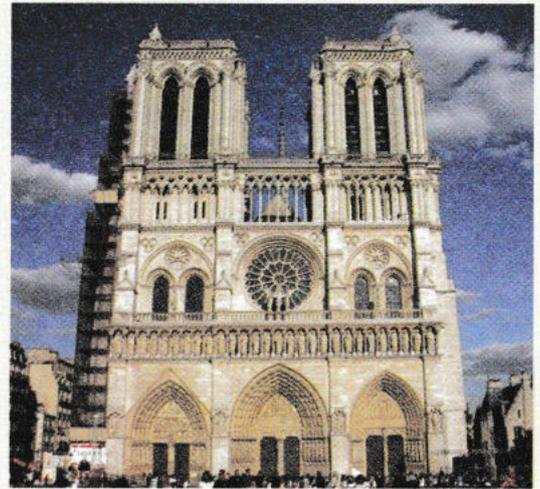


Fig. 5.17: Notre Dame Church in Paris



## Let Us Recall

**Arch:** It is a curved symmetrical structure.

**Dome:** It is a round ceiling forming the roof of a structure.

**Trabeate:** It is a style of architecture in which buildings are built using lintels, beams and pillars.

**Arcuate:** It is a style of architecture in which buildings are built using arches and beam.

**Shikharas:** They refer to spire like structures.

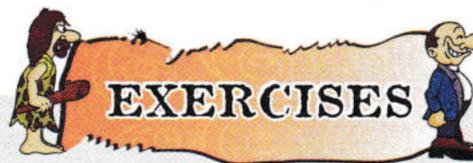
**Calligraphy:** It refers to the art of beautiful writing.

**Pietra-dura:** It refers to white marble with hard precious stones.

**Double Dome:** It is a round and bulging dome having inner and outer layers.

**Chahar baghs:** It refer to formal gardens placed within the rectangular walled enclosures which were divided into four quarters.





## EXERCISES

### A. Choose the correct answer:

- Which one of the following rulers had built the Quwwat-ul-Islam mosque in India?  
(a) Qutub-ud-din-Aibak (b) Iltutmish  
(c) Raziya Sultana (d) Ala-ud-din Khalji
- Which one of the following styles was used before coming of the Turks?  
(a) trabeate (b) arcuate  
(c) calligraphy (d) none of these
- How many years had Babur ruled in India?  
(a) only five years (b) only two years  
(c) only three years (d) only four years
- Who was Mumtaz Mahal?  
(a) wife of Shah Jahan (b) wife of Jahangir  
(c) wife of Aurangzeb (d) wife of Bahadur Shah Zafar
- Which type of stone was used in building of Red Fort in Delhi?  
(a) white marble (b) red marble  
(c) red sandstone (d) red and white marble
- Where is Panch Mahal situated?  
(a) Maharashtra (b) Delhi  
(c) Sikandara (d) Fatehpur Sikri
- Which one of the following is associated with Mecca?  
(a) followers of Islam (b) followers of Hinduism  
(c) followers of Jainism (d) followers of Buddhism

### B. Answer the following questions.

- How did the Turkish rulers contribute in architectural developments in India?
- What is the difference between 'trabeate' and 'arcuate' style of architecture?
- How does a temple signify the importance of a king?
- Mention any two temples constructed in the early 11th century.
- Mention some of the features of Mughal 'Chahar baghs'.
- What do you know about *pietra-dura*? Where was it used?
- Write a short note on forts of Mughal architecture.
- "Shah Jahan was a prolific builder." How?



**C. Fill in the blanks.**

1. The Turkish rulers brought new style of architecture in India based on the \_\_\_\_\_ and the \_\_\_\_\_.
2. Shah Jahan made extensive use of \_\_\_\_\_ in his buildings.
3. Agra Fort was built by \_\_\_\_\_.
4. The Mughal rulers laid the gardens called \_\_\_\_\_.
5. \_\_\_\_\_ is the inlay work of coloured precious and semi-precious stones.

**D. Write short notes on.**

1. Contribution of Mughal Emperors in the field of architecture.
2. Tombs under Mughal architecture.

**E. State whether the following statements are true or false.**

1. The Turks conquered Southern India.
2. The gardens under Delhi Sultanate were called chahar baghs.
3. Akbar built a new capital at Fatehpur Sikri.
4. Under Mughal architecture, buildings were built of red sandstone.
5. The period from 700–1750 saw large-scale architectural developments.

**E. Match the following.**

**Column A**

1. Moti Masjid
2. Turks
3. Lodi Dynasty
4. Red Fort
5. Kandariya Mahadev temple

**Column B**

- (a) Shah Jahan
- (b) built tombs in and around Delhi
- (c) built by a Chandela ruler
- (d) new style of architecture
- (e) Aurangzeb

**1. Field Trip**

- (a) Visit any one monument of Mughal architecture and write your observations.
- (b) Visit any *bagh* (garden) in your area. Compare it with the *bagh* of Mughal period, highlighting similarities and differences that you notice.



# 6



## Towns, Traders and Craftspersons



Fig. 6.1: A scene of a port-city



Fig. 6.2: A view of Delhi



Fig. 6.3: Ancient Military headquarters in a town

Let us go back to the past and visit a town in the Medieval India. What would you expect to find? The hawkers are selling their wares, people are going for worship, artisans and craftspersons are busy with their production and shopkeepers are selling a variety of goods. A dusty lane where bullock carts are making their way to some other parts of the town. You also may have come across a big town with forts, palaces and big markets, or the town may be situated near a port. In fact, towns combined many functions such as administrative centres of capitals, temple towns as well as a centre of commercial activities and craft production.

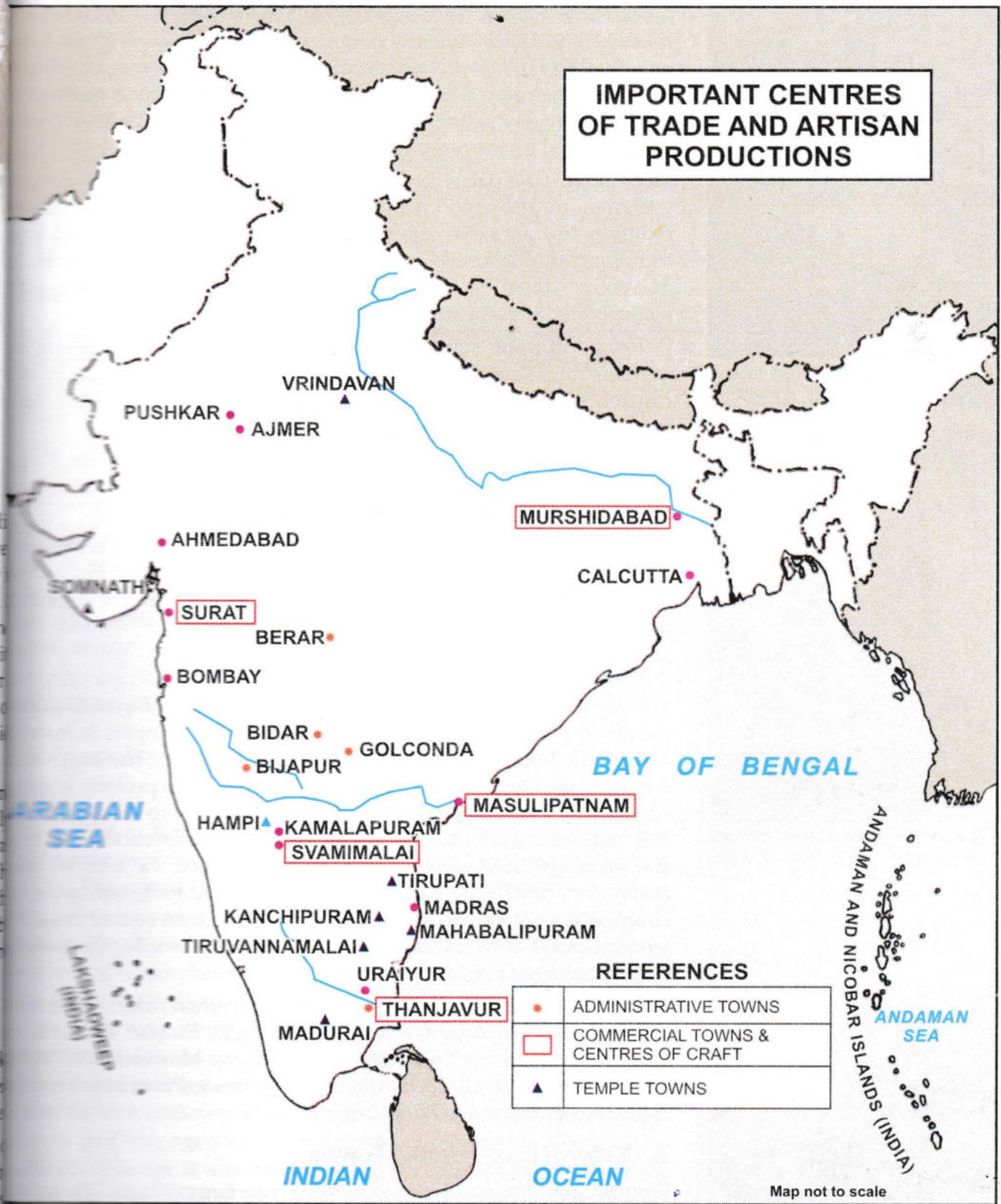
Medieval sources also disclose the difference between large towns and small towns, which were referred to as '*shahr*' and '*qasba*' respectively. The sources also mention terms like '*pattanam*' (town), '*valapuzha*' (coastal towns) and '*nagaram*' (towns) for towns of South India. The contemporary sources and accounts given by travellers mention the growth of big cities like Delhi, Agra, Surat, Masulipatnam, etc. Ibn Batuta who visited Delhi, described it as a city of large extent and population.

### Administrative Centres

We can identify a few distinct type of towns. There were towns like Delhi, Agra, Lahore, Hyderabad and Vijaynagar (Hampi) which were the capitals, administrative centres as well as manufacturing centres. Delhi was the capital of the Delhi Sultanate. It was the seat of power as well as the administrative centre. They appointed military commanders as governors. The military commanders stayed in the headquarters. Many headquarters emerged in the 13th century, e.g. Kara, Hansi, etc.



# IMPORTANT CENTRES OF TRADE AND ARTISAN PRODUCTIONS



Map 6.1: Important Centres of Trade and Artisan Productions





Fig. 6.4: The Court of Shah Jahan



Fig. 6.5: Meenakshi Temple, Madurai

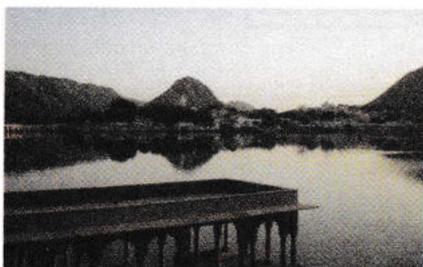


Fig. 6.6: Pushkar Lake, Ajmer

Since these towns were administrative centres, the agricultural produce and other essential commodities had to be brought from outside. The main source of revenue was the collection of taxes from the peasants in cash. The peasants were forced to sell their produce to the merchants, who brought them to towns. In South India, revenue was collected by the temples.

The ruling classes patronised arts and crafts. Their courts were adorned with men of distinction. During this period, travellers, chroniclers, painters and artisans who migrated from Persia, employed new techniques and technologies through their art and literary works. In due course, these techniques were learnt by Indian craftsmen, who incorporated it in their production.

Defence and water supply are the important criteria for choosing an administrative centre. Delhi occupied a place of distinction in this respect. Shah Jahan, the Mughal Emperor, shifted to Delhi from Agra because of water-shortage.

There were palaces in South India with *mandapas* or pavilions. Kings held court in these pavilions and issued orders to their subordinates. There were several barracks for the army.

In the administrative centres of the Cholas, the weavers were busy producing cloth of fine cotton for the kings and nobility and coarse cotton for the masses. The sculptors were making bronze idols and ornamental bell metal lamps.

### Temple Towns and Pilgrimage Centres

Temple towns represent a very important pattern of urbanisation in the process by which cities develop. Rulers built temples in honour of various deities, to show their strength and faith. The kings also endowed the temples with gifts of land and money to perform various rituals, for the maintenance of the temples and to feed pilgrims and celebrate festivals. All this required the construction of intricate and engaging food sellers. Pilgrims, who visited the temples also donated money. Temple authorities also financed trade and banking. Gradually, large number of artisans and craftsmen settled near the temples and sold their wares to the pilgrims. All this led to the growth of temple towns like Madurai.

Ajmer in Rajasthan was the capital of the Chauhan rulers in the 12th century and later became a *suba* of the Mughal Empire. Ajmer is an excellent example of religious harmony. Khwaja Muin-ud-din Chishti attracted people of all creeds. Since ancient times, Pushkar Lake, near Ajmer has also attracted pilgrims.

### A Network of Small Towns

From 8th century, small towns emerged from large villages. The centre of the town was the *mandapika* or *mandi* and people from nearby villages brought their goods to sell in the *mandi*. The town also had



gricultural market street, called the 'haat' with shops on both sides. There were  
 eight from small streets, named after the professionals like goldsmith, potters,  
 axes from etc. Many traders lived in the towns, others travelled from one town  
 produce to another. They bought the goods like horses, camphors, saffron,  
 , revenues, etc., from the local markets and sold them to far-off places.

The towns were looked after by the *samantas* and later by the *zamindars*.  
 e adorned They levied taxes on the traders, merchants, artisans and craftspersons.  
 chronicles They lived in fortified palaces. Sometimes, the right to collect revenue  
 eysed new was given to the temples.

### Traders — Big and Small

There were different kinds of traders. Some were nomads or *banjaras*  
 who moved from place to place. They moved in groups as they had  
 to pass through forests and rough terrains, where they faced the  
 danger of robbery. Their caravan was called 'tanda'. Moreover, they  
 transported grains to the city markets. The traders formed *guilds* to  
 protect their interests, e.g., in South India they were called Manigramam  
 and Nanadesi. They had both inland and overseas trade with China  
 and South-East Asia.

Arabian traders along with **Hindu Baniyas** and **Muslim Bohras** traded  
 extensively with the ports of the Red Sea, Persian Gulf and East Africa.  
 They sold textiles, spices and in exchange, brought gold and ivory. The  
 Indian textiles and spices were purchased by the Italian merchants,  
 earning very high profits. Communities like Chettiyars became the  
 principal trading group in the country.

### A Closer Look: Hampi, Masulipatnam and Surat

**Hampi**  
 is located in Karnataka on the banks of the River Tungabhadra.  
 The founder was Harihara, who established the Vijaynagar Kingdom  
 in 1336. The site of Hampi was spectacular, a city carved out of low  
 hills and massive boulders. Thus, this site was chosen as it was  
 protected by River Tungabhadra. This site consisted of elaborately  
 constructed water channels which helped in irrigating the land. With  
 the setting of this kingdom, many temple towns became centres of trade  
 and manufacture. Hampi is known for its monuments. No mortar or  
 cementing agent was used in the construction work. They also had  
 well-planned orchards and gardens. In the 15th and 16th centuries,  
 it was filled with commercial activity. **Moors** (the Muslim merchants),  
 Chettis and the agents of the European merchants flocked the  
 markets of Hampi. It was also the centre of cultural activities. In 1565,  
 Vijaynagar was defeated by the Deccani Sultans who were the rulers  
 of the Bahamani kingdom. Today, Hampi is a World Heritage Site.



Fig. 6.7: Mandi



Fig. 6.8: Tanda



### Do You Know

The guilds were associations of traders and merchants following the same craft. They gave training to the craftsmen, brought goods and raw materials jointly and produce was brought to the market.



Fig. 6.9: Great domed Elephant houses in Hampi



## CASE STUDY — Vijaynagar Empire

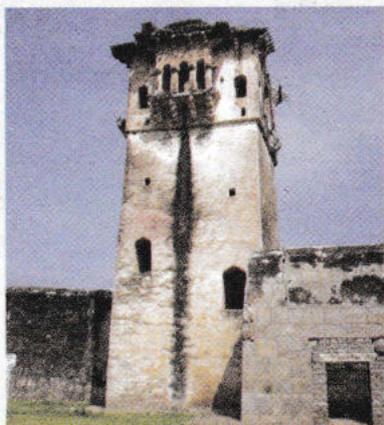


Fig. 6.10: A watch tower at Zenena, Hampi

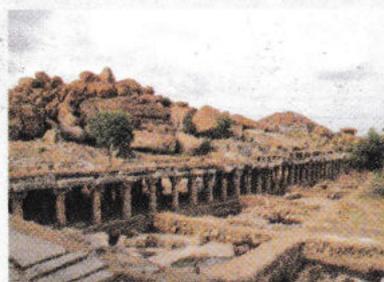


Fig. 6.11: Ruins of Vijaynagar Empire



Fig. 6.12: Krishnadeva Raya



Fig. 6.13: Virupaksha Temple

The Vijaynagar Empire was established in 1336 by Harihara and Bukka and lasted till 1614, although its power declined after a major military defeat in 1565 by the Deccan Sultans. The empire is named after its capital city of Vijaynagar, whose impressive ruins now surround Hampi. The writings of the Medieval European writers such as Nicolo Conti and Domnigo Paes provide crucial information about the history of Vijaynagar.

About the year 1450, Nicolo, an Italian traveller, visited Vijaynagar during the reign of Deva Raya II. He began his description thus:

“The great city of Vijaynagar is situated near a very steep mountain. The circumference of the city is 10 miles and its walls are carried up the mountains and enclose the valley at the foot.”

Abdur Razzak, like Nicolo Conti, visited Vijaynagar during the reign of Deva Raya II, but about 20 years later than Nicolo Conti. He was sent by the ruler of Persia. He writes:

“The city of Vijaynagar is such that the pupil of eye has never seen a place like it. It is built in such a manner that seven citadels and same number of walls enclose each other. The space which separates the first fortress from the second and upto the third fortress is filled with cultivated field and with houses and gardens. In the space from third to seventh citadel, one meets a numberless crowd of people, many shops and bazaars. The bazaars are extremely long and broad.

Roses are sold everywhere. These people cannot live without roses. Each profession has shops contiguous to each other which sell pearls, rubies and diamonds.....

The throne of the king, which was of extraordinary size, was made of gold and enriched with precious stones.”

The descriptions given by these travellers give us a good idea about the splendour and magnificence of the Vijaynagar Empire.

The Vijaynagar Empire reached its peak during the reign of Krishnadeva Raya when Vijaynagar armies were consistently emerging victorious against the Sultans of Northern Deccan.

Some foreign travellers also mention that rulers of Vijaynagar Empire were great patrons of literature. Krishnadeva Raya himself was a great scholar, who composed the *Amuktamalyada*.

Hampi was the capital of Vijaynagar. It had many beautiful temples. Some of these are Vittalaswami Temple, the Virupaksha Temple and Hazara Rama Temple.

After the death of Krishnadeva Raya, the empire started declining. His successors were not strong. The rulers of Bijapur, Golconda and Ahmadnagar joined hands and defeated the ruler of Vijaynagar in the Battle of Talikota. It marked the end of the Vijaynagar Empire.



## Surat

Surat is situated on the banks of River Tapti. It was one of the major trading ports of Western India during the medieval times. It was also the point of departure for the Muslim pilgrims.

During the Mughal period, Surat in Gujarat was the emporium of western trade. It was the gateway of trade with West Asia via the Gulf of Ormuz.

In the 17th century, the Portuguese, Dutch and English had their factories and warehouses at Surat. It was a very busy port where many ships of different countries anchored.

Surat had many retail and wholesale markets. Their *zari* work (the work of gold wires on cloth) was famous in Africa, West Asia and Europe. There were huge banking houses at Surat. The Surat *hundis* were honoured in far-off places like Cairo, Basra and Antwerp in Belgium. With the decline of the Mughal Empire, the sea routes passed into the hands of the Portuguese. The English East India Company shifted its headquarters to Bombay in 1668.

## Masulipatnam

Masulipatnam is situated on the deltaic region of the River Krishna. It was the centre of commercial activity in the 17th century. It was the most important port on the Andhra coast where both the English and Dutch tried to extend their control. Dutch built the fort at Masulipatnam.

Masulipatnam developed as a manufacturing centre and in 17th century, it was a city of dyers and weavers. Masulipatnam became a centre not only for international trade but also for transportation and distribution of goods to other coastal areas.

The city became prosperous as various trading groups — the Golconda sultans, Persian merchants and European traders carried out extensive trade. In 1686–1687, the Mughal Emperor, Aurangzeb annexed Golconda.

The European companies began to look for new places. It became the policy of English East India Company not to control the port, which had only connection with the trade centres. The company now wanted to extend administrative, political and economic controls. Masulipatnam lost its importance as the companies moved to new centres like Bombay, Calcutta and Madras. Today, it is a small town.

## New Towns and Traders

The increasing demand for Indian goods like textiles and spices in European markets led European merchants to form East India Companies. The prominent amongst them were the Dutch, French and the English. They formed East India



Fig. 6.14: Surat near river Tapti



## Time Travel

Imagine you are a trader living in the Medieval India. Do you think trade in Medieval India could have flourished without the patronage of rulers. You, as the trader, share your thoughts in class.



Fig. 6.15: Masulipatnam near river Krishna



## Our Heritage

Some present-day cities were known by different names in Medieval India

- Agra - Akbarabad
- Patna - Azimabad
- Ajmer - Darulkhair
- Dhaka - Jahangirnagar
- Vidisha - Alamgirpur
- Bijapur - Daruz Zafar
- Nashik - Gulshanabad





Fig. 6.16: European Markets

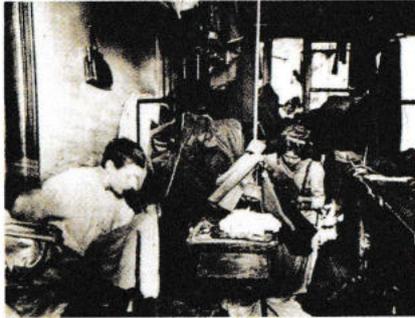


Fig. 6.17: Ancient English Textile Mill

Companies for trading and commercial activities in the east. The European traders established their trading centres in India. The Indian merchants could not withstand the superior might of the European navy. They became the agents of the companies, acting as middlemen between the company, artisans and the craftsmen. In their struggle to establish commercial power, the English emerged triumphant and took monopoly over trade.

This period also saw the decline of the independence of the craftsmen. They were given advances by the company. Those who took loans had to handover their merchandise to the company. They could not deal with other buyers. The weavers could no longer weave their own patterns. The prices which they received from the company were miserably low and the loans they had accepted, tied them with the company. Within a short span of time, Indian markets were flooded with English textiles.

Towns like Bombay, Calcutta and Madras became new centres of commercial activity in the 18th century. The craftsmen and merchants moved into Black towns, established by the Europeans, where the natives were confined to the Black towns.



## In Other Lands

### Vasco-da-Gama, Christopher Columbus

With the capture of Constantinople by the Turks in the 15th century, all land routes between India and Europe were stopped. There was a need to find an alternate sea route. The European merchants did not give up this lucrative trade.

Vasco-da-Gama, a Portuguese sailor, sailed across the Atlantic and reached at the tip of South Africa. With the help of the Arab sailors he reached Calicut in India. He returned to Lisbon, the



Fig. 6.19: Christopher Columbus

capital of Portugal. It is said that the merchandise which he took from India, was sold at a profit of 600 times the cost of expedition.

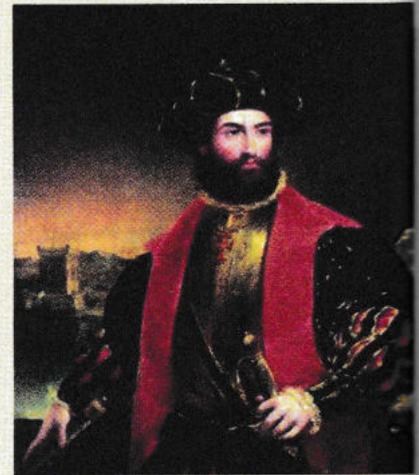


Fig. 6.18: Vasco-da-Gama

Christopher Columbus, an Italian sailor decided to sail westwards across the Atlantic to find the sea route to India. His assumption was that the Earth is round. He landed in 1492 at West Indies. His achievements were overshadowed by the Portuguese sailors who rounded the Cape of Good Hope. He died but could not understand that he had found a new world which would change the course of the old familiar world forever.





## Let Us Recall

**Hundi:** It is a note, recording the deposit made by a person. The amount deposited can be claimed in another place, by presenting the record of deposit.

**Black Towns:** The Europeans demarcated the cities into white towns and black towns. The natives lived in the black towns.

**Nagaram:** It is a term given to towns.

**Urbanisation:** The process by which cities develop.

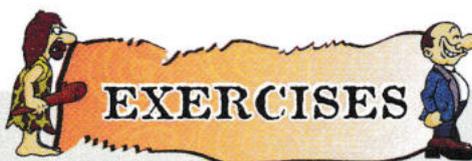
**Mandapika:** It refers to the centre of the town.

**Moors:** They were the Muslim merchants.

**Mandaps:** It was the place in the palace where the king held court and issued orders to his subordinates.

**Haat:** It refers to a market street in towns.

**Guilds:** These are the associations of traders and merchants which gave training to the craftsmen, brought goods and raw materials jointly and produce was brought to the market.



### A. Choose the correct answer.

- Which one of the following places is related with Pushkar Lake?  
(a) Jaipur (b) Ajmer  
(c) Bharatpur (d) Delhi
- What was the name of the capital of Vijaynagar Empire?  
(a) Hampi (b) Tungabhadra  
(c) Moors (d) Talikota
- Which one of the rulers had written the book, *Amuktamalyada*?  
(a) Deva Raya II (b) Harihara  
(c) Krishnadeva Raya (d) Bukka
- When did the English East India Company shift its headquarters to Bombay?  
(a) in 1668 (b) in 1768  
(c) in 1868 (d) in 1968
- Who were the moors?  
(a) English merchants (b) Hindu merchants  
(c) Muslim merchants (d) Banjaras



6. What do you understand by the term *Nagaram*?
 

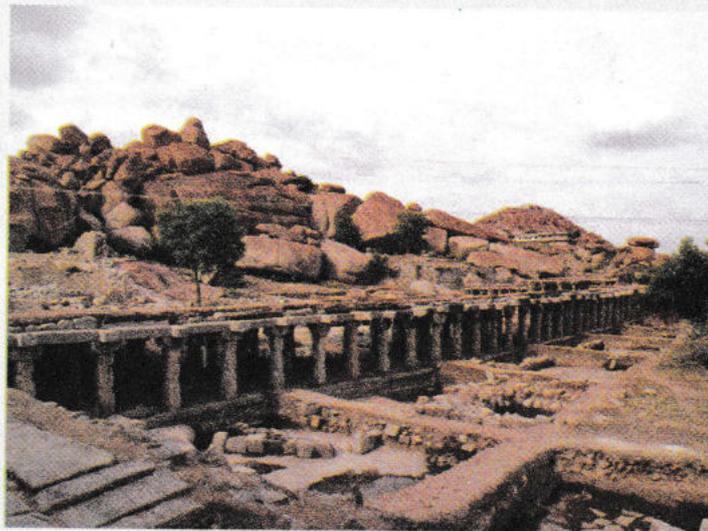
(a) towns	(b) villagers
(c) traders	(d) town centres
7. Where is the town Surat situated?
 

(a) near River Krishna	(b) near River Tapti
(c) near River Narmada	(d) near River Ganga
8. Where did Vasco-da-Gama reached in India?
 

(a) Calicut	(b) Calcutta
(c) Madras	(d) Bombay

**B. Answer the following questions.**

1. How did the administrative centres develop?
2. Why did the towns grow around the temples?
3. Why did the traders move in groups?
4. "Hampi is known for its monuments." How?
5. Why did the city of Surat become important?
6. Write a short note on the site of Masulipatnam.
7. Why were East India Companies formed?
8. Identify the following picture and write a note on it.



**C. Fill in the blanks.**

1. Ajmer is associated with the Sufi saint \_\_\_\_\_.
2. Hampi was the capital of \_\_\_\_\_.
3. The Dutch made a settlement at \_\_\_\_\_ in Andhra Pradesh.
4. The nomadic traders were called \_\_\_\_\_.
5. Surat was an important trading port on the \_\_\_\_\_ coast.



**D. State whether the following statements are true or false.**

1. Delhi was not the capital of Delhi Sultanate during the medieval period.
2. The main source of revenue was the collection of taxes in cash.
3. In South India, revenue was collected by the temples.
4. Defence and water supply are not the important criteria of choosing an administrative centre.
5. Ajmer was the capital of the Chauhan rulers.

**E. Match the following.**

**Column A**

1. Masulipatnam
2. Ibn-Batuta
3. Hampi
4. Valapuram
5. Surat

**Column B**

- (a) Harihara
- (b) coastal town
- (c) busy port
- (d) 1330 A.D.
- (e) trading centre

**1. Project Work**

- (a) Prepare a folder on various pilgrimage centres of India.
- (b) Prepare a collage/scrapbook on temples and other buildings from Madurai, Ajmer, Masulipatnam and Hampi.
- (c) Describe about the towns in your district and classify these as administrative centres. Prepare a report.



# 7



## Tribes, Nomads and Settled Communities



Fig. 7.1: Tribal Societies

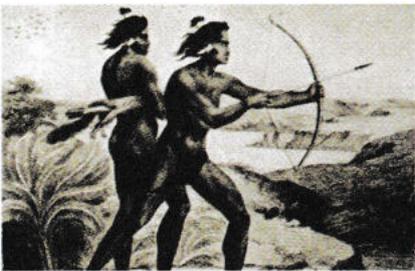


Fig. 7.2: A tribal hunting



Fig. 7.3: Tribal women and children

During the period between 8th to 18th century, important social, political and economic developments had taken place. The social changes were not the same everywhere because different societies evolved differently. Since ancient times, the society in India was divided into *varnas* according to the rules given by the Brahmins. The division, by which society was divided into high and low castes, was accepted by all. Under the Delhi Sultanate, this division of the society into *varnas*, was further intensified by the formation of the *jatis* or sub-castes.

### Life in Tribal Societies

Many societies in the subcontinent did not follow the social rules and rituals prescribed by the Brahmins, nor were divided into unequal castes. Such societies were called **tribes**.

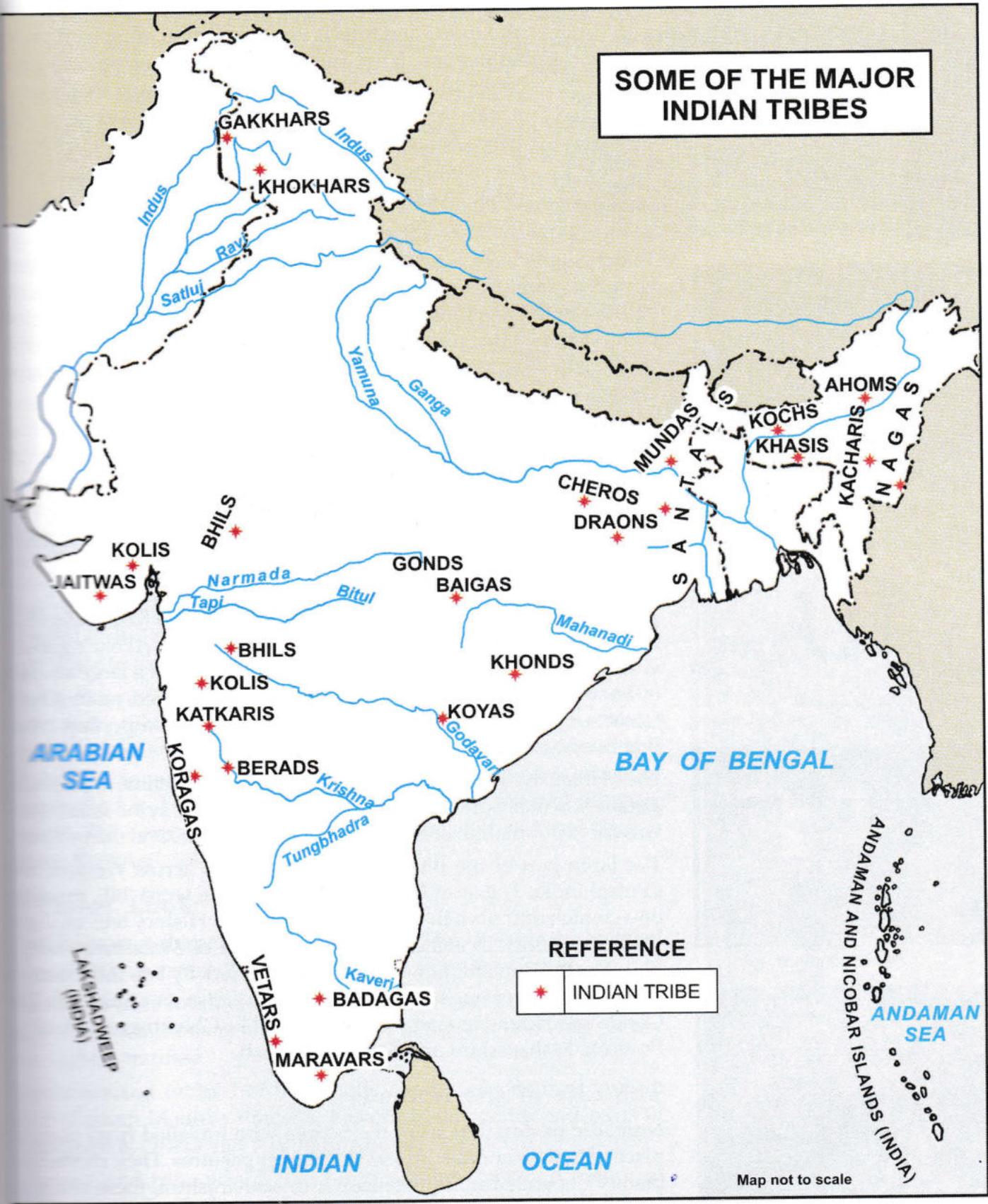
The tribes believed in social equality of all members. Members of the society were united by kinship bonds. The land and pastures were controlled jointly and the produce was divided among the households according to their own rules. The main sources of livelihood were agriculture, hunting and herding. They also collected natural resources like honey, leaves and twigs from the forests. However, both the caste-based and tribal societies were interdependent.

### The Origin and History of Tribes

We do not know much about the origin and history of the numerous tribes in India because we do not have sufficient archaeological records. But the tribes preserved their rich customs and oral traditions which were passed through the generations. Historians have made use of these oral traditions to reconstruct their histories. Moreover, they did not have any written records.



# SOME OF THE MAJOR INDIAN TRIBES



Map 7.1: Some of the Major Indian Tribes





## Our Heritage

India has been the abode of various tribal groups since the commencement of history. They have carried forward age-old colourful rituals and ceremonies. Many regions in the North-East India, like Arunachal Pradesh, Odisha, Nagaland, Manipur and Assam are inhabited by different tribal communities.



Fig. 7.4: Tribal potters



Fig. 7.5: Displaying Naga Ornaments



Fig. 7.6: Mundas



Fig. 7.7: A Bhil showing his talent

During the early medieval period, agriculture was expanded and forests were cleared to bring land under cultivation. It not only affected the tribes, who adopted agriculture, but their culture and customs also became a part of the mainstream social development. The tribes became a part of the settled society. Further, as the economy grew, many tribes became a part of the caste-based society and became carpenters, smiths, masons, etc.

Tribal people were found in almost all regions of the subcontinent. However, some tribes became more powerful than the others, mainly because of the region they occupied. The tribes in the frontier regions controlled the trade routes and forest resources. Some of the powerful tribes, whose influence extended over a large area were **Khokhars** in Punjab.

Later **Gakkhars** became more important, so much so that Kamal Khan Gakkhar was made a *mansabdar* by Akbar. In Multan and Sindh, **Langhas** and **Arghuns** had spread their influence over a large area. They were subdued by the Mughals. **Balochis** were a powerful tribe in the north-west. They were divided into clans. In Western Himalaya lived a shepherd tribe **Gaddis**. In the north-eastern region, lived the **Nagas**, **Ahoms** and many others.

The **Chero** tribe in present-day Bihar and Jharkhand had emerged as a powerful tribe in the 12th century. Raja Man Singh, Akbar's general, attacked and defeated the Cheros in 1591 and carried a large amount of booty. Under Aurangzeb, Mughal forces captured many Chero fortresses. The **Mundas** and **Santhals** were other important tribes that lived here and also in Orissa and Bengal.

The Maharashtra highlands and Karnataka were the home of the **Kolis**, **Berads** and many others. Kolis also lived in Gujarat. In the south, there was tribal population of **Koragas**, **Vetars**, **Maravars** and many others.

The large part of the **Bhil** tribe society spread across Western and Central India. The term Bhil is derived from the word 'bil', meaning bow, which describes their talent and strength. History tells us about their superiority in archery. Legend Eklavya of *Mahabharata* was a Bhil. The Bhil inhabitation was widely scattered. By late 16th century many of them became settled agriculturists and even zamindars. The Gonds were found in many states of India like Chhattisgarh, Madhya Pradesh, Maharashtra and Andhra Pradesh.

## The Life of the Nomads

**Nomadic pastoralists** were the people who travelled from place to place with their animals, in search of better pastures. Their movement mainly depended upon the season. In Maharashtra, these nomadic people had to migrate to drier regions because their animals could



ure wa  
nd unde  
adapte  
became  
ent. Th  
rther, a  
rt of th  
smiths

not live in rainy season. They lived on milk and other products. They exchanged ghee and wool with settled agriculturist for grain, cloth, utensils and other products. Sometimes they even left their animals in the fields to obtain better fertility by natural method.

Banjaras were the most important trader-nomads. Their caravan was called *tanda*. They were employed by the Delhi Sultans to transport grain to the city markets. Jahangir also wrote in his memoirs that Banjaras carried grain on their bullocks and brought them to the city markets. They also transported grain for the Mughal Army during their military campaigns.

ontinen  
, mainl  
er regio  
powerfu  
okhar is

Peter Mundy, an English trader, who came to India during the early 17th century, has described the Banjaras:

"In the morning we met a *tanda* of Banjaras with 14,000 oxen. They were laden with grains such as wheat and rice. They carry their household, wives and children along with them. One *tanda* consists of many families. They are hired by the merchants. They also buy grain themselves and carry it to distant places. In a *tanda* there may be as many as 600 to 700 people. They travel not more than 6 to 7 miles a day. After unloading the oxen, they are left to graze."

Many pastoral tribes also sold animals like cattle and horses. Many other people also travelled from place to place to sell their wares such as ropes, straw matting, etc. Entertainers and mendicants also went from place to place.

During this period, the entire society underwent the social changes. Some of the tribal societies were incorporated in the Hindu society. Some new Rajput clans became powerful like **Hunas, Chandelas** and **Chalukyas**. Some joined lower castes. Some of the powerful tribes of Punjab, Sind and north-west adopted Islam. They rejected the caste system. The emergence of states is closely related to social change among the tribal people.

### A Closer Look: The Gonds

The Gonds were the people of Central India. They lived in the forested area called Gondwana, or 'country inhabited by the Gonds'.

The Gonds were traditionally agriculturists. Some practised shifting cultivation, while others raised cereals or herded cattle. Gond society was highly stratified.

Gondwanaland or land of the Gonds is a loosely defined area of South-Eastern Madhya Pradesh, Eastern Maharashtra and parts of Chhattisgarh, Orissa and Northern Andhra Pradesh.

A large Gond tribe was divided into smaller clans and each clan had its own ruler. In about 15th century, the large kingdoms started dominating the smaller ones. *Akbar Nama* mentions one of the Gond



Fig. 7.8: Banjara women



Fig. 7.9: A group of Banjaras



Fig. 7.10: Tribal people moving from place to place



Fig. 7.11: Gonds of Central India





Fig. 7.12: A Gond woman



### Time Travel

Imagine that you are a member of the Ahom tribe during the medieval period. Your tribe has been attacked by the Mughals. What are your thoughts and feelings after the incident. Write it and share in class.

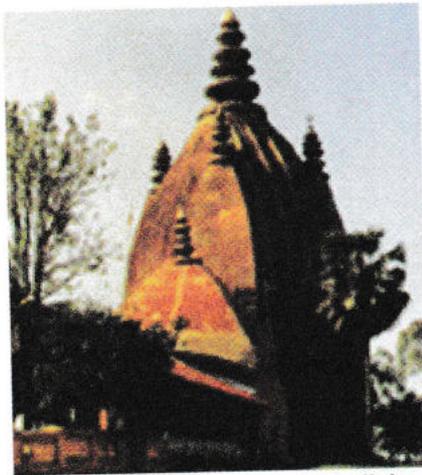


Fig. 7.13: Shivadol Temple, built by Madambika, wife of king Shiva Singha of Ahom Dynasty



Fig. 7.14: Ruins of Ahom Kingdom

kingdom of 'Garha Katanga', that had 70,000 villages. The emergence of large states changed the social fabric, which now came to be divided into unequal societies. The Gond *Rajas* wanted recognition as Rajputs and gave large grants of land to the Brahmans. One of the rulers of Garha Katanga, Aman Das, took the title of Sangram Shah. His son Dalpat married a Rajput princess Durgawati, the daughter of the Chandela Rajput ruler.

In 1565, the Mughal armies attacked Garha Katanga. Rani Durgawati who was ruling in the name of her minor son, put up a tough resistance. She was defeated and preferred death. Her son also died in fighting.

The administration had become highly centralised, with all the power in the hands of the ruler. The kingdom was divided into *garh*, and each *garh* controlled a particular clan. *Garh* was divided into groups of 84 villages called *chaurasi*. The *chaurasi* was divided into *barhota* consisting of 12 villages each.

Garha Katanga was a rich state. It had earned huge amount of wealth by trapping and selling wild elephants to other kingdoms. The Mughals defeated the Gonds and carried away a large booty. Later, this state struggled against Bundelas and Marathas.

### A Closer Look: The Ahoms

The Ahoms established their kingdom in parts of present-day Assam. This regime in ancient historical literature is mentioned as Kamrup. In the 13th century, a prince from China began his journey with about 9000 followers, crossed the Patkai hills and reached the Brahmaputra Valley. They established their capital at Charaideo near Sibsagar. They expanded their territories at the cost of Chhutiya kingdom and Koch Hajo. The Ahoms built a large state and used firearms, gunpowder and cannons in warfare. By the middle of the 16th century, the Ahoms controlled Eastern Assam.

The Mughals in 1662 attacked the Ahom kingdom and defeated it. However, Mughal control could not last longer.

The Ahom state depended upon the forced labour. The census of the population was taken. Those who worked for the state were called *paiks*. Each village had to send number of *paiks* by rotation. All adult males had to serve in the army during war. Otherwise, they were engaged in building dams and other public works. The people from thickly populated area were sent to less populated areas.

Ahom society was divided into *khels* and each *khel* controlled several villages. The peasants were given land by the village community and no one could take away their lands, not even the king. Although, they adopted Hinduism, but continued to worship their own tribal Gods.



emergence of the Ahom kingdom, theatre was encouraged. Sanskrit works were translated into local language. Historical works, called *buranjis* were written first in Ahom language and then in Assamese.

The society underwent transformations during this period. There was interaction between caste-ridden society and tribal societies. Some tribes were incorporated into Brahmanical fold while some tribes established strong administration and clashed with the Mughals.



Fig. 7.15: A double-storeyed theatre, built for the entertainment of Ahoms

## In Other Lands

### The Mongols

The well-known pastoral and hunter-gatherer tribe in history were the Mongols. They inhabited the grasslands (steppes) of Central Asia and forested areas of north. In 1206, Genghis Khan united the Mongol and the Turkish tribes into a powerful military force. At the time of his death in 1227, he was the ruler of extensive territories. After his death, his successors created a vast empire under the Mongols and their military and administrative systems were well-organised. These systems were based on support of different ethnic and religious groups.



Fig. 7.16: Genghis Khan

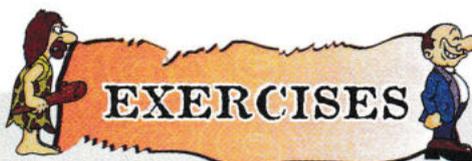
## Let Us Recall

**Clan:** It is a group of families or households claiming descent from a common ancestor. Tribal organisation is based on kinship or clan loyalties.

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

**Garh:** It refers to an administrative unit which was controlled by a particular Gond clan.

**Paiks:** The term given to forced labour of Ahom tribe.



### A. Choose the correct answer.

1. What do you mean by Tanda?

- (a) caravan of Banjaras
- (c) Bhil tribes

- (b) animals of Banjaras
- (d) Gond women



2. Which of the following is mentioned in *Akbar Nama*?
 

(a) Garha Katanga	(b) Ahom Kingdom
(c) Chhutiya Kingdom	(d) Birsa Munda
3. Which one of the following rulers of Garha Katanga had took the title of Sangram Shah?
 

(a) Dalpat	(b) Durgawati
(c) Aman Das	(d) Alam Shah
4. When was Ahom kingdom attacked by the Mughals?
 

(a) in 1762	(b) in 1562
(c) in 1462	(d) in 1662
5. The Ahom society was divided into clans called
 

(a) tanda	(b) buranjis
(c) khels	(d) raikas
6. Where was the home of tribes Kolis and Berads?
 

(a) Maharashtra highlands and Karnataka	(b) Karnataka highlands and Maharashtra
(c) Madhya Pradesh and Himachal Pradesh	(d) Bihar highlands and Orissa
7. Eklavya who was related with *Mahabharata*, was a:
 

(a) Munda	(b) Santhal
(c) Bhil	(d) Chero
8. Which of the following developed as predominant religion in Ahom society?
 

(a) Jainism	(b) Shaivism
(c) Buddhism	(d) Hinduism

**B. Answer the following questions.**

1. What do you know about tribal society?
2. How did tribes become powerful? Mention some of the powerful tribes with their regions.
3. What kind of exchanges took place between nomadic pastoralists and settled agriculturists?
4. What was the importance of Banjaras in the economy of the country?
5. Write a short note on the Gond kingdom, 'Garha Katanga'.
6. How did tribal societies change after being organised into a state?
7. How was the administration of the Ahom state organised ?

**C. Fill in the blanks.**

1. The new castes emerging within *varnas* were called \_\_\_\_\_.
2. \_\_\_\_\_ were the historical works written by the Ahoms.
3. The \_\_\_\_\_ mentions the Garha Katanga, that had 70,000 villages.
4. Gondwana was also known as \_\_\_\_\_.
5. Garha Katanga was a \_\_\_\_\_ state.



**D. State whether the following statements are true or false.**

1. Tribal societies had rich oral traditions.
2. The Chaurasi in Gond states contained several cities.
3. The Bhils lived in the north-eastern of India.
4. Banjaras brought food grains to the market.
5. Garh was divided into groups of 84 villages.


**E. Match the following.**

**Column A**

1. Garh
2. Tanda
3. Labourer
4. Ahom Society
5. Gonds

**Column B**

- (a) Khel
- (b) Chaurasi
- (c) Caravan
- (d) People of Central India
- (e) Paik

**1. Individual Project**

Collect pictures of various tribes which you have learnt in this chapter.

**2. Group Discussion**

Discuss in your class and make a report.

- (a) Mughals tried to capture the land of the Gonds.
- (b) Mughals were interested to conquer the land of the Ahoms.



# 8



## Religious Ideas in the Medieval Period

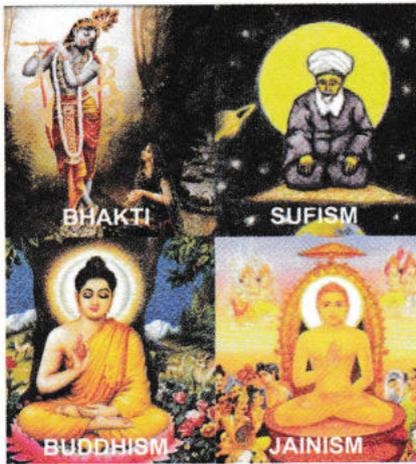


Fig. 8.1: Bhakti, Sufism, Buddhism and Jainism

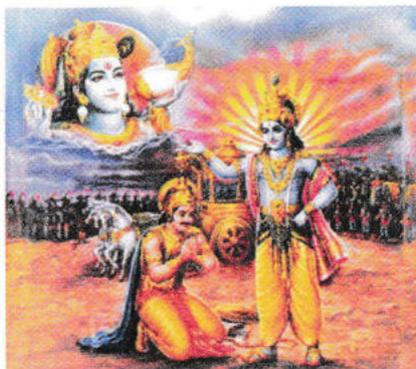


Fig. 8.2: Bhagavadgita

During the medieval period, many religious ideas and popular beliefs emerged which influenced the life of the people. The two main popular beliefs were **Bhakti** and **Sufism**.

In ancient times, the idea that all living things pass through countless cycles of birth and rebirth came to be widely accepted. Similarly, the idea that all human beings are not equal even at birth, became widespread. It was believed that birth determined the caste of a person. People of high caste enjoyed more privileges. Many people did not accept these ideas and from the 6th century onwards they began to oppose Brahmanical control over rituals and religious practices. They turned to the teachings of **Buddhism** and **Jainism**. According to them, it was possible to break the cycle of birth and rebirth and to overcome social differences. It required personal efforts to achieve it.

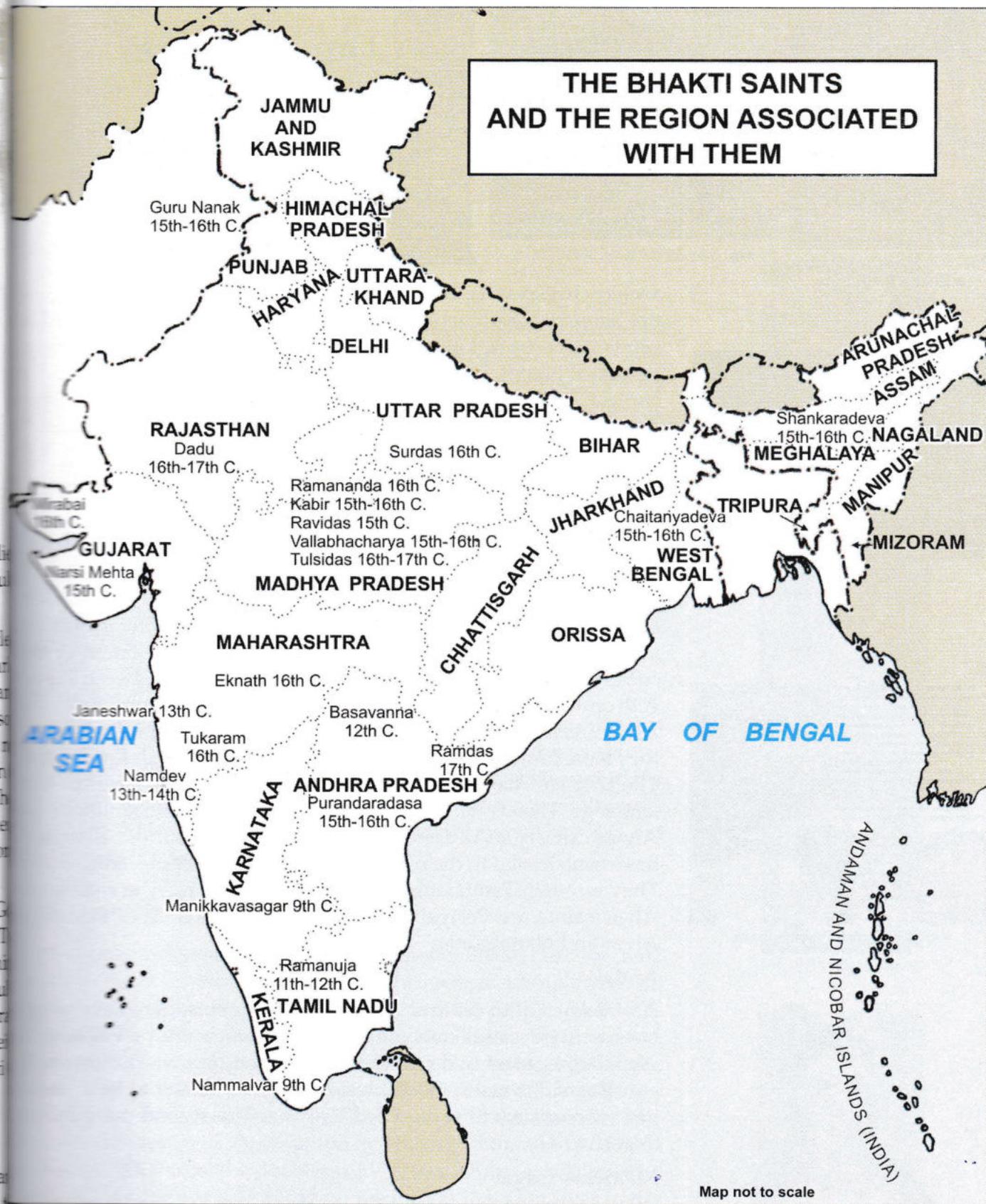
From the 12th century, the ideas of Bhakti or extreme devotion to God arose in the society which could free the people from bondages. The ideas mentioned in the *Bhagavadgita* became popular in the coming centuries. The cults of Shiva, Vishnu and Durga became very popular and as supreme deities they came to be worshipped with elaborate rituals. The Puranas also mentioned that it was possible to receive the grace of God, regardless of their caste status through Bhakti or true devotion.

### The Bhakti Movement in South India

In South India, between 7th to 9th centuries, the Nayanar and Alvar saints, who were devotees of Shiva and Vishnu spread the message of Bhakti and devotion to God among all sections of the



## THE BHAKTI SAINTS AND THE REGION ASSOCIATED WITH THEM



Map 8.1: The Bhakti Saints and the Region associated with them





Fig. 8.3: Madhavacharya, a Bhakti saint from South India



Fig. 8.4: Dakshinamurthi Shiva



## Our Heritage

The medieval period witnessed major developments in the area of religion. Due to the Turkish invasion, religions in India came into contact with Islam. It influenced them immensely. Jainism and Buddhism had declined during this period and new religious movements – Bhakti and S... Movements- spread in India during this period.



Fig. 8.5: A scene from Sangam literature



Fig. 8.6: Divya Prabandham



Fig. 8.7: Andal

society, irrespective of their castes. They used Tamil language and not Sanskrit for preaching and composing their hymns. Some of the saints came from lower classes. They travelled widely, preaching the values of Bhakti. They took inspiration from Sangam literature, the earliest Tamil literature. The Pandya and Chola rulers built temples around the places visited by the Bhakti saints. It strengthened the links between Bhakti and temple worship. It was also the time when religious biographies of the saints were composed. These are called **hagiographies**.

### Nayanars and Alvars

There were 63 Nayanars, who belonged to different castes, such as potters, untouchable workers, peasants, soldiers, Brahmans and chiefs. The best known among them are Appar, Sambandar, Sundarar and Manikkavasagar. There were two sets of compilation of the songs — the *Tevaram* and *Tiruvacakam*. The Alvars between 7th and 10th centuries worshipped Vishnu and his *avatars* through their hymns. An Alvar (Azhwar) means 'immersed'. They were so-called because they were immersed in their devotion and love to their Lord Vishnu. The 12 Alvars have left behind a legacy of devotional songs in Tamil language. Their collection of songs is called 'Divya Prabandham'. The Alvars came from all castes and divergent backgrounds. Alvar saints have contributed to the establishment of a culture of Vedic religion. They wrote in Tamil language and not in Sanskrit. The well-known Alvar saints are Periyalvar, his daughter Andal, Tondaradippavar Alvar and Nammalvar.

### Andal

Andal was a 10th century Tamil poet. She is considered as one of the twelve Alvar saints and only woman Alvar saint of Vaishnavism. Andal composed two poetic works — the first is 'Thiruppavai' which consists of 30 verses, in which she imagines herself to be a cowherd girl who wishes to serve Lord Krishna. The second compilation is 'Nacchiyar Tirumoli'.

### Manickavasagar

He was a Tamil poet, who wrote 'Thiruvasagam', a book of 50 hymns. He was one of the Nayanar poets of Hindu Bhakti revival.



Manickavasagar was a minister of Pandya king, Varagunavarman I. He lived in Madurai. He met an ascetic devotee of Shiva, who was in fact Shiva himself. Manickavasagar attained enlightenment and realised material things were transitory. He built the temple of Shiva, in Tirupperunturai and moved from place to place, singing and composing devotional songs. One of his hymns is:

*"I became grass and herbs, worm and tree, I became many beast, bird and snake. I became man and stone, goblins and sundry celestials. I became mighty demons, sages and the Gods. Taken form in life, movable and unmovable, born in all. I am weary of all this, my Great Lord."*



Fig. 8.8: Statue of Manikkavasagar

### Shankaracharya

Shankaracharya was one of the well-known and influential philosophers of South India, who was born in Kerala. He gave the idea of Advaita, or idea of oneness of the individual soul and Supreme God. He was the staunch supporter of the idea that only after following the path of renunciation and acquiring knowledge, a person could understand the ultimate reality and attain salvation.



Fig. 8.9: Shankaracharya

### Ramanuja

Ramanuja was born in Tamil Nadu in the 11th century. He was deeply influenced by the Alvars. He preached that an extreme devotion to Vishnu would help the devotee to attain salvation and bliss of union with him. He propounded the idea of Vishishtadvaita, in which the soul remained distinct even after the union with God.

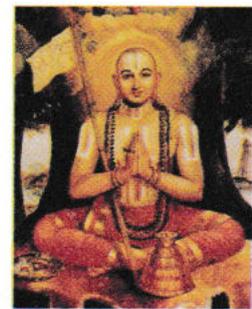


Fig. 8.10: Ramanuja

### Basavanna's Virashaivism

The Virashaiva movement was started by Basavanna and his companions like Allama Prabhu and Akkamahadevi. It was started in Karnataka in the middle of the 12th century. They believed in the equality of all men, but they were against the caste system, all forms of rituals, idol worship and bad position of women. They did not believe in the construction of temples.



Fig. 8.11: Basavanna

### Saints of Maharashtra

Between 13th to 17th centuries, a large number of Bhakti saints became popular in Maharashtra. They composed their songs in simple Marathi language, which were devotionally sung by the people. The well-known Bhakti saints were Janeshwar, Namdev, Eknath, Tukaram and women like Sakkubai and family of Chokhamela, who belonged to the untouchable community called 'Mahar'. These saints denied all kind of social differences based on birth. They lived with their families and earned their livelihood. Pain should be shared, was the new idea of these saints. They were the devotees of Vitthala, a form of Vishnu. The temple at Pandharpur was based on the notion that God lives in the hearts of people. In Gujarat, the well-known saint was Narsi Mehta.

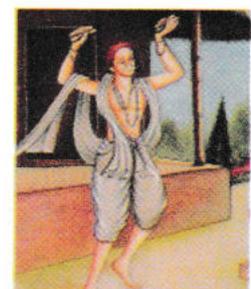


Fig. 8.12: Narsi Mehta





Fig. 8.13: Tukaram



Fig. 8.14: Sant Tukaram with his followers



Fig. 8.15: Samadhi of Chokhamela in Pandharpur, Maharashtra



Fig. 8.16: Lord Vitthal

### Sant Tukaram

Sant Tukaram was born and lived most of his life in Dehu, a town close to the city of Pune in Maharashtra. He composed number of hymns and **Abhangs** (devotional lyrics). Some of them are:

*He who utters the name of God while walking  
gets the merit of a sacrifice at every step  
His body becomes a place of pilgrimage  
He who repeats Gods name while working  
always find perfect peace  
He who utters the name of God while eating  
gets the merit of a fast, even though he has taken his meals  
Even if one were to give in charity,  
the whole world encircled by the seas.  
By the power of the name  
one will know what cannot be known  
One will see what cannot be seen  
One will speak what cannot be spoken  
One will meet what cannot be met*

Tuka says:

*Incalculable is the gain that comes from repeating the Name of God.*

### Chokhamela

Chokhamela was a Marathi saint poet who lived near Pandharpur in Maharashtra, with his wife Soyara and son Karmamela in the 15th century. He was born in Mahar caste, a caste of untouchables. They were supposed to remove dead animals from peoples' homes and farms and dispose them off beyond the village limits. Chokhamela himself lived outside the village. He was disappointed to see discrimination in the society. But he always had Lord's name on his lips. This devotion to Lord Vitthal was unmatched and he composed beautiful poems. He says:

*I am a servant of Lord Vitthal, just like a Mahar is the servant of village chief.*

He asks the Lord:

*They call me lesser mortals, how then can I serve you.*

### Sakkubai

She was a well-known Bhakti saint of Maharashtra. She composed many poems:



God created the Cosmos out of Truth  
 The Cosmos is sustained by Truth  
 Without the glory of Truth what can flourish?  
 This is the cardinal truth, behold all ye!

Sakkubai says:

*Feelings are related to thought, only when the thoughts are good, the feelings can be pure.*

### Nathpanthis, Siddhas and Yogis

Like other Bhakti saints, they also denied caste system, rituals and ceremonies. They became popular among the low castes. They believed in the renunciation of the world. For them, path to salvation lay in meditation and the realisation of oneness with ultimate reality. To achieve this, they advocated the training of mind and body through practices like *yogasanas*, breathing exercises and meditation.

### Islam and Sufism

Sufis were the Muslims who advocated love and compassion towards all human beings. They rejected elaborate rituals and code of behaviour demanded by the Muslim scholars on the basis of the *shariat*, the holy law of Islam. They emphasised love and devotion to God. Sufis expressed their love and faith in God through music, poetry and prose.

The followers of Sufism believed that they could develop direct communication with the Divine, under the guidance of a *pir*. The disciples attained concentration through *zikr* (chanting of a name), *sama* (singing) and *raqs* (dancing) apart from discussion. Thus, emerged the *silsilas*, the genealogy of sufi teachers, each following a slightly different method of instruction.

Some of the famous Sufis of Central Asia were Ghazzali, Rumi and Salim Chisti.

Salim Chisti and Nasir-ud-din Chiragh preached love of mankind and religious tolerance. They say that love of man is the love of God.

### Jalaluddin Rumi

Jalaluddin Rumi was 13th century Persian poet and Sufi mystic. He was born in Iran, in the city of Balkh. He was buried at Koyna and his shrine became a place of pilgrimage.

One of Rumi's couplets is:

*Searched for God among the Christians and on the Cross and therein, I found Him not.*

*Went into the ancient temples of idolatry, no trace of Him was there.*

*Entered the mountain cave of Hira and then went as far as Qandhar but God I found not.*

*With set purpose I fared to the summit of Mount Caucasus and found there only 'angels' habitation.*



### Do You Know

The tradition of Bhakti in Maharashtra focused on Lord Vitthal (a form of Lord Vishnu).

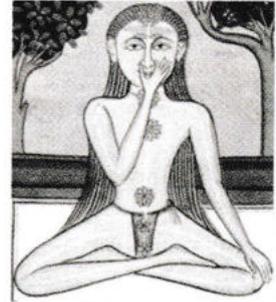


Fig. 8.17: Yogasanas

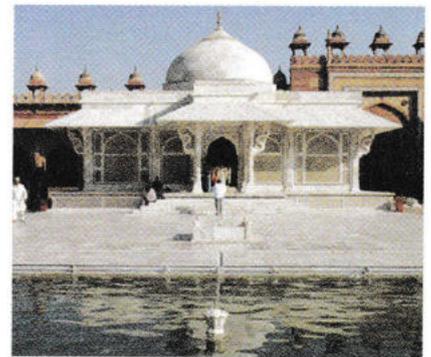


Fig. 8.18: Tomb of Salim Chisti, a Sufi saint



Fig. 8.19: Jalaluddin Rumi, a 13th Century Sufi Poet





Fig. 8.20: Shrine of Jalaluddin, Koyana



Fig. 8.21: Dargah of Khwaja Bakhtiyar Kaki



Fig. 8.22: Phool Walon Ki Sair, a festival



Fig. 8.23: Tomb of Khwaja Muin-ud-din Chishti

Then I directed my search to the Kaaba, the resort of old and young. God was not there even.

Turning to philosophy I inquired about him from Ibn Sina but found Him not within his range.

I fared then to the scene of the Prophet's experiences of a great divine manifestation only a "two bow lengths distance from him" but God was not there even in that exalted court.

Finally, I looked into my heart and there I saw Him; He was nowhere else.

### Khwaja Bakhtiyar Kaki

He was a Sufi saint, who belonged to the Chisti order. Sufi saints of the Chisti order believed in coming close to God through renunciation of the world and service to humanity.

Born in 1173, he was a renowned Muslim Sufi saint, mystic and scholar of the Chisti order from Delhi.

The name Kaki came to be associated with his name because of *keramat* (miracle) that emanated from him in Delhi. According to legend, once, he asked his wife not to take credit from the local baker despite their extreme poverty. Instead, he told her to pick up Kak (which means bread) from a corner of their house, whenever the need arose. After that his wife found that bread appeared miraculously, whenever she required it. The baker got worried and sent his wife to ask the reason from Khwaja's wife. She told the secret to the baker's wife about the Kak. Although, Kak stopped appearing from that day, the people started addressing him by the name of Kaki.

Khwaja Bakhtiyar Kaki did not have any formal doctrines. He often held *majlis* (meeting) at his home, where he expressed his thoughts. They laid emphasis on renunciation, having complete trust in God, treating all human beings as equal and helping them, whenever the need arose. What money was donated to him, he gave it in charity. He died in 1235.

The shrine of Khwaja Bakhtiyar Kaki, near Qutub Minar has been the venue of a well-known festival called *Phool Walon Ki Sair* (a festival of flower sellers). It is attended both by the Hindus and Muslims.

The festival has its origin in 1812. But it was stopped by the British in 1942 but later revived by Jawaharlal Nehru in 1961 to bridge the gap between the Hindus and Muslims.

With the establishment of Delhi Sultanate, several Sufi saints came to spread Islam all over India. Sufi orders were the Suhrawardi, Firdausi, Qadiri, Shattari and Qalandari. The Chishti *silsila* was among the most influential orders. It was introduced in India by Khwaja Muin-ud-din Chishti, who came at the time of Muhammad Ghori's conquest and settled in Ajmer. His tomb at Ajmer is visited both by the Hindus and Muslims. Chishti *silsila* had long line of teachers like



Qutub-ud-din Bakhtiyar Kaki of Delhi, Nizam-ud-din Auliya of Delhi and Bandanawaj Gisudaraz of Gulbarga.

The Sufi saints held their assemblies in their *khanqahs* or hospices. Devotees belonging to all sections of the society including nobility and royalty came to the *khanqahs* to discuss spiritual matters and to seek their blessings. Often, people attributed miraculous powers to the Sufi masters that would relieve them of their grief and illness.



Fig. 8.24: Surdas

### Religious Developments in North India

From the 13th century onwards, the Bhakti saints started spreading to North India. It was the time when Hinduism, Islam, Sufism and Bhakti saints influenced each other. The people like the peasants, artisans, craftsmen and workers were attracted to the new saints and used to come in huge numbers to hear them speak.

Some of the Bhakti saints like Kabir and Guru Nanak rejected all orthodox religions. Others like Surdas and Tulsidas accepted the ancient religious beliefs but wanted to make it accessible to all.

The main work of Tulsidas was *Ramcharitmanas*. It was written in Awadhi language expressing his extreme devotion to Ram. In the same way, Surdas expressed his love for Krishna in his compositions — *Sursagar*, *Surasaravali* and *Sahitya Lahiri*.

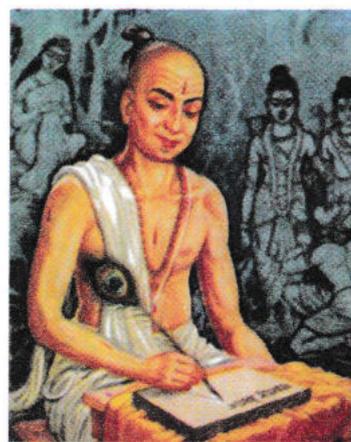


Fig. 8.25: Tulsidas

Shankardeva of Assam was a devotee of Vishnu and composed songs and plays in Assamese language. He began the practice of setting up *sanjharis* or houses of recitation and prayer. He also preached in local language.

Dadu Dayal, Ravidas, Mirabai and Chaitanyadeva were other Bhakti saints. The distinguishing feature of the Bhakti saints was their extreme love and devotion to God.



Fig. 8.26: Dadu Dayal

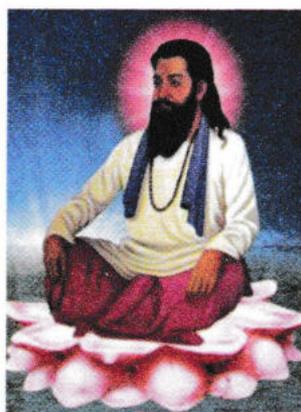


Fig. 8.27: Ravidas



Fig. 8.28: Mirabai

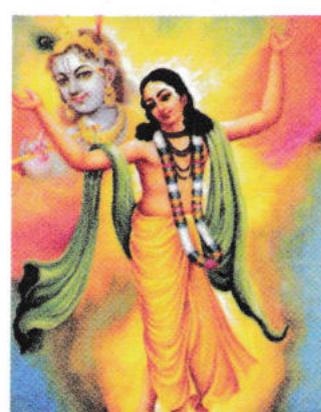


Fig. 8.29: Chaitanyadeva

### Mirabai

She was a Rajput princess married into the royal family of Mewar. She became the disciple of Ravidas who belonged to the caste of untouchables. She composed many *bhajans* expressing her love and devotion to Krishna. Her *bhajans* (devotional songs) are sung even today.



The Bhakti saints taught in the language of the people. They refused to accept the authority of the Brahmans. Many of them belonged to the caste of 'untouchables' like Kabir.



Fig. 8.30: Mirabai and her Lord Girdhar

### Bhajan of Mirabai

*I am true to my Lord  
O, my companions, there is nothing to be ashamed of now  
In the day I have no hunger  
At night I am restless and cannot sleep  
Leaving these troubles behind, I go to the other side  
A hidden knowledge has taken hold of me  
My relations surround me like bees  
But Mira is servant of her beloved Girdhar.*



Fig. 8.31: Kabir

### A Closer Look: Kabir

Kabir belonged to the family of weavers and lived in Benares for most part of his life. Kabir believed that God is one but people call him by different names. He vehemently opposed the caste system, idol worship and untouchability practised by the Hindus. He also condemned the religious orthodoxy of the Muslims. He laid stress on religious tolerance and Hindu-Muslim unity.

The teachings of Kabir are in the form of short poems called 'dohas'. They were passed orally from one generation to another. After his death, the words of Kabir were recorded in written form by his followers. His verses were included in the scriptures like the *Amrit Granth*, *Panch Vani* and *Bijak*. The language of his poetry was a form of spoken Hindi which was widely understood by the local people. His followers were from both Hindus and Muslims.



Fig. 8.32: Kabir working on loom and his followers sitting near him

Sant Kabir had expressed his sentiments in this poem. The words are:

*I am neither in temple nor in mosque,  
neither in Kaaba nor in Kailas.*

*I am not in any ritual or rite,  
nor in yoga nor renunciation.*

*If thou be a true seeker,  
thou shall find me in a moment.*

Kabir says: *Listen! O Sadhus,  
He is the breath of my breath.*



### Time Travel

Imagine that you have just attended one of the discourses of Kabir where he recited some of his dohas. Share your experience.



ey refus  
elonged

## A Closer Look: Guru Nanak

Guru Nanak was born in Talwandi (Nankana Sahib in Pakistan). He established a centre at Kartarpur (Dera Baba Nanak) on the River Ravi. He travelled widely before settling at Dera Baba Nanak. He emphasised the importance of the worship of one God who was formless and shapeless. He insisted that caste, gender and creed were irrelevant for attaining salvation. His idea of liberation meant pursuit of an active life with commitment of social service. His followers ate from the common kitchen (*langar*). The sacred space created by him was called *dharamsal*, now known as *Gurudwara*.

Before his death, he appointed one of his followers as his successor. His name was Lehna, later came to be known as Guru Angad. He compiled all the sayings of Guru Nanak and added his own. He wrote in *Gurmukhi* script.

In 1604, Guru Arjan collected the works of all the five gurus, added the works of Kabir, Namdev and Shaikh Farid. It is now known as *Guru Granth Sahib*, the holy book of the Sikhs.

The Mughal Emperor, Jahangir regarded him as a threat to his power and ordered the execution of Guru Arjan Dev. In 1699, *Khalsa Panth* was formed by Guru Gobind Singh. After *Khalsa Panth* was established, Sikhs distinguished themselves from other people by the five characteristics which are commonly called as 5Ks — *Kesha* (hair); *Kangha* (comb); *Kara* (iron bracelet); *Kripan* (dagger) and *Kachchha* (underwear). The teachings of Guru Nanak are now remembered as *naam-japna*, *kirt-karna* and *vand-chhakna*.

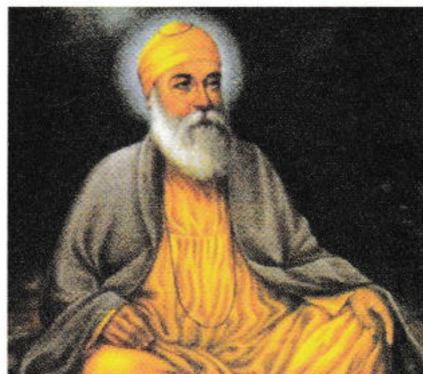


Fig. 8.33: Guru Nanak



Fig. 8.34: Guru Granth Sahib



Fig. 8.35: Khalsa Panth

enares  
ple call  
e syste  
s. He als  
d stress  
d 'doha  
After h  
m by h  
e the A  
as a for  
al peop



## In Other Lands

### Martin Luther and the Reformation

Martin Luther (1483-1546) was a professor of theology in the University of Wittenburg. He felt that practices of the Roman Catholic Church were against the teachings of the Bible, like Indulgences or Letters of Pardon sold to people to get forgiveness. He nailed his protests on the doors of the church. He also translated the Bible into German language. His movement led to a division in Church. Later, many practices were stopped.

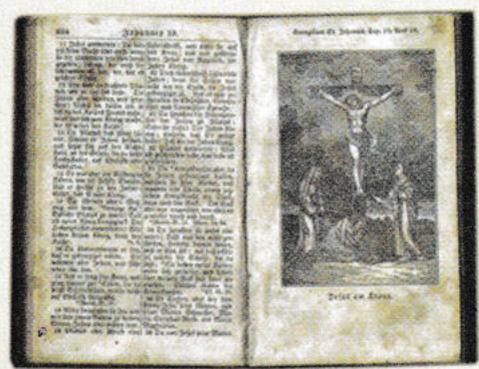


Fig. 8.36: The German Bible





## Let Us Recall

**Bhakti:** It denotes extreme devotion to God.

**Sufism:** It is a mystic tradition of Islam which preaches dedication to Allah.

**Shariat:** The holy law of Islam

**Silsilas:** A group of followers of a particular Sufi saint.

**Khanqahs:** It is a house of rest for the travellers and also a place for religious activity.

**Abhangas:** It refers to devotional lyrics.

**Hagiographies:** It is the term given to religious biographies.

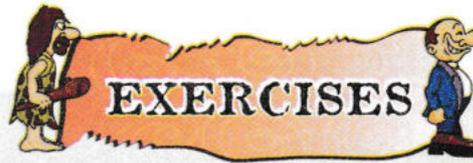
**Bhajans:** Devotional songs

**Dohas:** These are the teachings of Kabir in the form of short poems.

**Guru Granth Sahib:** A holy scripture of Sikhs

**Khalsa Panth:** It refers to the community of Sikhs.

**Pir:** It is the term given to chief of Sufi saints.



### A. Choose the correct answer.

- Which one of the following is related with Nayanar and Alvar saints?  
(a) East India (b) West India  
(c) North India (d) South India
- What is the name associated with earliest Tamil literature?  
(a) Sanskrit literature (b) Sangam literature  
(c) South literature (d) Bhakti literature
- Who was the Saint Andal?  
(a) Only woman Alvar saint (b) Only man Alvar saint  
(c) Only woman Nayanar saint (d) Only man Nayanar saint
- Shankaracharya gave the idea of *Advaita*, he was born in  
(a) Tamil Nadu (b) Karnataka  
(c) Kerala (d) Orissa
- Which one of the following states was the home of Saint Chokhamela?  
(a) Gujarat (b) Maharashtra  
(c) Karnataka (d) Uttar Pradesh



6. Who says, "Only when the thoughts are good, the feelings can be pure"?
  - (a) Chokhamela
  - (b) Sukkubai
  - (c) Tukaram
  - (d) Ramanuja
7. Which one of the following Sufis was from Central Asia?
  - (a) Ghazzali
  - (b) Rumi
  - (c) Sadi
  - (d) all of these
8. Where is the shrine of Khwaja Bakhtiyar Kaki in Delhi?
  - (a) near Qutub Minar
  - (b) near Red Fort
  - (c) near Jama Masjid
  - (d) near Delhi Gate
9. Where did Kabir live in Uttar Pradesh?
  - (a) Lucknow
  - (b) Benares
  - (c) Allahabad
  - (d) Gorakhpur

**B. Answer the following questions.**

1. Why did people attract to Buddhism and Jainism?
2. Write the common features of Bhakti saints?
3. What were the main ideas of saints of Bhakti movement in South India?
4. What do know about the poetic works of saints Andal and Manikkavasagar?
5. Write a short note on the saints of Maharashtra.
6. What were the beliefs of the Nathpanthis, Siddhas and the Yogis?
7. What were the main teachings of Sufism ?
8. Briefly explain the religious developments in North India.
9. What were the ideas of Kabir? How did he express them?
10. What were the major teachings of Guru Nanak?

**C. Write short notes on the following.**

1. Nayanars and Alvars
2. Divya Prabandham
3. Emergence of Silsilas
4. Teachings of Bakhtiyar Kaki

**D. Fill in the blanks.**

1. Shankaracharya gave the idea of \_\_\_\_\_.
2. \_\_\_\_\_ was an important centre of Bhakti tradition in Maharashtra.
3. \_\_\_\_\_ movement was initiated by Basavanna and his companions.
4. Guru Granth Sahib is the holy book of \_\_\_\_\_.
5. The teachings of Kabir were expressed in the form of \_\_\_\_\_.



**E. State whether the following statements are true or false.**

1. Guru Nanak was born in Talwandi.
2. Sufis were organised into *silsilas*.
3. During the modern period of Indian History, many religious ideas influenced the life of people.
4. Kabir did not believe in oneness of God.
5. Mirabai was a disciple of Ravidas.

**F. Match the following.**

**Column A**

1. Ghazzali
2. Alvars
3. Nayanars
4. Shankaracharya
5. Silsilas

**Column B**

- (a) a genealogy of Sufi saint
- (b) a Bhakti saint of South India
- (c) devotees of Vishnu
- (d) devotees of Shiva
- (e) a sufi saint of Central Asia

**1. Project Work**

- (a) Collect pictures of Bhakti and Sufi saints.
- (b) There are several saint-poets whose works have not been mentioned in the chapter. Write in your notebook more about the language in which they composed and what their compositions were about.

**2. Field Trip**

Visit your nearby temples or *dargahs* or *gurudwaras* associated with saints of the bhakti tradition. What you see and hear? Make a report.

**3. Map Work**

On an outline political map of India, mark the regions associated with the following bhakti saints.

- |                |             |                   |              |
|----------------|-------------|-------------------|--------------|
| (a) Tukaram    | (b) Surdas  | (c) Chaitanyadeva | (d) Ramanuja |
| (e) Guru Nanak | (f) Mirabai | (g) Narsi Mehta   |              |



# 9



## The Origin of Regional Cultures

Regional cultures refer to the culture of a specific region evolved over a long period of time. The intermixing of local traditions, with ideas from other parts of the subcontinent resulted in the rise of regional cultures. In some regions, regional cultures grew around language, some around cultural forms and some developed out of religious traditions.

### The Cheras and the Development of Malayalam Language

The Chera Kingdom of Mahodayapuram was established in the 9th century, in the south-western part of the continent, *i.e.*, present Kerala. The people spoke Malayalam and official records were also kept in Malayalam language. The rulers even inscribed inscriptions in this language. At the same time the Cheras adopted Sanskrit traditions. The temple theatre of Kerala during this period borrowed stories from Sanskrit epics. It is an example of connection between language and region. A 14th century text, the *Nilatilakam*, dealing with grammar and poetics, was composed in Manipravalam. Manipravalam literally means, diamonds and corals referring to the two languages — Sanskrit and the regional language.

### Myths and Religious Traditions

The religious traditions of a region also gave a distinct identity in itself to the region. The best example of this is the cult of Jagannath



Fig. 9.1: Srirangapuram Mahadev Temple, situated in Chera kingdom of Mahodayapuram



Fig. 9.2: Vadakkunnathan Temple of Kerala



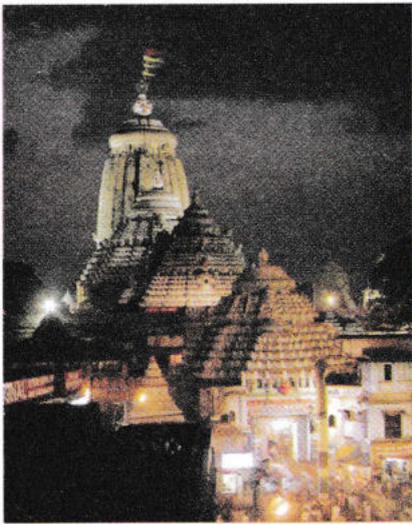


Fig. 9.3: Jagannath Temple at Puri



Fig. 9.4: Wooden images of Jagannath, Subhadra and Balabhadra

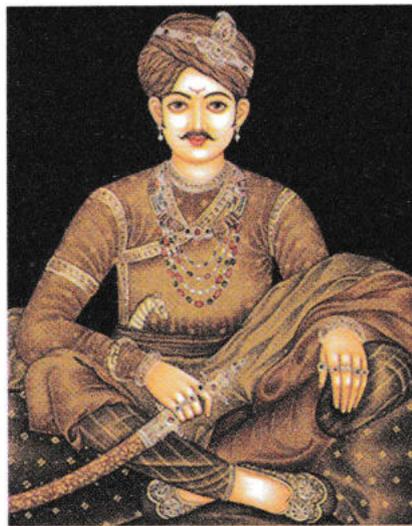


Fig. 9.5: A Rajput Prince



Fig. 9.6: Sati Pratha

(a name for Vishnu) at Puri, in Orissa. Even today, the local tribes people make the wooden images of the deities (Balabhadra, Subhadra and Jagannath) which suggests that deity was originally a local God.

In the 12th century, Anantavarman, one of the important rulers of the Ganga Dynasty, built the temple of Jagannath at Puri. In 1230, King Anangabhima III dedicated his kingdom to the deity and proclaimed himself as the protector. It became an important centre of pilgrimage. All those who conquered Orissa, attempted to gain control over the temple.

### Rajputs and the Tradition of Heroism

In the 19th century, Rajasthan was termed as Rajputana by the British. This suggests that the area was only inhabited by the Rajputs. But this was a misnomer and partly true. There were many social groups who called themselves Rajputs, lived in Rajasthan with several other peoples. The Rajputs have contributed greatly to the distinctive culture of Rajasthan.

The cultural traditions were closely linked with the lives of the rulers who were known for their valour and chivalry. The Rajput rulers fought valiantly in the battlefield and preferred death rather than defeat. The bards and minstrels recorded many stories and composed poems in the honour of the rulers. These stories were fondly read and heard by the people, whose main themes were friendship, love and valour. Women also played an important role in keeping the traditions of Rajasthan alive. Many battles were fought either to win or to protect the honour of women. Women followed their husbands both in life and death by becoming *sati* on the pyre of their husbands.



## Dance Forms — the Story of Kathak

The term 'Kathak' is derived from the word *katha*, a word used in Sanskrit and other languages for story. The Kathaks were originally a caste of storytellers in the temples of North India, who performed dance with gestures and songs. In the 15th and 16th centuries, Kathak began to develop with the Bhakti saints. The legends of Radha Krishna were enacted in folk plays called '*rasalila*'.



### Our Heritage

Classical Dances

The Indian dance forms which are recognised as classical at present are:

1. Bharatnatyam — Tamil Nadu
2. Kathakali — Kerala
3. Odissi — Orissa
4. Kuchipudi — Andhra Pradesh
5. Manipuri — Manipur



Fig. 9.7: Rasalila in Kathak Dance



Fig. 9.8: Wajid Ali Shah

Under the Mughal rulers, Kathak dance was performed in the courts where it acquired its present features and developed into a distinctive dance form. Subsequently, it developed into two traditions or 'gharanas'— the Jaipur and Lucknow gharanas. Under the patronage of Wajid Ali Shah, the last Nawab of Awadh, who was himself an accomplished Kathak dancer, Kathak grew into a major art form and became one of the classical dances of India.

### Paintings: the Tradition of Miniatures

The miniatures are small-sized paintings, done on cloth and paper, generally with water colours. The miniatures found in Western India were used to illustrate Jaina texts. The Mughal Emperors Akbar, Jahangir and Shah Jahan were the connoisseur of paintings. Jahangir could easily differentiate the works of different painters in his court. These miniature paintings illustrated manuscripts containing historical works and poetry. The themes were depicted as scene of court, battle or hunting. With the decline of the Mughal Empire, the painters migrated to the regional kingdoms. As a result, Mughal artistic tastes influenced the regional courts of Rajasthan and Deccan.

### The Rajasthani miniatures

The Rajasthani school of painting adopted court painting, literary painting and folk painting as its subject matter. The painters used deep red colour for clouds, emerald green colour for foliage and a shade of gold to show lightning. The painters also adopted mythological themes and poetry at the centres, such as Mewar, Jaipur, Bundi, Kota and Kishangarh. All paintings have an aura of freshness around them.



Fig. 9.9: A battle scene on a Mughal miniature



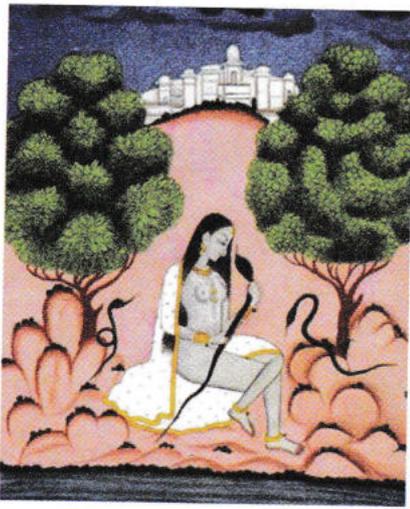


Fig. 9.10: Mewar Painting

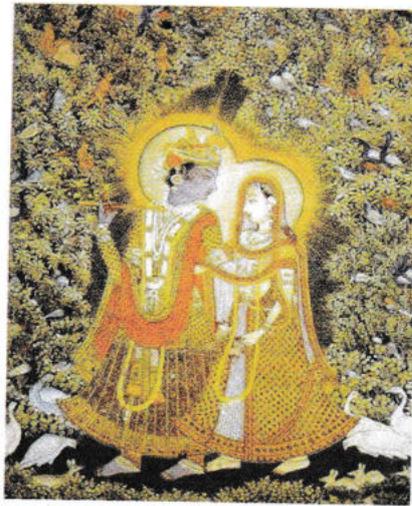


Fig. 9.11: Radha-Krishna in a Rajasthani miniature

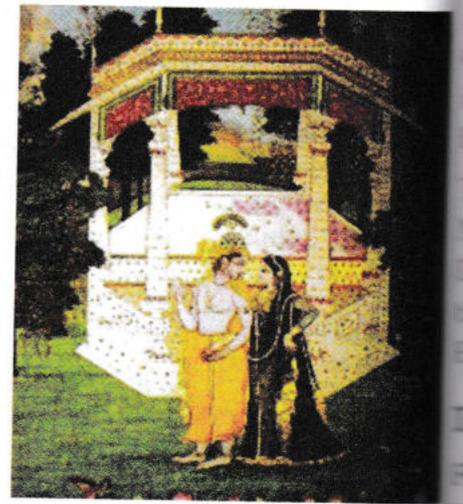


Fig. 9.12: Radha-Krishna in a Kangra miniature

### Pahari Paintings



Fig. 9.13: Basohli Painting

Another region where miniature paintings were found, was the Himalayan foothills, around the present day state of Himachal Pradesh. This region had developed their own distinct style of painting called **Basohli**. The popular text to be painted here was Bhanudatta's *Rasamanjari*. The invasion by Nadir Shah in 1739 led to the migration of many Mughal painters to the hills, in order to avoid confusion and turmoil in Delhi. This school was developed in Kangra. Painters used mostly soft, cool colours like blue and green. Paintings were done on pots, floors and cloth. Lord Krishna's boyhood pranks and his love affairs with Radha were the chief inspiration behind those works of art.

### A Closer Look — Bengal

#### Development of Bengali Language

Historians tend to identify the people by the language that they speak. So, it is assumed that the people of Bengal also spoke Bengali language. Now we know that Bengali is a Sanskrit language, but early Sanskrit texts suggest that the people did not speak Bengali language. The question arises, how did the new language emerge?

It were the commercial ties with Magadha and Indo-Gangetic Plain that Sanskrit language emerged in Bengal. With the passage of time, Bengali grew out of Sanskrit language. The Chinese traveller Xuanzang observed that languages related to Sanskrit were used in Bengal. From 8th century, Bengal was under the Palas, then under Muslim Sultans, independent of Delhi. In 1586, Akbar conquered Bengal. Hence, Persian became an official language while Bengali remained as the regional language.

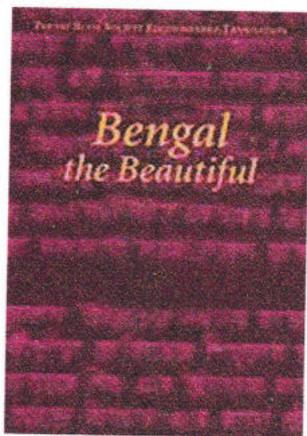


Fig. 9.14: Bengal the Beautiful: Jibananda Das A Bengali literature





Early Bengali literature can possibly be divided into two categories: One indebted to Sanskrit and other independent of it. The first category included Sanskrit epics, Mangalakavyas and Bhakti literature such as biographies of the Bhakti leaders.

The second category included Nath literature such as songs of Maynamati and Gopichandra, stories concerning the worship of Dharma Thakur, the local deity, fairy tales, folk tales and ballads. All these were not written but were recited orally. They were popular in East Bengal, where the influence of the Brahmans was weak.

### Pirs

From the 16th century, people left the less fertile lands of Western Bengal. They migrated to south-eastern parts of Bengal. They cleared the forests and started agriculture. Gradually, local fisherfolk, tribals and shifting cultivators merged with them. This was the period when Mughals established their control over Bengal with Dhaka as their capital. Officials were given lands to construct mosques. The new settlers wanted teachers and leaders who were called as Pirs.

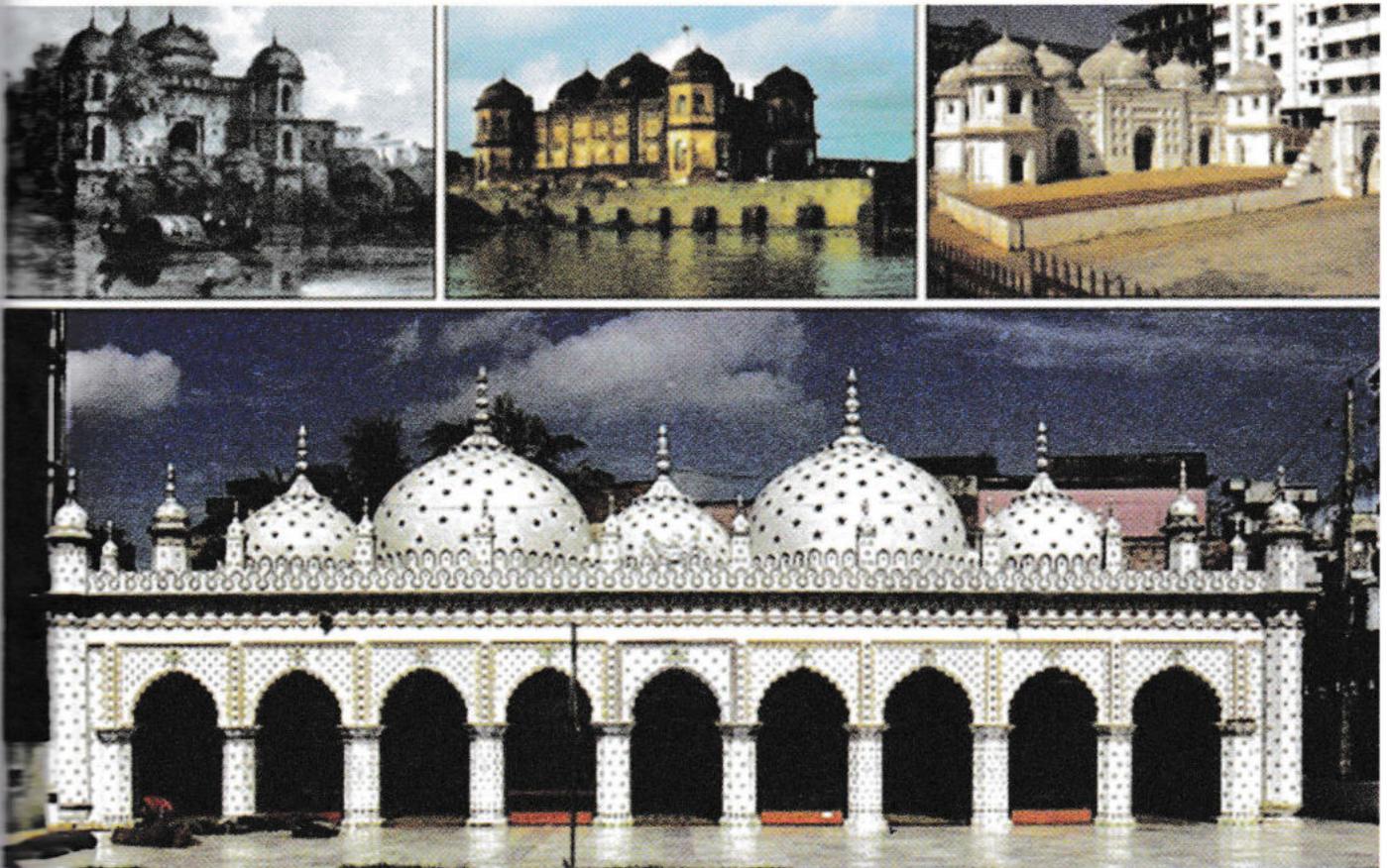


Fig. 9.15: Dhaka – the city of mosques



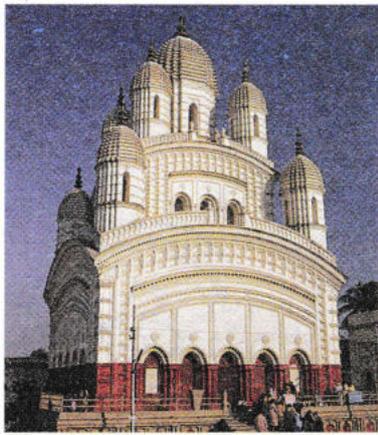


Fig. 9.16: Dakshineswar Temple

In order to understand the distinctive feature of Bengal architecture we have to depend upon the buildings which can be seen here. Between 15th to 19th centuries, number of temples were built, having a double-roofed or four-roofed structure. It is a distinctive feature of Bengal architecture, e.g. Dakshineswar temple. In the four-roofed structure, four triangular roofs placed on the four walls move up to the convergence on a curved line or point. Temples were built on a square platform, with plain interior but had decorative outer walls with ornamental tiles or terracotta e.g. Shyamaraya temple in Vishnupur in the Bankura district of Bengal.

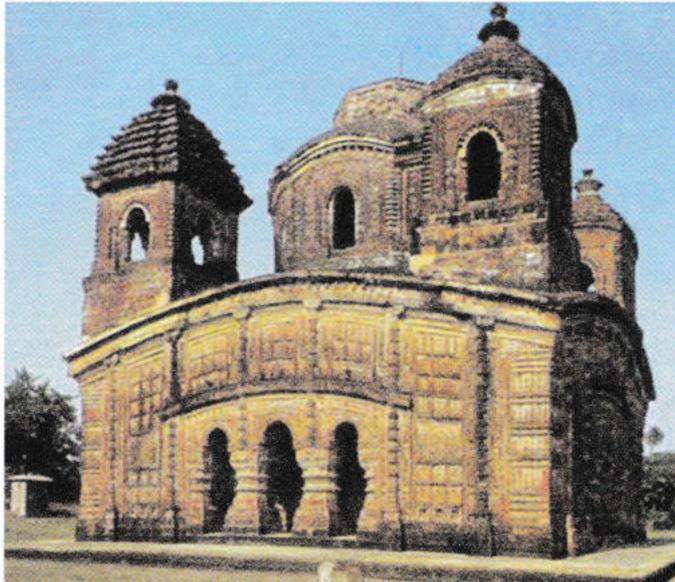


Fig. 9.17: Shyamaraya Temple, Vishnupur



Fig. 9.18: A terracotta plaque showing Lord Krishna with Gopis from Shyamaraya Temple, Vishnupur



Fig. 9.19: A terracotta plaque from the Vishalakshi Temple, Arambagh, showing a woman cutting fish for cooking.

### Fish as food

People usually take food which is locally available. Bengal is a river plain which produces plenty of fish and rice. The fish was taken even by the poor Bengalis. Fishing has always been an important occupation of the people.

Brahmans were not allowed to eat non-vegetarian food, but the popularity of fish made the Brahmanical authorities to relax the prohibition for the Bengali Brahmans. The *Brihaddharma Purana* permitted the local Brahmans to eat certain varieties of fish.





## In Other Lands

### Emergence of Nation-States in Europe

Till the eighteenth century, people in Europe saw themselves as subjects of an empire or members of the church. From the late 18th century people also began to identify themselves as members of the community speaking a common language like French or German. In the early 19th century, Rumanian school textbooks were written in Rumanian rather than in Greek. Hungarian became the official language instead of Latin. Similar developments created consciousness among the people that each linguistic community was a separate nation. In the late 19th century, this feeling was strengthened by the movements for Italian and German unification.



### Let Us Recall

**Manuscript:** It refers to handwritten material.

**Miniature:** It is a small painting executed with great detail usually in a manuscript.

**Fir:** A Persian word, meaning a spiritual guide.

**Rasalila:** It refers to the term given to folk plays.

**Basohli:** It refers to the style of miniature painting developed in Himachal Pradesh during late 17th century.



#### A. Choose the correct answer.

- Which one of the following is associated with the Chera kingdom?
 

(a) Mahodayapuram	(b) Ramkrishnapuram
(c) Srirangapuram	(d) Saketpuram
- Where is Jagannath Temple situated?
 

(a) Puri	(b) Konark
(c) Bhubaneshwar	(d) Chennai
- Which one of the following was associated with the ruler Anantavarman?
 

(a) Ganga Dynasty	(b) Pala Dynasty
(c) Chola Dynasty	(d) Chandela Dynasty



4. Search out the classical dance of Tamil Nadu.
 

(a) Kathakali	(b) Kuchipudi
(c) Bharatnatyam	(d) Odissi
5. Kuchipudi dance is related to which state?
 

(a) Kerala	(b) Andhra Pradesh
(c) Manipur	(d) Orissa
6. What do you understand by the term 'Basohli'?
 

(a) style of painting	(b) style of writing
(c) style of singing	(d) style of playing
7. Akbar conquer Bengal in the year
 

(a) 1786	(b) 1686
(c) 1586	(d) 1886
8. Bhanudutta is associated with
 

(a) <i>Geetanjali</i>	(b) <i>Prithvirajraso</i>
(c) <i>Sursagar</i>	(d) <i>Rasamanjari</i>
9. Kathak grew into a major art form under the patronage of
 

(a) Jahangir	(b) Raja Man Singh
(c) Wajid Ali Shah	(d) Dharma Thakur

**B. Answer the following questions.**

1. How did Malayalam language develop in South-West India?
2. Why is Puri famous? Write about the cult of Jagannath.
3. What do you know about the cultural traditions of Rajputs?
4. What do you know about the term 'Kathak'? Mention its main patrons.
5. Mention the main schools of painting.
6. Write a short note on Pahari school of painting.
7. How is Bengali language related with Sanskrit?
8. Briefly explain the architectural features of temples of Bengal.
9. How did the Nath literature become popular in eastern Bengal?
10. Why did the *Brihaddharma Puran* allow Bengali Brahmans to eat fish?

**C. Fill in the blanks.**

1. The Chera kingdom of \_\_\_\_\_ was established in 9th century .
2. \_\_\_\_\_ form of dance developed with Bhakti saints.
3. \_\_\_\_\_ are used in Kangra paintings.
4. Miniature paintings illustrated \_\_\_\_\_ .
5. Lilatilakam deals with \_\_\_\_\_ and \_\_\_\_\_ .



**D. State whether the following statements are true or false.**

1. Anantavarman was an important ruler of Ganga dynasty.
2. Kuchipudi is not a major dance form of Madhya Pradesh.
3. Rajasthani school of painting adopted court scenes in their paintings.
4. Basohli was not a style of Kangra school of painting.
5. In 18th century, Rajasthan was termed as Rajputana.

**E. Match the following.**

**Column A**

1. Anantavarman
2. Lilatilakam
3. Miniature
4. Fishing
5. Pir

**Column B**

- (a) teachers
- (b) Kangra
- (c) main occupation of Bengalis
- (d) Kerala
- (e) Puri

**1. Project Work**

- (a) Prepare a folder on different schools of paintings.
- (b) Take four states—Punjab (north), Tamil Nadu (south), Kolkata (east) and Gujarat (west). For each of these, make a list of foods that are generally consumed, highlighting similarities and differences that you notice.

**2. Group Discussion**

Discuss in class about the important features of the culture of your region, focusing on temples, buildings, performing art and painting.



# 10



## Eighteenth Century: Political Formations



Fig. 10.1: Farrukh Siyar



Fig. 10.2: Bahadur Shah Zafar

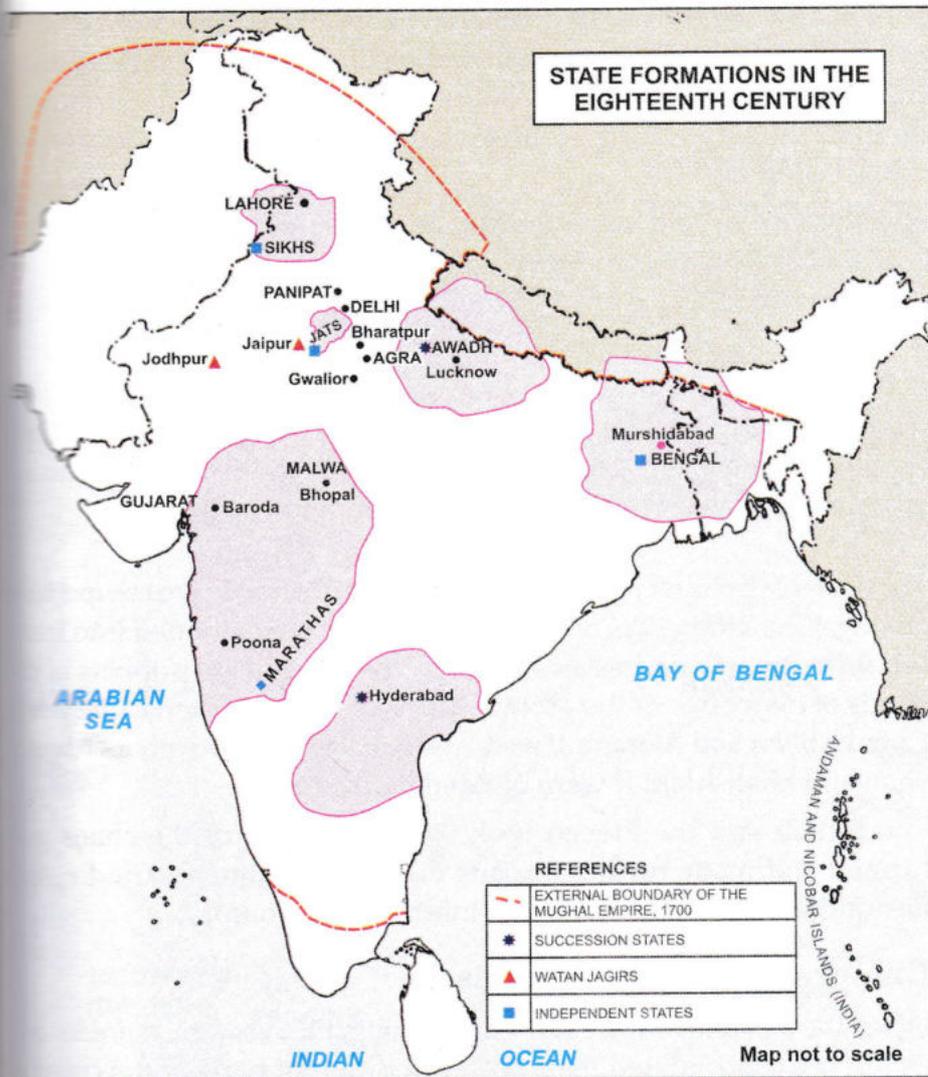
The Mughal rulers who came to the throne after the death of Aurangzeb were called Later Mughals. They lacked the political skill and organisational ability of the predecessors. The political condition of India changed drastically after the death of Aurangzeb in 1707.

The Later Mughals were:

1. Bahadur Shah (1707–1712)
2. Jahandar Shah (1712–1713)
3. Farrukh Siyar (1713–1719)
4. Muhammad Shah (1719–1748)
5. Ahmad Shah (1748–1754)
6. Alamgir II (1754–1759)
7. Shah Alam II (1759–1806)
8. Akbar II (1806–1837)
9. Bahadur Shah Zafar (1837–1857)

The Mughal Empire started facing a variety of crises, even during the reign of Aurangzeb. His long drawn out wars in the Deccan had depleted the royal treasury and the administration in the north was neglected. The number of mansabdars had increased manifold but they were not granted *jagirs*. Those who had the jagir, exploited the peasants and tried to get the maximum from them. Nobles who were appointed as governors (*subedars*), often controlled the offices of revenue and military administration, the *diwani* and *faujdari* as well





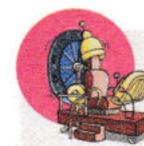
Map 10.1: State Formations in the Eighteenth Century



Fig. 10.3: Subedars in the Mughal court



Fig. 10.4: Tomb of Muhammad Shah (one of the later Mughals) in Lodi Garden, Delhi



## Time Travel

Imagine that you are a noble in Aurangzeb's court. Describe how the Mughal Empire's fortunes changed after Aurangzeb's death.



Fig. 10.5: Nadir Shah's invasion in Delhi

This gave them unlimited political, economic and military powers over many parts of the Mughal Empire. As governors became powerful, they did not deposit the revenue with the central government.

Peasants and zamindars revolted in many parts of the empire, mainly in Northern and Western India, due to the increasing pressure of land revenue and attempts by powerful chieftains to consolidate their own position. They seized the economic resources of the country to stabilise their power. The Later Mughals could not stop the gradual decline of the empire. The powers gradually came into the hands of provincial governors, local chieftains and other groups.

During such political upheaval, the ruler of Iran, Nadir Shah, raided and plundered the city of Delhi in 1739 and took away immense wealth. This was followed by the repeated attacks by Ahmad Shah Abdali, which further weakened the empire.



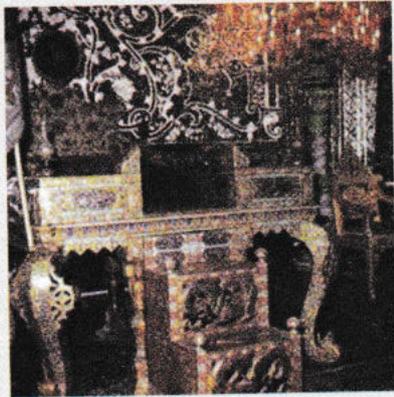


Fig. 10.6: Peacock throne of Shah Jahan



Fig. 10.7: Ahmad Shah



Fig. 10.8: Mughal-Sikh War



Fig. 10.9: Murshidabad, the central district of West Bengal, got its name from Nawab Murshid Quli Khan

**Nadir Shah**, the ruler of Iran, plundered the city of Delhi in 1739 and carried away immense wealth, including the Kohinoor diamond and the jewel-studded Peacock throne of Shah Jahan. The contemporary observers described the wealth looted from the Mughal treasury as follows:

60 lakhs rupees and some thousands gold coins, nearly one crore worth of gold-wares and fifty crores worth of jewels. The city of Shahjahanabad was turned into rubble. He, then, attacked the old quarters.

Between 1748–1761, one of the generals of Nadir Shah, **Ahmad Shah Abdali** invaded India repeatedly. He carried such huge amount of wealth that he exempted his own people from taxation for three years. He declared Shah Alam II as the emperor.

The unstable political condition deteriorated further due to competition amongst the different groups of nobles. They were divided into Iran, Turani, Afghani and Indian Muslims. The rulers were puppets in the hands of either one of the groups. The worst humiliation came when Farrukh Siyar and Alamgir II were assassinated and two others Ahmad Shah and Shah Alam II were blinded by the nobles.

The British and the French took the advantages of the chaos and turmoil and made further inroads in the subcontinent. The English East India Company became the master of the country.

### Emergence of New States

When the Mughal Empire started declining, the *subedars*, *jagirdars* and governors consolidated their power in different parts of the country and divided it into several autonomous states.

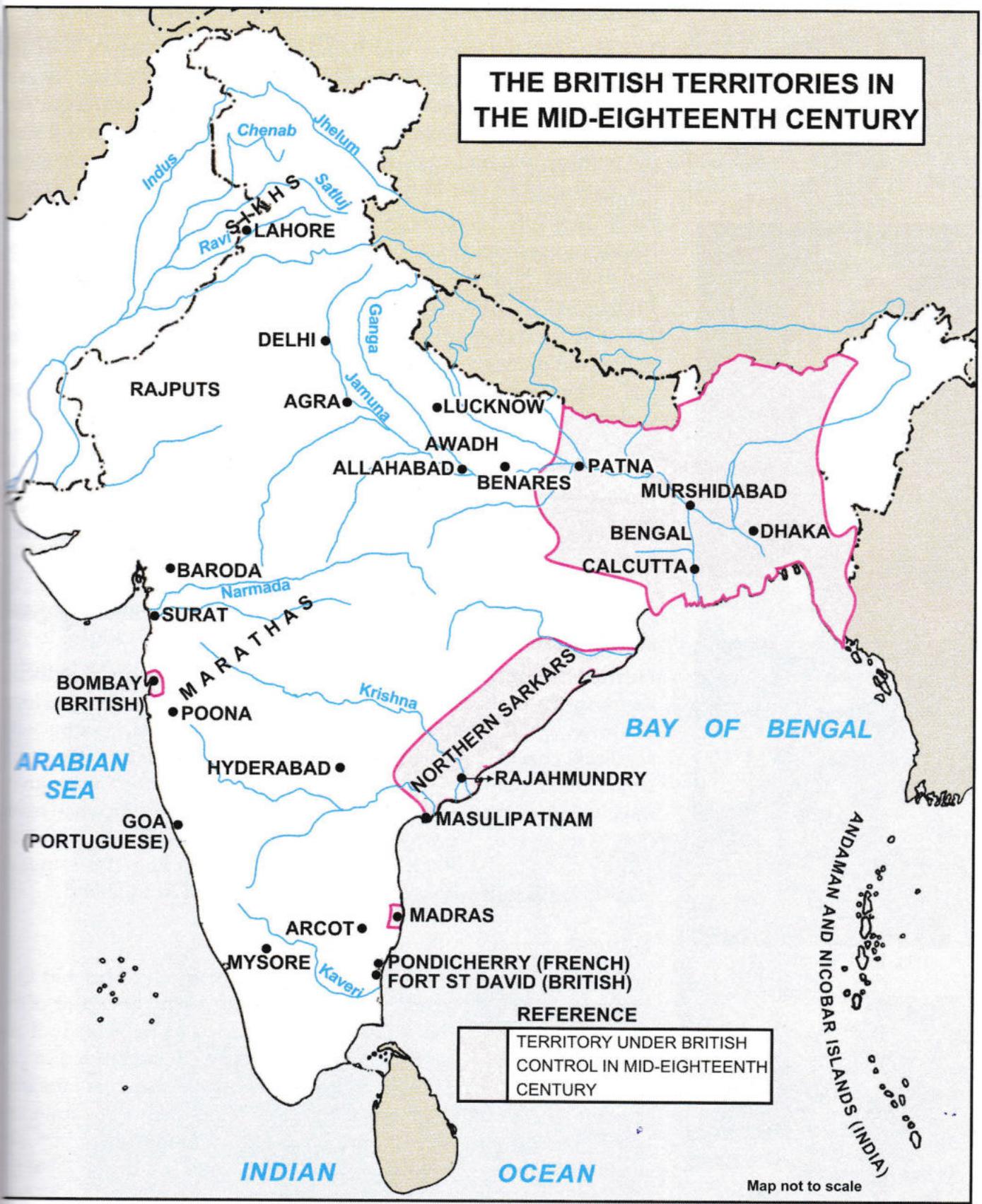
Broadly speaking, the states which asserted their independence can be categorised into three groups. First, the states like Awadh, Bengal and Hyderabad, which were Mughal subas. Though their rulers were strong and independent, they continued to send revenue and did not break ties with Mughal Empire. Otherwise for all practical purposes they were independent. Second were the Rajput states who had received (*watan jagir*). Third, the last group included Marathas, Sikhs and Jats. They had constantly been in conflict with the Mughals.

### The old Mughal Provinces

The states which became independent were Hyderabad, Awadh and Bengal. These states were under Mughal governors, who had enjoyed complete trust and confidence of the Mughal Emperor. They had high mansabdari positions. Both Asaf Jah (Hyderabad) and Murshid Quli Khan (Bengal) held a *zat* rank of 7000, while Saadat Khan (Awadh) held a rank of 6000 *zats*.



39 and  
 nd and  
 orary  
 ury as  
 core  
 ity of  
 ne old  
 Shah  
 unt of  
 three  
 petition  
 to Irani  
 s in the  
 e when  
 Ahmad  
 os and  
 English  
 ars and  
 ountry  
 ce can  
 Bengal  
 s were  
 did not  
 poses  
 o had  
 , Sikhs  
 ls.  
 h and  
 njoyed  
 d high  
 d Quil  
 wach



Map 10.2: The British Territories in the Mid-Eighteenth Century





## Do You Know

The later Mughals came to be known as puppet rulers as despite being in rule, they were under the control of Iranian or Turkish nobles.



Fig. 10.10: Asaf Jah



Fig. 10.11: Saadat Khan



Fig. 10.12: Mushid Quli Khan

## Hyderabad

The state of Hyderabad was founded by Nizam-ul-Mulk Asaf Jah in 1724, who was one of the most powerful members of the court of Farrukh Siyar. Nizam was confirmed as the Viceroy of Deccan and given the title of Asaf Jah. As the viceroy he had full control over the political and financial administration. He continued to recognise the authority of the Mughal Emperor, although he had become independent and took power in his hands.

He introduced the much needed reform in political administration and military. He brought competent administrators and brave soldiers from the north. They were appointed as mansabdars and given jagirs. The state was constantly engaged in struggle with the Marathas, who carried out plundering raids in the territories of the Nizam. The British put a stop to the ambition of Nizam to control Coromandel Coast which was a textile producing area.

## Awadh

Awadh was a prosperous region as it controlled the Ganga Plains and was on the trade route between Bengal and the North India. Burhan-ul-Mulk Saadat Khan was appointed as the governor of Awadh by the Mughal Emperor. Later, he founded the autonomous state of Awadh. Saadat Khan exercised political (*subadari*), military (*faujdar*) and financial (*diwani*) powers himself.

He tried to reduce the influence of the Mughals in Awadh by reducing the number of office holders. He appointed officials who were loyal to him as *jagirdars*, and reduced the size of *jagirs*. Their accounts were regularly checked. Awadh also made use of 'revenue farmers' called *ijaradars* to assess and collect revenue. Revenue farmers were given the freedom in the assessment and collection of taxes which had never happened before. He was summoned to Delhi at the time of Nadir Shah's invasion. Saadat Khan seized a number of Rajput zamindars and agriculturally fertile lands of the Afghans of Rohilkhand.

## Bengal

Bengal broke away from the Mughal controls under Murshid Quli Khan. He was appointed as the *naib*, deputy to the governor of the province. Although he was never a *subedar*, but he seized all the powers in his hands and assumed autonomy. He continued to pay tribute to the Mughal Emperor. He made new assessment of the land revenue, which had to be paid in cash. Sometimes, the zamindars had to borrow money from the bankers and moneylenders to pay the land revenue, otherwise they were forced to sell the lands to the big zamindars. The formation of Bengal led to considerable change amongst the zamindars. The relation between bankers and state was



close, under the reign of Alivardi Khan. The banking house of Jagat Seth rose to prominence during this period.

His grandson Siraj-ud-daulah was engaged in conflict with the Britishers and was finally defeated at the battle of Plassey, 1757. The state finally passed into the hands of the British.

A close look at these three, will bring out similarity between these states. Although the states were established by the former Mughal nobles, they were suspicious of the *jagirdari* system. The three states depended upon revenue farmers for the collection of revenue and this system was disapproved by the Mughals. Thirdly, there was a close relationship between the bankers and merchants; who lent money to the revenue farmers.

### The Watan Jagirs of Rajputs

Many Rajput rulers had joined the Mughals voluntarily. Many of them had married their daughters into Mughal families and received high positions. After they accepted Mughal authority, their *jagirs* were returned to them, which were called '*watan-jagirs*'. They were given the *subedari* of rich provinces of Malwa and Gujarat. Raja Ajit Singh of Jodhpur held the *subedari* of Gujarat. Sawai Raja Jai Singh of Amber was the governor of Malwa. He founded the capital city of Jaipur. They annexed the neighbouring Mughal territories. Maratha expansion put an end to their ambitions.



Fig. 10.13: Siraj-ud-daulah



Fig. 10.14: Sawai Raja Jai Singh

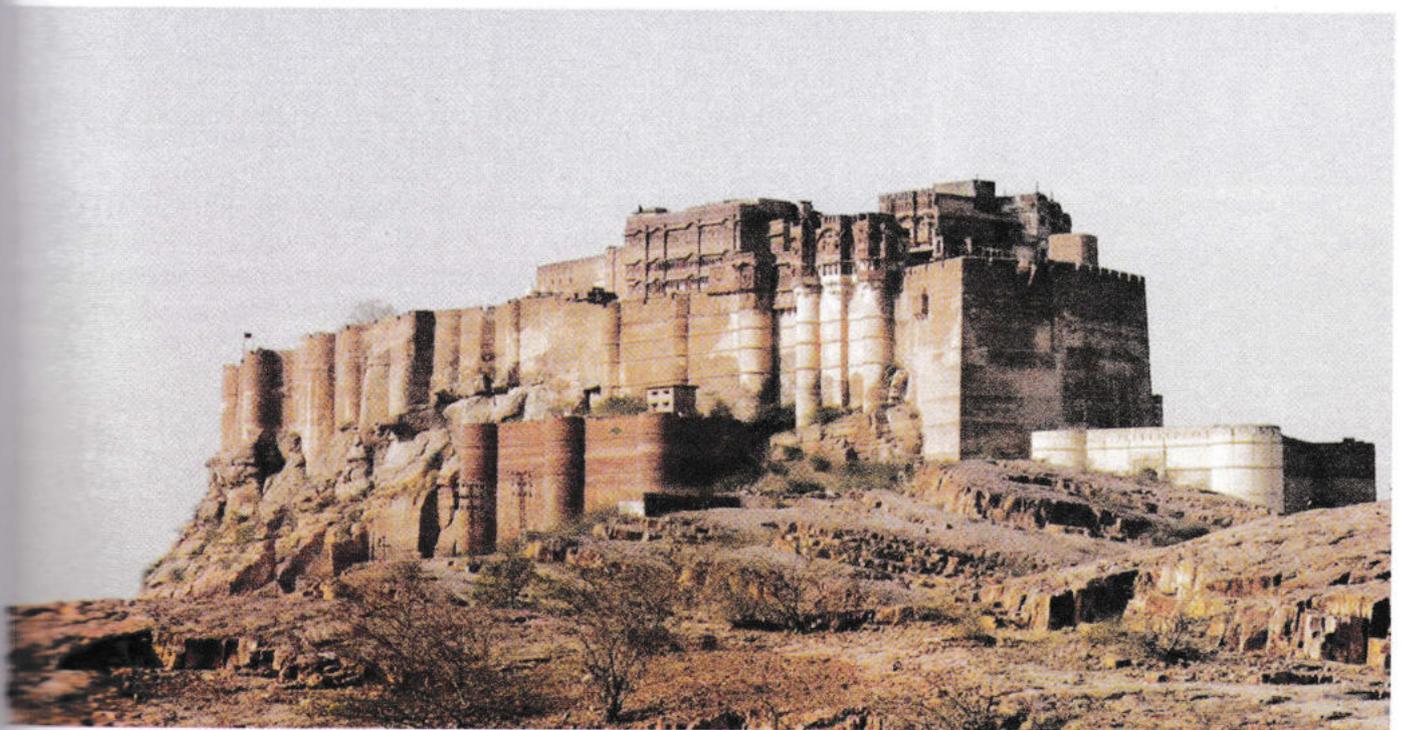


Fig. 10.15: Mehrangarh Fort, Jodhpur





Fig. 10.16: Guru Gobind Singh



Fig. 10.17: Maharaja Ranjit Singh



Fig. 10.18: Shivaji with his Maratha force



## Time Travel

Imagine that you have just come back from the coronation ceremony of Shivaji as the king of the Marathas. Describe the ceremony.

## The Rise of Regional States

### 1. SIKHS

The Sikhs joined the politics in the 17th century which culminated in the institution of *Khalsa* by Guru Gobind Singh. They fought several battles against the Mughal and Rajputs under the leadership of Guru Gobind Singh. *Khalsa* rose in revolt against the Mughal authority after the death of Guru Gobind Singh. Under the leadership of Banda Bahadur (successor of Guru Gobind Singh), they became independent and struck coins in the name of Guru Nanak and Guru Gobind Singh. They established their own administration between the Sutlej and the Yamuna. Banda Bahadur was executed in 1716.

In the 18th century, *jathas* or *misl*s were formed under the able leadership of the commanders. Their combined force was called *Khalsa*. They put up a strong resistance to Ahmad Shah Abdali who had seized Punjab and Sirhind from the Mughals. They again struck coins in 1765 and declared their independence.

The entire body of the *jathas* met at Amritsar on the occasion of Baisakhi and Diwali to discuss their common affairs. They also provided protection to the peasants on the payment of a tax of 20 per cent of the produce. One of their rulers, Maharaja Ranjit Singh reunited the *jathas* and established his capital at Lahore in 1799. His rule extended from the Indus to Yamuna.

### 2. MARATHAS

In 1674, Shivaji was coronated as the ruler of the Marathas. He made Raigarh his capital. He took the title of *Chhatrapati* and was assisted by a group of eight nobles called the *Ashtapradhan*. The Maratha chief did not challenge the growth and prosperity in the region. Ujjain and Indore became important commercial centres.

In the mid 17th century, Marathas emerged as an important political force under the leadership of Shivaji. Although, subdued by the Aurangzeb, they were never completely crushed. Shivaji carved out a stable kingdom with the support of powerful warrior families (*deshmukhs*). Groups of highly mobile peasant-pastoralists (*kunbis*) formed the backbone of the Maratha army.

After the death of Shivaji, power passed into the hands of Chitpavan Brahmans who served as Shivaji's successors as Peshwa. Under the Peshwas, Marathas developed a successful organisation. By careful strategic movements, they took Malwa and Gujarat from the Mughals and they expanded their territories into Punjab, Rajasthan in the north, Bengal and Orissa in the east and Karnataka and Tamil Nadu in the south. They did not annex these territories, but collected tribute from these areas. Expansion brought enormous resources. They collected two taxes, *Chauth* and *Sardeshmukhi*.



**Chauth:** 25 per cent of the land revenue claimed by the *zamindars* in the Deccan. It was collected by the Marathas.

**Sardeshmukhi:** 9-10 per cent of the land revenue was paid to the head revenue collector in the Deccan.

The rapid expansion and conquest made other rulers hostile to the Marathas. They failed to gain their support and sympathy in the third battle of Panipat in 1761, fought against Ahmad Shah Abdali. The Maratha armies were completely routed and the Peshwa died heartbroken. But the successful military campaigns had made Maratha chiefs very powerful. These leaders were Scindia of Gwalior, Holkar of Indore, Gaikwad of Baroda and Bhonsle of Nagpur. The cities developed as important and commercial centres.

## JATS

The Jats under their leader Churaman, acquired control over territories situated to the west of Delhi and by 1680, dominated the region between Delhi and Agra.

The Jats were a prosperous agricultural community and controlled the towns like Panipat and Ballabhgarh. Under Suraj Mal (he was the adopted son of one of the nephews of Churaman) the Jat power reached the pinnacle of their glory and kingdom of Bharatpur emerged as a strong state. When Nadir Shah sacked Delhi in 1739, he gave refuge to many people.

The Jats built many forts. Bharatpur Fort was built in traditional style. It does not have flamboyance associated to forts but it generates an aura of strength and magnificence. The sandy ramparts were strengthened by sandy battlements, the enemy guns proved of no avail.

At Dig, the Jats built an elaborate garden palace. Dig, in the 18th century was the capital of the Jat rulers. The gateway to the fort is protected with anti-elephant strikes. Within the fort, is the Suraj Mal Haveli with its typical bangladar style. The buildings were modelled on architectural forms which were associated with royalty under the rule of Shah Jahan.



Fig. 10.19 : Third Battle of Panipat

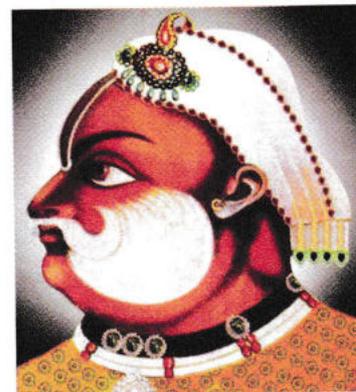


Fig. 10.20: Suraj Mal

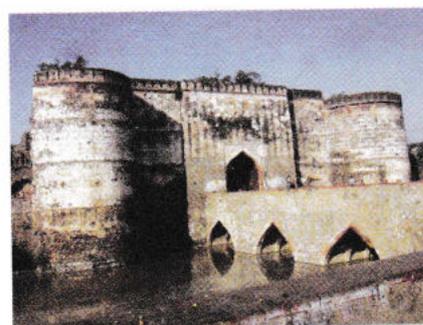


Fig. 10.21: Bharatpur Fort

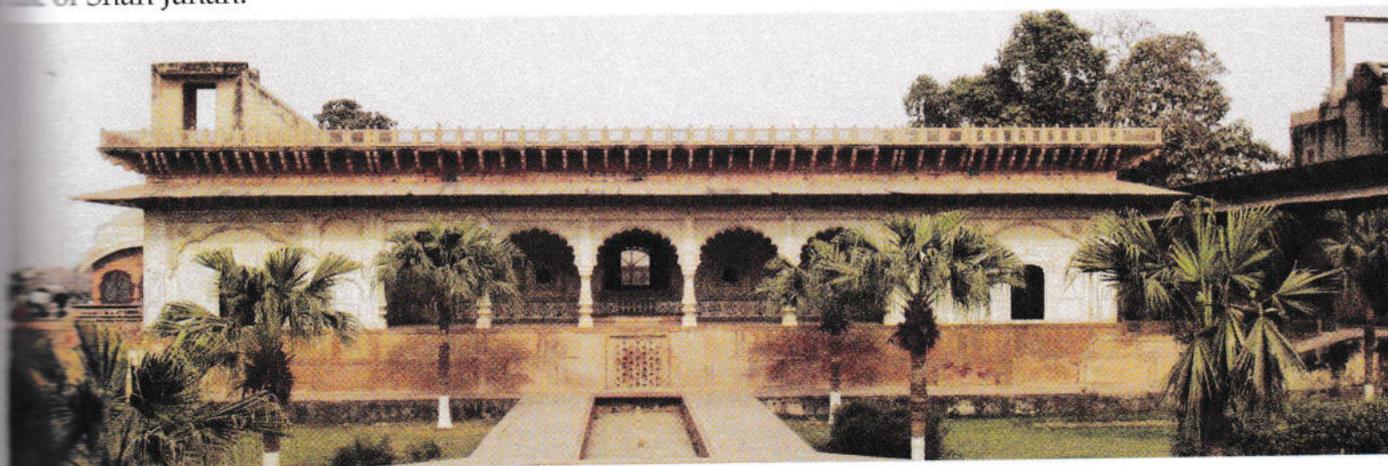


Fig. 10.22: Suraj Mal Haveli





## In Other Lands

### The French Revolution (1789–1794)

During 18th century, in the various states of India, a common man had no right to participate in the affairs of government. At that time, American Revolution and French Revolution took place. It had far-reaching effects on events of the world. It challenged the social and political privileges enjoyed by the aristocrats.

The people in America established USA which had a democratic constitution. It also contained a document called Bill of Rights which mentioned that right to life, liberty and property were 'inalienable rights'. The French Revolution led to the fall of the monarchy. The common people fought against the special privileges enjoyed by the clergy and the nobles, especially the exemption from taxation. The philosophers influenced the thinking of the people. The Declaration of Rights of man and citizen gave equality before law and same rights are applicable to all. The French Revolution also gave the idea of nation and citizenship. In India, people got these rights after we attained independence.



Fig. 10.23: The French Revolution



## Let Us Recall

**Injaradars:** The right to collect revenue was given to the highest bidder, who were called *ijaradars* (revenue farmers).

**Kunbis:** The groups of highly mobile, peasant-pastoralists formed the backbone of the Maratha army.

**Khalsa:** The organisation of Sikhs created by Guru Gobind Singh was a militant force.

**Misls:** The groups of Sikhs organised into *jathas* and later on *misls*.

**Chauth:** It was a tax, 25 per cent of the produce, collected by Marathas.

**Sardeshmukhi:** It was 9-10 per cent of land revenue and collected as a tax by Marathas.



### A. Choose the correct answer.

1. Which one of the following was not the Later Mughal?
  - (a) Bahadur Shah
  - (b) Jahandar Shah
  - (c) Muhammad Shah
  - (d) Nadir Shah



2. Which one of the following was associated with the term *watan jagir*?
 

(a) Rajput states	(b) Sikh states
(c) Marathas	(d) Jats
3. Who was the Mughal governor of Awadh?
 

(a) Asaf Jah	(b) Murshid Quli Khan
(c) Saadat Khan	(d) Siraj-ud-daulah
4. Who founded the city of Jaipur?
 

(a) Raja Ajit Singh	(b) Sawai Raja Jai Singh
(c) Raja Man Singh	(d) Jahandar Shah
5. Who was the successor of Guru Gobind Singh?
 

(a) Banda Bahadur	(b) Guru Nanak
(c) Guru Arjan	(d) Guru Teg Bahadur
6. The taxes *Chauth* and *Sardeshmukhi* were collected by
 

(a) Mughals	(b) Marathas
(c) Sikhs	(d) Jats
7. What do you understand by the term *Kunbis*?
 

(a) the backbone of the Maratha army	(b) the organisation of Sikhs
(c) the groups of Jat soldiers	(d) the name of a tax
8. Which one of the following Mughal emperors was blinded by the nobles?
 

(a) Alamgir II	(b) Bahadur Shah
(c) Shah Alam II	(d) Muhammad Shah

**B. Answer the following questions.**

1. Who were Later Mughals? Mention their names.
2. How was Aurangzeb responsible for the decline of Mughal Empire?
3. What was the impact of invasions of Nadir Shah and Ahmad Shah Abdali on the Mughal Empire?
4. What do you mean by 'Emergence of new States'? How did it happen?
5. What were the offices held by Saadat Khan?
6. What was the influence of the bankers on the states?
7. How were the Sikhs organised in the 18th century?
8. Why did the Marathas want to expand beyond the Deccan?
9. Who were the Jats? Write in brief about their forts.

**C. Fill in the blanks.**

1. \_\_\_\_\_ established his kingdom at Lahore in 1799.
2. The third battle of Panipat was fought between \_\_\_\_\_ and \_\_\_\_\_.
3. The state of Awadh was founded by \_\_\_\_\_.
4. The Jats had constructed forts at \_\_\_\_\_ and \_\_\_\_\_.
5. Watan jagirs were given to the \_\_\_\_\_.



**D. State whether the following statements are true or false.**

1. Nadir Shah invaded Bengal.
2. Sawai Raja Jai Singh was the ruler of Indore.
3. Guru Gobind Singh was the tenth guru of the Sikhs.
4. Raigarh became the capital of the Shivaji in the 17th century.
5. Ahmad Shah and Shah Alam II were blinded by the nobles.


**E. Match the following.**

**Column A**

1. *Subedar*
2. *Faujdar*
3. *Ijaradar*
4. *Misl*
5. *Kunbis*

**Column B**

- (a) a revenue farmer
- (b) a provincial governor
- (c) Maratha peasant warrior
- (d) a Mughal military commander
- (e) a band of Sikh warriors

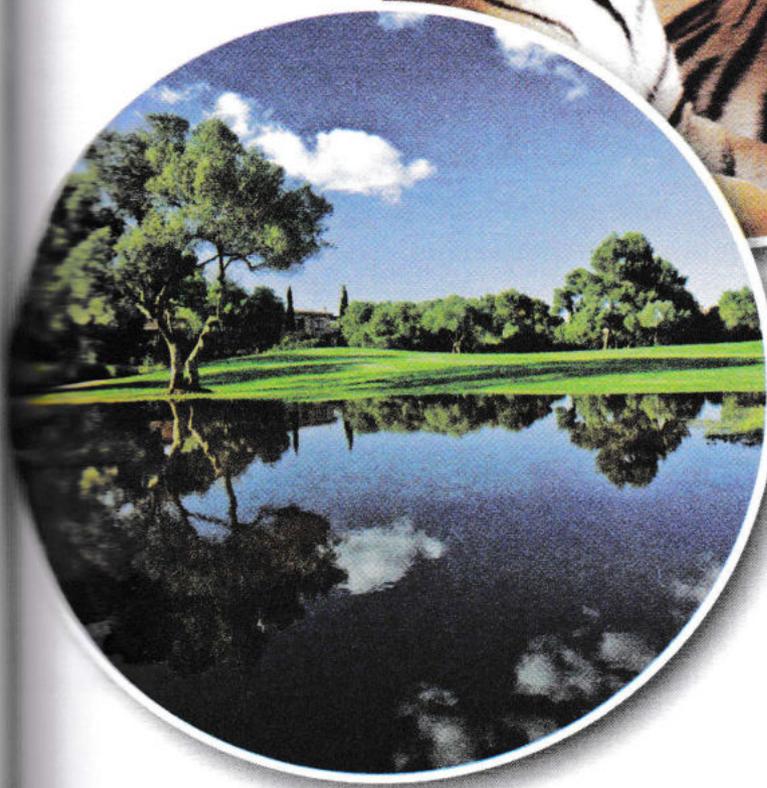
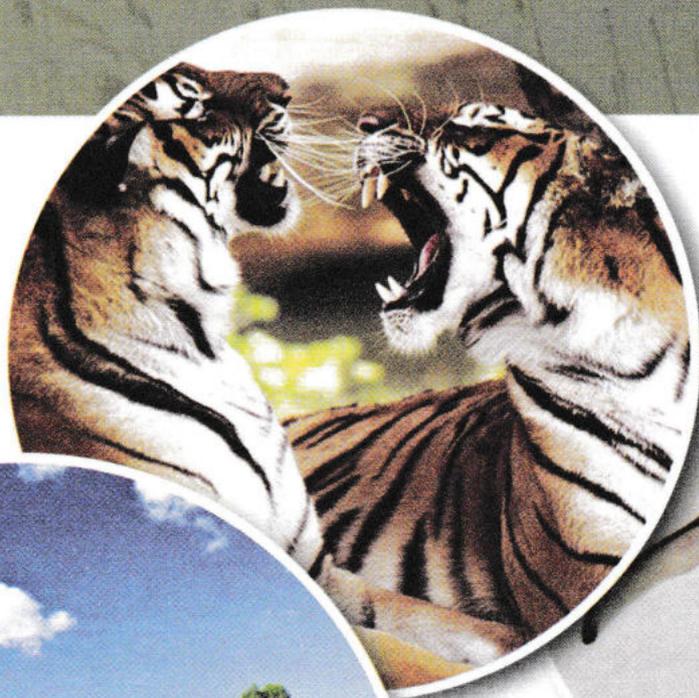
**1. Project Work**

- (a) Make a list of the important provinces emerged as independent kingdoms when Mughal empire started declining.
- (b) Prepare a report about rulers from the following groups. You can collect pictures, popular stories and other information.
  - Marathas
  - Sikhs
  - Rajputs
  - Jats



# Geography

**Our Environment**



# 11



## Our Environment

Man lives on the Earth. He is surrounded by rocks, air, plants wildlife, landforms, water, etc. Thus, the immediate natural surroundings of man is called **environment**. The environment comprises of biotic and abiotic components. **Biotic components** include living world, *i.e.*, plant and animal kingdoms including man. **Abiotic components** are referred to as physical or non-living which include land, air and water. Biotic and abiotic components are interrelated to each other. The science which studies the relationship between living and non-living environment is termed as **ecology**.

Environment varies from place to place. For instance, the climate, plant and animal lives are different in mountainous, desert and plain areas. Similarly, plant and aquatic lives are different in a pond, lake or sea. Physical features of man are different in hot and cold areas, *e.g.* Negroes of Africa are distinctively different from Eskimos of Tundra. The Sun causes changes in the environment. Hydrosphere and atmosphere are constantly in circulation. Water evaporates and rains; air constantly blows and bringing changes in the temperature and moisture conditions. Landforms are transformed due to movement of air, water and other agents of change.

### Elements of Biosphere

All the realms of the Earth affect biotic life or biosphere on land. Biosphere cannot sustain itself without land, air and water. It has three elements namely, primary producers, consumers and decomposers. The plants are primary producers and prepare their food in the presence of Sun by taking nutrients from soil, moisture and carbon



Fig. 11.1: Environment provides food, water, air, shelter and almost everything.



Fig. 11.2: Eskimos of Tundra ..





Fig. 11.3: Natural Environment



### Fact Bubble

The four domains of the Earth which jointly support life are hydrosphere, lithosphere, atmosphere and biosphere. Each domain has its own impact on the whole environment.

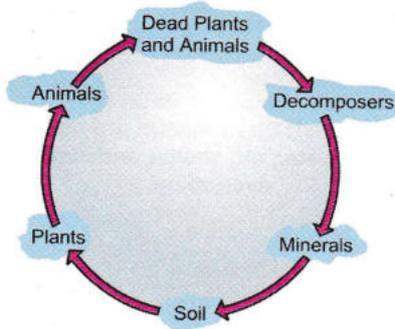
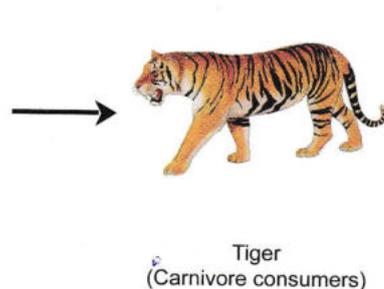
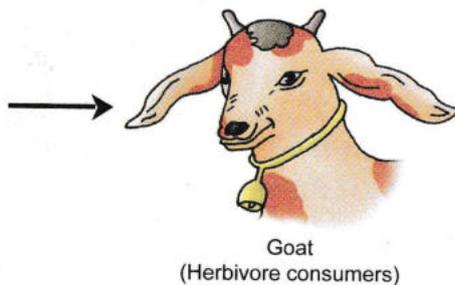
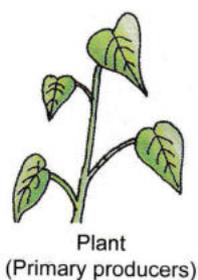


Fig. 11.4: Cycling process of Decomposing



Dead plant and animal matter is decomposed to return materials to nature.

Fig. 11.5: Food Chain

dioxide from the atmosphere. This process is called photosynthesis. Plants are vital for the existence of animal kingdom and human life. They fulfil their requirements of food, clothing and industrial raw materials (for human).

The producers provide food for **consumers**. They eat food prepared by producers.

The plant kingdom supports animal kingdom especially the **herbivores** i.e., the plant-eating animals — goats, deer, buffaloes, elephants, rhinoceros, etc. Herbivores are large in number and reproduce faster. They are animals of **prey** (animals that are hunted and killed by another animals for food) and first level consumers. The herbivores are consumed by flesh-eating animals called **carnivores**, e.g., lions and tigers. They are predators. They have sharp teeth and claws and reproduce at slower rate. Carnivores are second level consumers. They keep the number of herbivores under control by hunting them. If they do not hunt them, herbivores animals will increase and harm the plant kingdom. Yet, another category of consumers is **omnivores** which consume both plant and animal matters, e.g. man, ant, bear and crow.

The dead plant matter — leaves, fallen branches, rotten roots and animal matter — droppings, dead animals and birds are decomposed or decayed by bacterial action. In other words, microorganisms like bacteria get their food from the dead plants and animals. They are known as **decomposers**. Decomposers keep the natural environment clean because they convert the dead matter of plants and animals into simple compounds which then enter the soil or air. This releases materials back to environment.

In the process of consuming plants by herbivores and herbivores by carnivores, there is a transfer of energy from one level to another which is called **food chain**. An example of food chain is shown below:



Interrelation between plants and animals in the natural environment is called **ecosystem**. Food chain controls the number of organisms in an ecosystem. Lately, ecosystem has been disturbed by the activities of human beings. Rapidly, increasing population and their needs forced humans to destroy the forests for their own needs, for example, in construction of buildings, roads, factories and expansion of agriculture.



## Explore!

Find out why there is so much concern over saving plants and animals these days.

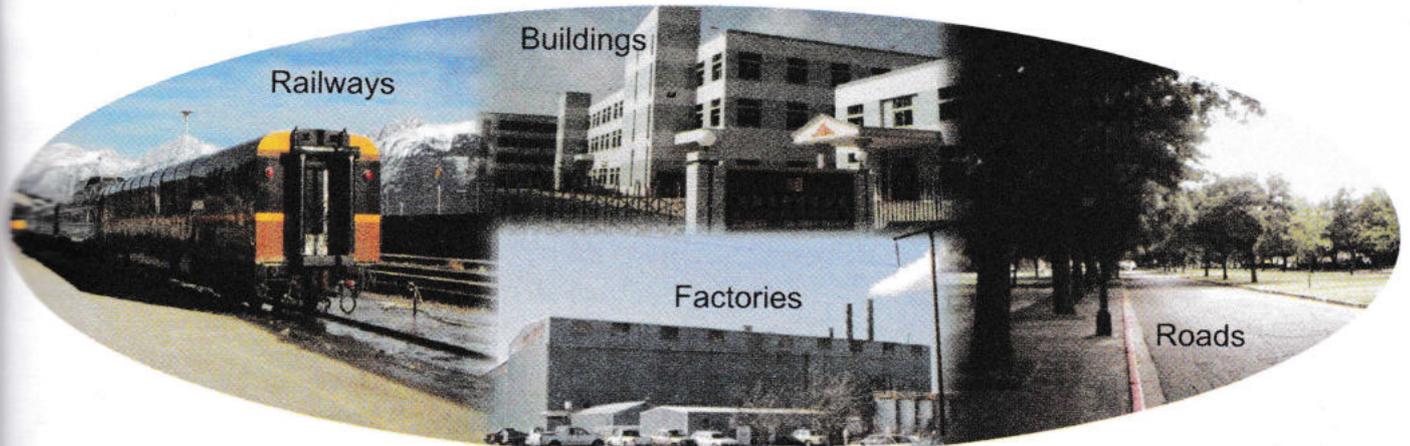


Fig. 11.6: Human-made Environment

Human-made environment causes extinction of wildlife and many varieties of plants. Not only this, it leads to **soil erosion** and changes in climate too. Pollution is the contamination and unfavourable alteration of environment caused by various activities of man.

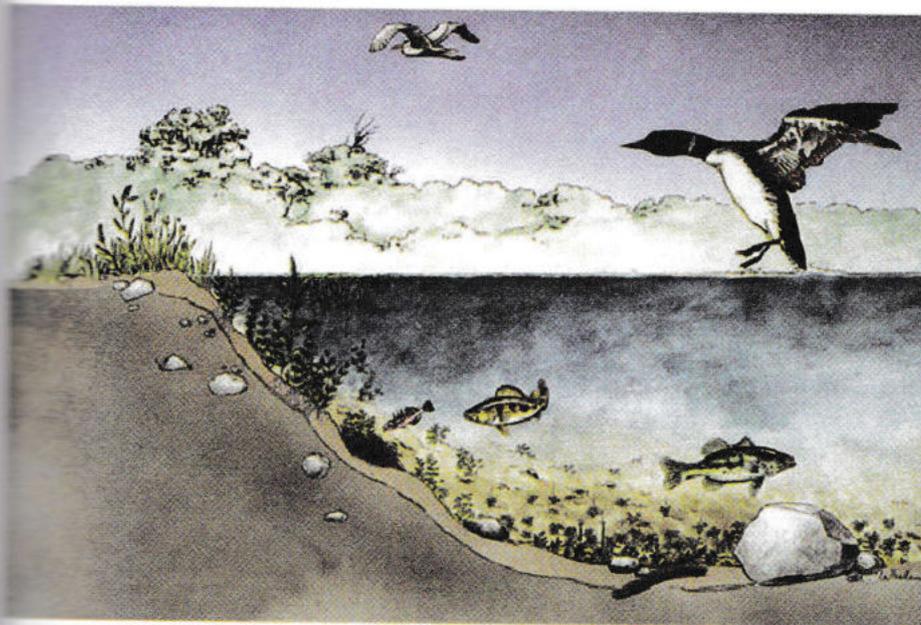


Fig. 11.8: Freshwater ecosystem



Fig. 11.7: Soil Erosion



Fig. 11.9: A damaged ecosystem





Fig. 11.10: World Environment Day

All living organisms depend on other living organisms in the biological community existing in an ecosystem. Human beings must not interfere with ecosystem. They must learn to control their number, requirements and greed. The balance in ecosystem is significant in the sense that without it no organism in the world can exist independently.

Our environment is deteriorating day by day. We should try to understand the delicate relation between the different parts of the nature. We should make serious efforts to protect our environment by afforestation, protecting wildlife in national parks, banning hunting and preventing the environment from pollutions. We must remember that all living organisms can exist survive only when physical components of our environment function properly.

For our survival, it is necessary to protect our environment. **World Environment Day is celebrated on 5th June every year.** The aim of celebrating this day is to remind ourselves that we have to create an environment where we can live a healthy life. The day attempts to teach us the fact that we all must join hands and march towards a better, cleaner and greener environment.



## Let Us Recall

**Environment:** It refers to our immediate natural surroundings consisting of land, air, water, plants and animals.

**Ecology:** It is the science of relationship between biotic and abiotic components of environment.

**Domains of the Earth:** Lithosphere, hydrosphere, atmosphere and biosphere

**Biosphere:** It is a zone of contact produced by the interaction of land, air and water, plants and animals.

**Food chain:** It is a process in which plants are consumed by herbivores and herbivores are consumed by carnivores. Thus, there is a transfer of energy from one to another.

**Ecosystem:** It is the interrelation between plants and animals in natural environment.

**Prey:** It refers to an animal that is hunted and killed by another for food.



### A. Choose the correct answer.

1. The relationship between living and non-living environment is termed as:  
(a) biology  
(b) biosphere  
(c) ecology  
(d) hydrosphere



2. The environment comprises of which of the two types of components?
  - (a) atmosphere and hydrosphere
  - (b) biotic and abiotic
  - (c) water and land
  - (d) wildlife and landforms
3. Landforms or lithosphere is transformed due to movements of:
  - (a) heat and moisture
  - (b) vapour and water
  - (c) air and water
  - (d) light and air
4. Which one of the following is not a domain of the Earth?
  - (a) mesosphere
  - (b) lithosphere
  - (c) atmosphere
  - (d) biosphere
5. World Environment Day is celebrated on:
  - (a) 10th June
  - (b) 3rd June
  - (c) 7th June
  - (d) 5th June
6. Man, ant, bear and crow are examples of:
  - (a) herbivores
  - (b) carnivores
  - (c) decomposers
  - (d) omnivores
7. We should make serious efforts to protect our environment by:
  - (a) afforestation
  - (b) constructing buildings
  - (c) deforestation
  - (d) increasing population

**B. Answer the following questions.**

1. What is environment? Mention two of its components.
2. Define the term 'Ecology'.
3. What are the three elements of biosphere?
4. How has nature balanced the herbivores and carnivores? Explain.
5. Why are plants referred to as primary producers?
6. Explain the term 'Food Chain' with two examples.
7. Define ecosystem. How is it disturbed by man?
8. How should man protect the natural environment?

**C. Differentiate between the following.**

1. Biotic and abiotic components
2. Herbivores and carnivores
3. Animals of prey and predators
4. Consumers and decomposers

**D. Correct the following statements.**

1. Omnivores consume plant products only.
2. Herbivores produce food for other organisms.
3. Biotic components include land, air and water.
4. Plants are actually the decomposers.
5. Goats and cattle are predators.

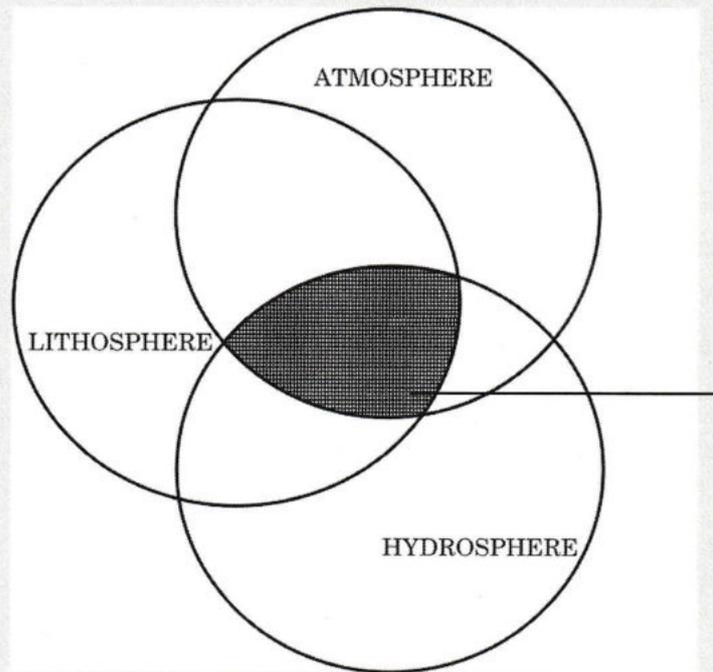


**E. State whether the following statements are true or false.**

1. The sun causes changes in environment.
2. All the realms of Earth affect biotic life or biosphere on land.
3. Herbivores keep the number of carnivores under control by hunting them.
4. Food chain controls the number of organisms in an ecosystem.
5. Ecosystem has been disturbed greatly by plants.


**1. Individual Project**

- (a) Draw your local environment showing its various components.
- (b) Study the following diagram and label the shaded area which is very important sphere of environment.



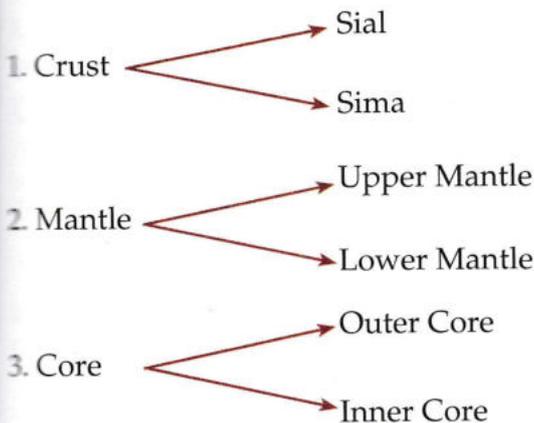
# 12



## The Earth's Interior and its Materials

In the previous class, we have read about the four domains of the Earth which jointly support life. In this chapter, we shall read about the internal structure of the Earth.

Geologists are the scientists who study the Earth, its structure and substances. They believe that the Earth's structure is like an onion and consists of three concentric layers of rocks. They are:



### 1. Crust

The outermost and thinnest layer of Earth is called **crust**. It consists of lightest materials. Its density is lowest. The materials forming crust are mainly silica and alumina. The crust is also called, **sial**. Its average thickness varies between 8 km to 80 km. It is thickest in mountainous areas and thinnest in ocean bed. It is broken into

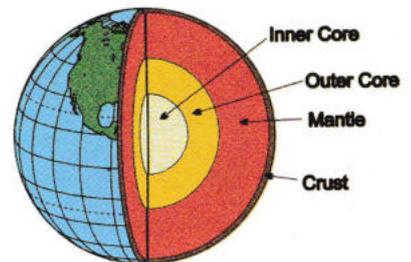


Fig. 12.1: Structure of the Earth



### Fact Bubble

The radius of the Earth is 6371 km. The crust forms only 0.5% of the total volume of the Earth, 16% consists of the mantle and 83% makes the core.



### Explore!

The radius of the Earth is more than 6000 km. Is it possible for us to travel to the centre of the Earth?



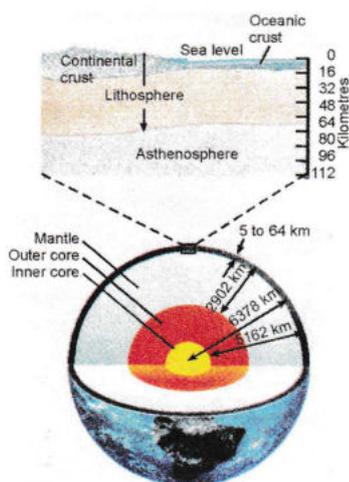


Fig. 12.2: Interior of the Earth (with detail)

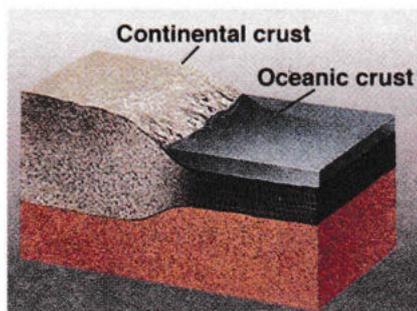


Fig. 12.3: Continental Crust and Oceanic Crust



Fig. 12.4: Rocks contain minerals

large continental blocks called **plates** which are constantly in motion. The lower part of the crust is **simā**. It is called so, due to the presence of silica and magnesium there. It is mostly present under the continents.

## 2. Mantle

The layer located under the crust is called mantle. It is about 2900 km thick. These rocks in mantle are so hot that it is often partially molten there. On this layer, the rigid lithosphere 'plates' float like ice in a pond. The mantle is classified into two parts — **upper mantle** and **lower mantle**. The upper mantle is in solid form and the lower mantle is in semi-molten condition.

## 3. Core

The innermost layer, forming the metallic centre of the Earth is called **core**. The core of the Earth is a dense magnetic ball of minerals — iron and nickel. It is also called **nife** (ni – nickel and fe – ferrous magnesium, i.e. iron). The core has two parts:

- (a) **Outer core:** It is so hot that even metal melts.
- (b) **Inner core:** It has maximum pressure. Therefore, it cannot melt even though temperature is around 3700°C. It is believed to be in solid state.

## Material of the Earth's Crust

The Earth's crust is composed of rocks and minerals.

Rocks form the solid mass of the Earth's crust. Rock is usually a mixture of various materials. The rock forming materials are called **minerals**. Minerals are chemical substances found in nature. They have definite chemical composition and physical characteristics. Any variation in their proportion gives rise to different minerals. Rocks containing minerals give us various metals like copper, iron, gold, etc.

Rocks are important as they influence different types of landforms. Rocks are sources of various kinds of minerals and materials required for construction.

Rocks have different colours, mineral composition, hardness, etc. According to their formation, rocks are classified into three categories:

1. Igneous Rocks
2. Sedimentary Rocks
3. Metamorphic Rocks



## 1. Igneous Rocks

The word 'igneous' is derived from Latin word 'ignis' meaning fire. Igneous rocks are also called primary rocks because they were the first rocks to be formed. Moreover, they are ancestors of all the rocks.

Igneous rocks are hardest and formed by cooling and solidification of molten rock materials coming out from the Earth's interior, e.g., granite and basalt. Volcanic eruptions keep forming new igneous rocks. When molten **magma** (molten rock matter inside the Earth) is not able to reach the Earth's surface and solidifies into rocks below the surface, it is called intrusive igneous rock. The molten matter which reaches the surface of the Earth and solidifies is termed as extrusive igneous rock. Some other features of igneous rocks are as follows:

- (a) These rocks do not have layers.
- (b) They contain crystals of varying sizes.
- (c) They do not contain fossils.
- (d) These rocks account for 90 per cent of the Earth's crust.

## 2. Sedimentary Rocks

The word 'sedimentary' is taken from the Latin word 'sedimentum' meaning settle down. Rocks, when exposed to changing atmospheric conditions and forces of nature — wind, running water and glaciers, they break and decay into small particles. These small particles of rocks are called **sediments**. These sediments are carried by wind, rivers and glaciers, and deposited in low-lying areas in layers. Due to the presence of chemicals and pressure of overlying layers, sediments harden the layers and form sedimentary rocks, e.g. sandstone, clay and limestone.

Some other features of sedimentary rocks are as follows:

- (a) They are layered, therefore, also called stratified rocks.
- (b) They do not contain crystals.
- (c) They contain fossils embedded in them.
- (d) They are rich in coal and petroleum deposits.

## 3. Metamorphic Rocks

The word 'metamorphic' is derived from Greek word 'metamorphose' meaning change of form. These rocks are formed by the alteration of other rocks. When igneous or sedimentary rocks are subjected to great heat or pressure, the original character and appearance of rocks change into a new form. For example, clay metamorphoses into slate, limestone into marble, coal into graphite, sandstone into quartzite. Metamorphic rocks are quite hard in nature. Fossils are not found in them. Valuable minerals like gold and silver are associated with them.

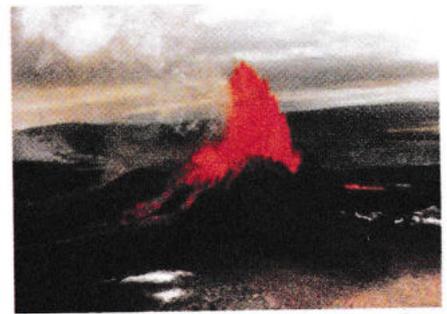


Fig. 12.5: Igneous Rocks



Fig. 12.6: Sedimentary Rocks

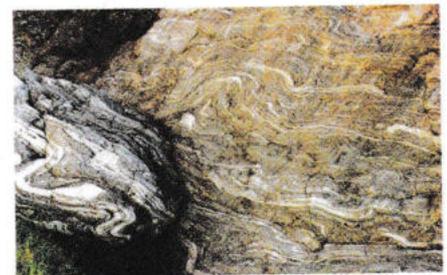


Fig. 12.7: Metamorphic Rocks





### Fact Bubble

Remains of the dead plants and animals trapped in the layers of rocks are called fossils.



Fig. 12.8: Joerg Gelmacher, a petrologist, studying rock samples



### Fact Bubble

Petrology is the science which studies rocks and its formation.

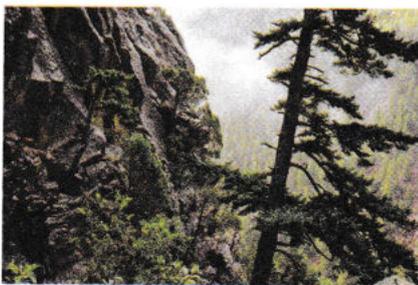


Fig. 12.10: Vegetation on rocks

## Rock Cycle

The rocks found in any area change their physical and chemical forms. The pre-existing rocks undergo a cycle of change due to changing weather conditions and forces of nature like wind, rivers, glaciers, volcanic activity and Earth movements which is known as **Rock Cycle**. The rocks are continually being formed, destroyed and reformed.

Igneous and metamorphic rocks when break and decay, form materials for sedimentary rocks.

When sedimentary and metamorphic rocks are exposed to tremendous heat and pressure, or contacted with lava, they change into igneous rocks. Igneous and sedimentary rocks when subjected to extreme heat or pressure will form metamorphic rocks. Hence, this cycle of change from one type of rock to another is called rock cycle.

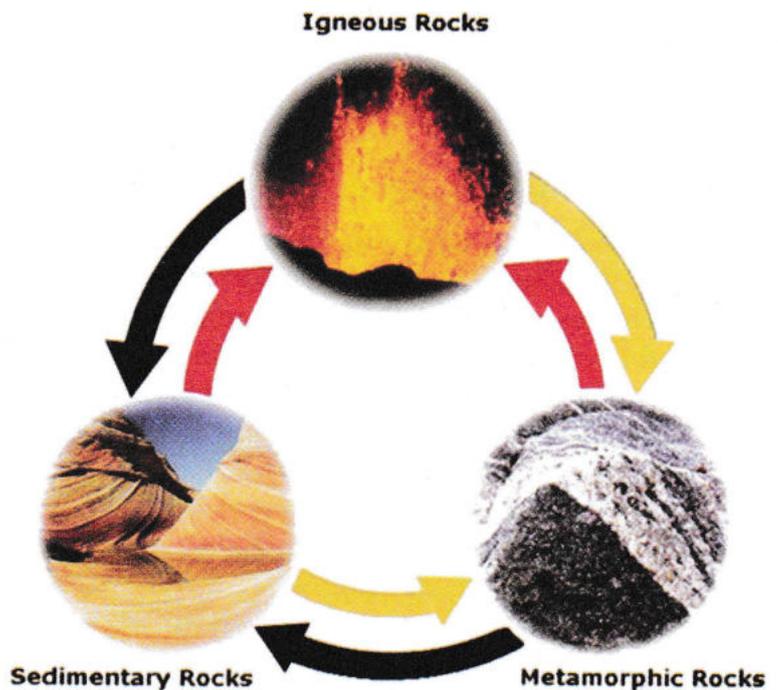


Fig. 12.9: Rock Cycle

## Conclusion

Thus, we see that rocks form not only the landforms, but also provide

- different vegetation
- different types of minerals for industries
- different rock materials for construction purposes
- different chemicals for medicine and fertiliser industries
- source of fuels like coal and crude oil
- source of precious stones





## Let Us Recall

**Plates:** These are the large blocks of Earth's crust which are moving.

**Magma:** It is molten rock matter inside the Earth.

**Fossils:** Fossils are the remains of plants and animals preserved in rocks.

**Rock Cycle (Recycling of rocks):** Rocks are continually being formed, destroyed and reformed due to changing weather conditions and forces of nature.



### A. Choose the correct answer.

- What is the radius of the Earth?  
(a) 6471 km (b) 6371 km  
(c) 6271 km (d) 6171 km
- Which layer of the Earth is associated with 'nife'?  
(a) crust (b) mantle  
(c) core (d) both crust and mantle
- The meaning of Latin word 'ignis' is:  
(a) water (b) land  
(c) sky (d) fire
- Sandstone, clay and limestone are examples of:  
(a) igneous rocks (b) sedimentary rocks  
(c) metamorphic rocks (d) both (a) and (b)
- What is the name of molten rock matter inside the Earth?  
(a) plates (b) fossils  
(c) nife (d) magma
- Valuable minerals like gold and silver are associated with:  
(a) Rock Cycle (b) sedimentary rocks  
(c) igneous rocks (d) metamorphic rocks
- Rocks do not provide us:  
(a) precious stones (b) different vegetations  
(c) minerals (d) winds
- Geology is the science of:  
(a) Earth (b) stars  
(c) Moon (d) planets



**B. Answer the following questions.**

1. Name the three layers of the Earth.
2. Mention the outer and innermost layers of the Earth.
3. What are major minerals in Earth's interior and in outer layer?
4. What is petrology?
5. What is crust of the Earth composed of?
6. How are rocks continuously changing?
7. What is the importance of rocks in the life of man? Explain with examples.
8. What is the rock cycle? Explain with the help of a diagram.

**C. Give reasons.**

1. Change in pre-existing rocks into a new form.
2. Sedimentary rocks are layered.
3. Igneous rocks are hard rocks.
4. Inner core is in solid state.

**D. Differentiate between the following.**

1. Intrusive and extrusive igneous rocks
2. Igneous and sedimentary rocks
3. Crust and core
4. Mantle and core
5. Rocks and minerals

**E. Explain the following with examples.**

1. Sedimentary rocks
2. Igneous rocks
3. Metamorphic rocks.

**1. Project Work**

While walking, travelling and constructing building etc., collect different rock samples and prepare report.

**2. Field Trip**

Visit riverbanks and any other hilly area. Study different types of rocks.





# The Changing Earth

Nothing remains same forever. Different forces go on changing the surface of the Earth. These changes take place every minute. Some forces like earthquakes and volcanoes occur beneath the crust of the Earth. Some other forces include weathering, erosion, etc., which are responsible for bringing about changes on the Earth's surface. Eruption helps in releasing pressure and heat.

The forces that cause the changes are many. They occur from deep within the Earth — the internal forces which form mountains, plateaus, plains, rising and sinking of coastal plains, movement of continental blocks, etc.

The internal forces are **endogenic** forces. They are:

- Earth movements
- Earthquakes
- Volcanoes

These are sudden and slow forces. They bring visible changes on the Earth's surface.

The other forces are external and called **exogenic** forces such as:

- Changes in atmospheric conditions.
- Rivers, glaciers, sea-waves and winds.

These forces originate on Earth and form new landforms on the Earth's surface.

## Earth Movements

Earth movements arise inside the Earth. The temperature and pressure inside the Earth cause widespread changes on Earth's surface. The changes take a very long time to happen. Now, we will discuss how the present continents came into being.

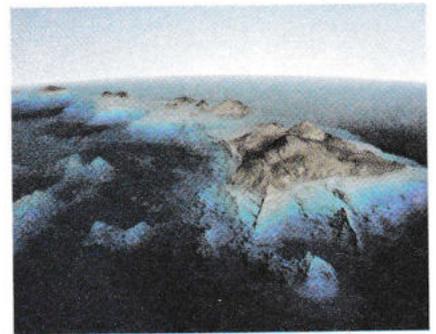


Fig. 13.1: Hawaii Islands

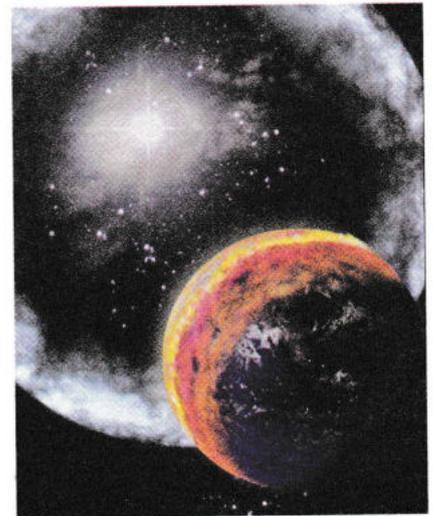
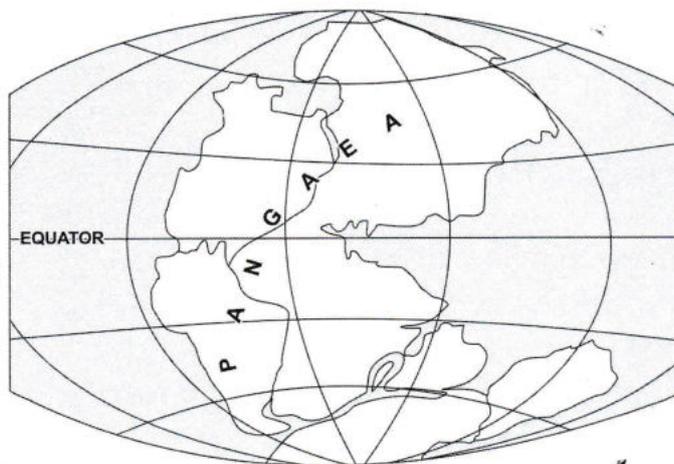
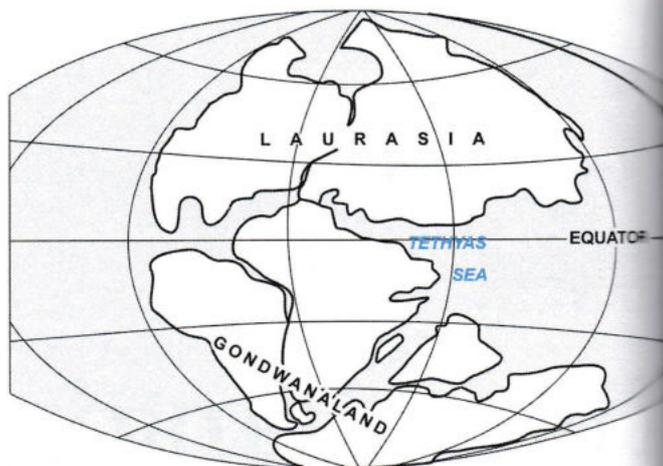


Fig. 13.2: The movement inside the Earth's surface

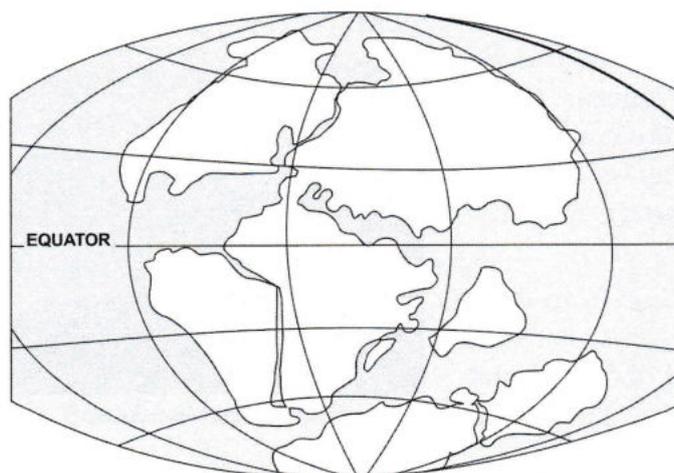




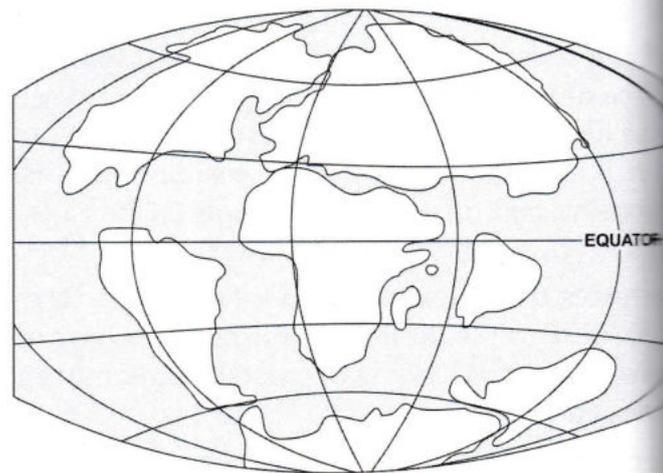
**PERMIAN**  
225 million years ago



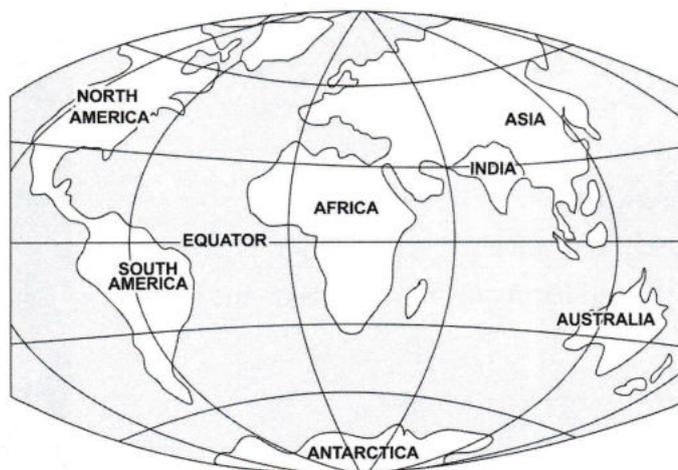
**TRIASSIC**  
180 million years ago



**JURASSIC**  
135 million years ago



**CRETACEOUS**  
65 million years ago



**PRESENT DAY**

**Fig. 13.3: Drift of Continents**



## Continental Drift Theory

The map of world is like a jigsaw puzzle. If you see it carefully, continents and islands fit into each other. This phenomenon was first observed by a German scientist, Alfred Wegener.

According to him, millions of years ago a single super continent 'Pangaea' existed. Pangaea broke into two large continental landmasses. These landmasses started drifting away from each other about 250 million years ago.

The two landmasses were Laurasia in north and Gondwanaland in south. They were separated from each other by a narrow, elongated and shallow sea called 'Tethys Sea'. However, the size of Tethys Sea kept decreasing due to drifting of these landmasses towards each other and helped in the formation of Himalayas.

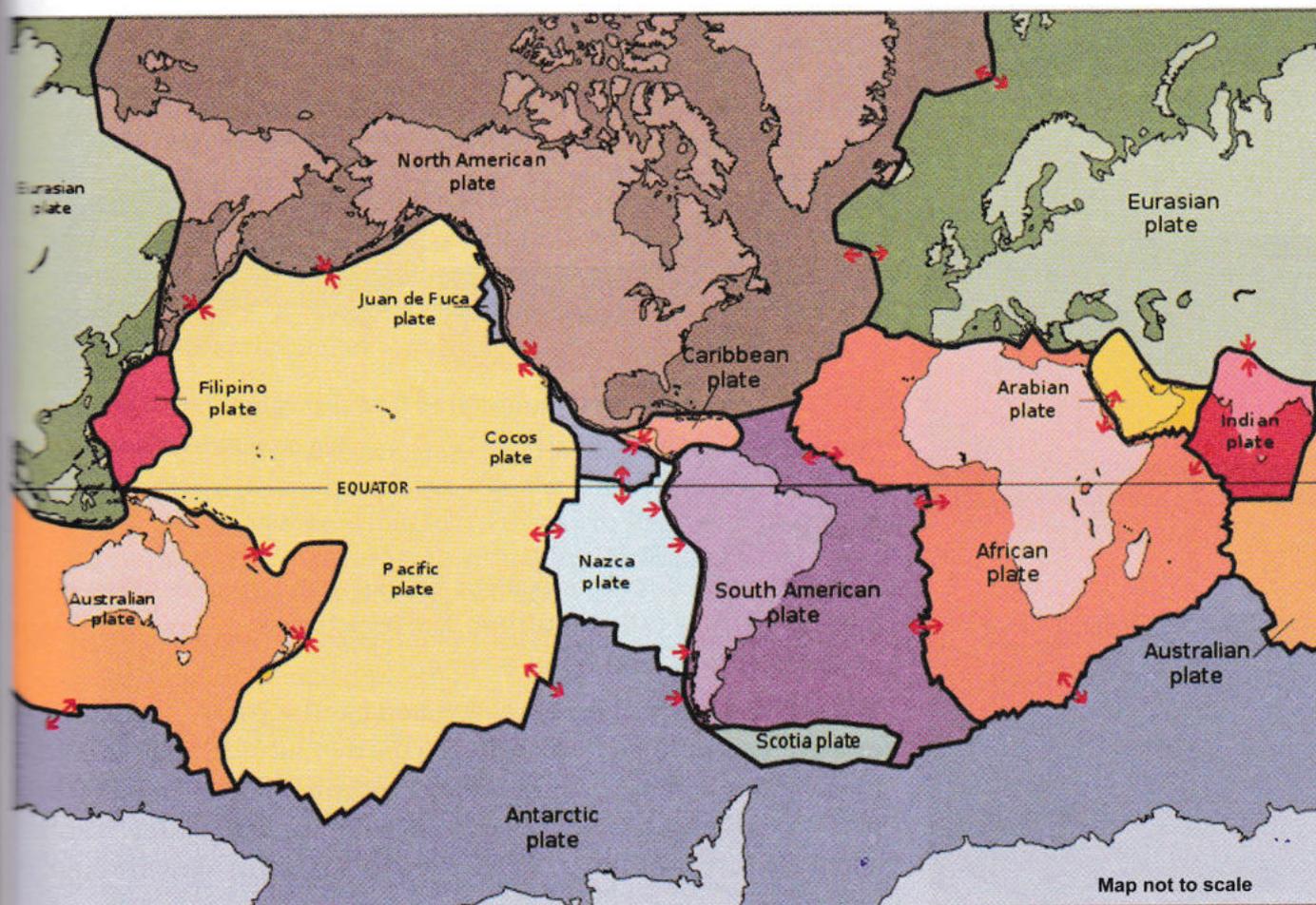
American continents further drifted towards west and formed Atlantic Ocean. Thus, Wegener's theory is referred to as Continental Drift Theory. This theory has been replaced by much more scientific theory, the Plate Tectonic Theory.



Fig. 13.4: Breaking of rocks – an effect of weathering and erosion



Fig. 13.5: Alfred Wegener



Map 13.1: The Earth's Crust is composed of plates





## Explore!

Take some dining mats. Put them on the table, one on top of the other. Now, with your hands, push the ends of the mats towards each other. You will see the mats rise and fold in the centre. Fold mountains are created in a similar manner. Find out more about the forces which lead to the creation of Fold Mountains.



Fig. 13.6: Andes of South America

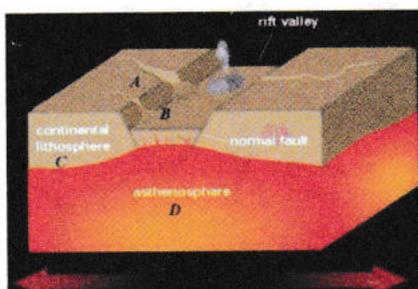


Fig. 13.9: Rift Valley



Fig. 13.10: Damaged buildings by an earthquake

## Plate Tectonic Theory

According to this theory, the large continental blocks or plates are floating on the mantle layer. They move with the change or release of pressure and temperature from inside the Earth.

Tectonic movements are mainly of two types:

- (a) **Vertical movement** which causes land to uplift or subside or both. This can cause the formation of new plateaus or plains or rift valleys.
- (b) **Horizontal movement** can result in the formation of mountain trenches in the sea and widening of water bodies. Such movement can cause both folding and faulting of structures.

## Folding

It is caused by compression when blocks of land come closer to each other and form wrinkles or **folds** on the Earth's surface. This causes the formation of fold mountains, e.g. Rockies of North America, Andes of South America, Alps of Europe and Himalayas of India.

These are young fold mountains formed of sedimentary rocks. They are still rising.

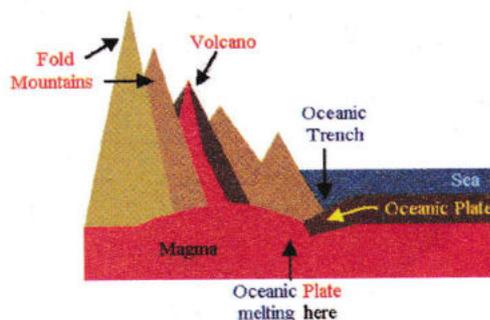


Fig. 13.7: Fold Mountain

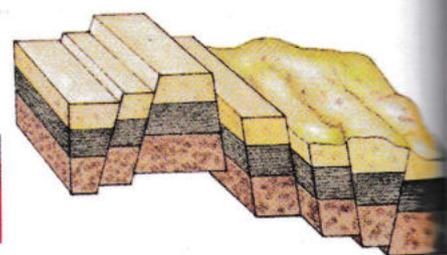


Fig. 13.8: Block Mountain

## Faulting

The structure of rocks cracks or breaks along weaker areas due to tensions. This is called **faulting**. The structure of rock gets displaced as some parts of land uplift or sink.

The uplifted block of land is called **horst** and subsided block is called **graben**. This uplifted block between the two subsided blocks is called **block mountain**, e.g. Vindhyas and Satpura Hills of India. When a part of land subsides between two faults, it forms **rift valley**. Narmada and Tapi Rivers of India, Rhine River of Germany flow through rift valley.



## Earthquakes

Sudden vibrations or shaking and trembling felt on the surface of Earth is called an earthquake.

Earthquakes are terrible disasters that cause massive devastation all around. Along with the ground, buildings shake, cracks appear on the roads and walls of the houses. A strong earthquake can cause buildings to collapse, topple chimneys causing fire, snap electric wires, gas and water pipelines. Earthquakes are very common in some parts of



Fig. 13.11: Appearance of cracks on earth's surface by earth movements

Volcanic eruptions and movement of continental plates are the major causes of earthquakes. The point of origin of an earthquake is called its **focus**. Focus of earthquake is located deep inside the crust of Earth. The point directly/vertically above the focus on Earth's surface is the **epicentre** of the earthquake.

### Seismology, Seismograph and Seismologists

The study of earthquake shocks and its effects is called **seismology**. An instrument called **seismograph** records the shaking of the land. The intensity of an earthquake is measured from 1 to 10 on a Richter Scale. An earthquake which measures more than five on Richter Scale is said to be of high intensity and causes destruction.

The scientists who study earthquakes, their causes, frequency, nature, power, etc., are called **seismologists**.

### Effects of Earthquakes

Earthquakes can displace the crust of Earth to uplift and subside. They can result in landslides and avalanches in mountain areas. Their effect can be seen in the destruction of towns and cities, falling of buildings, damaging roads, snapping of communication links, bursting of oil and gas pipelines and much more.



## Explore!

Take a beaker. Fill it with water, cover it with a lid, and place it on a tripod stand. Now, put a spoon on top of the lid and heat the beaker. You will find that as the water starts heating up. The lid begins to shake along with the spoon. This is how the earth vibrates during an earthquake.

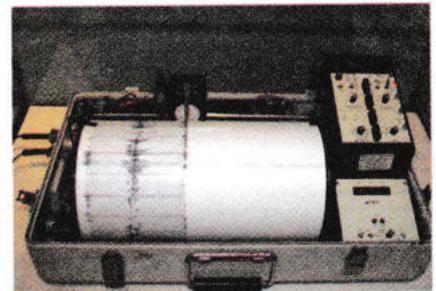


Fig. 13.12: Seismograph

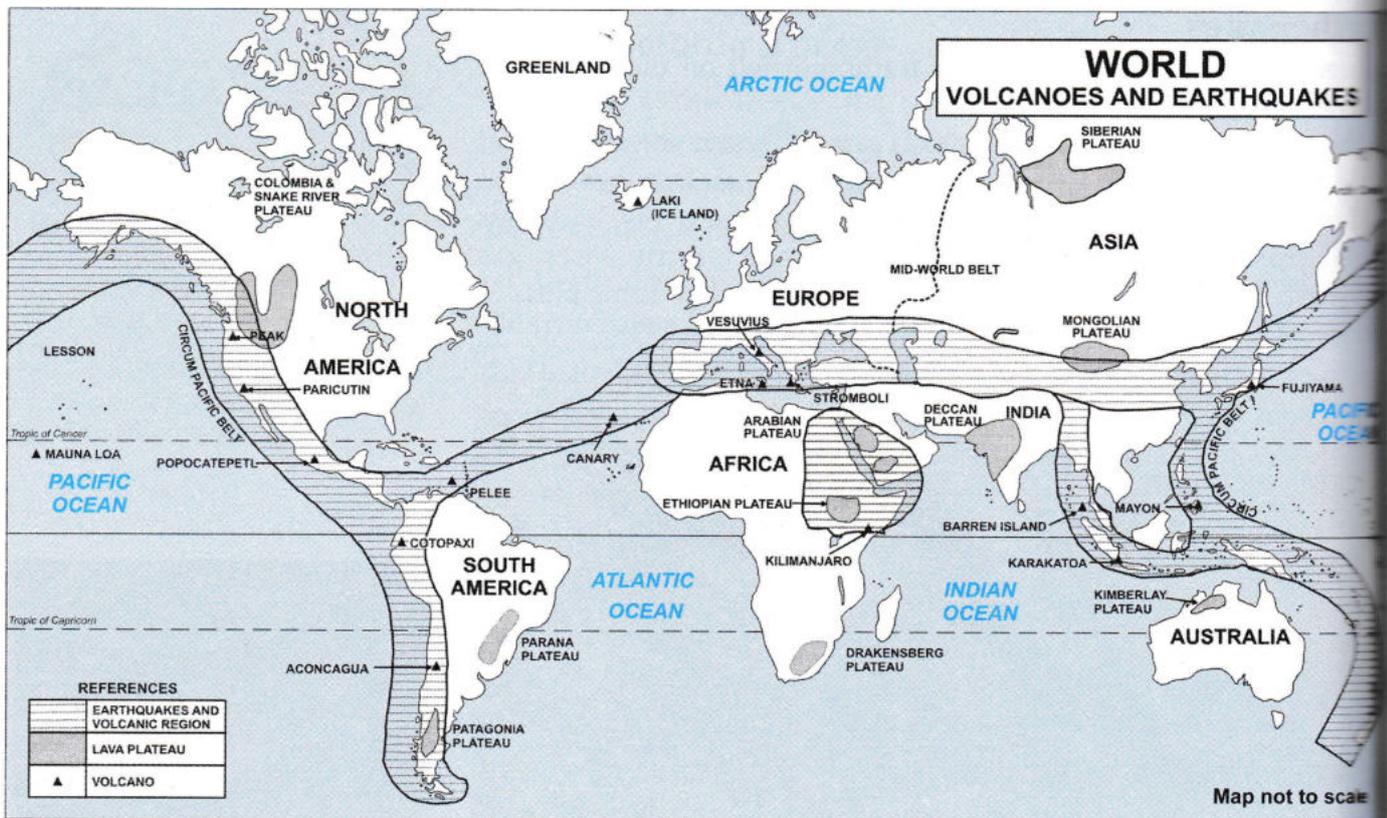


Fig. 13.13: Seismologists



Fig. 13.14: Landslide





Map 13.2: World — Volcanoes and Earthquakes

**Note:** 1. Volcanoes and earthquakes are found in the following belts: (a) Circum Pacific Belt (b) Mid-World Belt (c) African Valley Belt (d) Mid-Atlantic Belt. 2. The important volcanoes are: (a) Fujiyama (Japan), (b) Mayon (Philippines), (c) Barren island (India), (d) Karakatoa (Indonesia), (e) Stromboli, Etna, Vesuvius (Europe) (f) Kilimanjaro (Kenya), (g) Cotopaxi (Ecuador) (h) Aconcagua (Chile), (i) Mauna Loa (Hawaii Islands). 3. **Deccan plateau, Mongolian plateau, African plateau, Patagonia plateau and Colombian plateau have been formed by Lava.** 4. Earthquakes occur frequently in the countries of Japan, Philippines, Indonesia, Afghanistan, Iran, Turkey, Chile, Peru and Mexico.



Fig. 13.15: Bhuj earthquake



Fig. 13.16: Homeless people after Kashmir earthquake

In last twenty years some devastating earthquakes have occurred in India:

- Uttarkashi earthquake (Uttarakhand) – 1991
- Latur earthquake (Maharashtra) – 1993
- Bhuj earthquake (Gujarat) – 2001
- Kashmir earthquake (Muzaffarabad) – 2005

#### CASE STUDY – EARTHQUAKE HITS KASHMIR

On October 8, 2005, a massive earthquake measuring 7.6 on Richter Scale rocked North India (Jammu and Kashmir), Pakistan and Afghanistan at 8:50 in morning. It left 75,000 dead and 1,00,000 injured.

The tremors of this earthquake were felt in UP, Haryana, Punjab and Himachal at 9:20 am. It was one of the major earthquakes which left people dead, homeless and caused damage to property and animals.

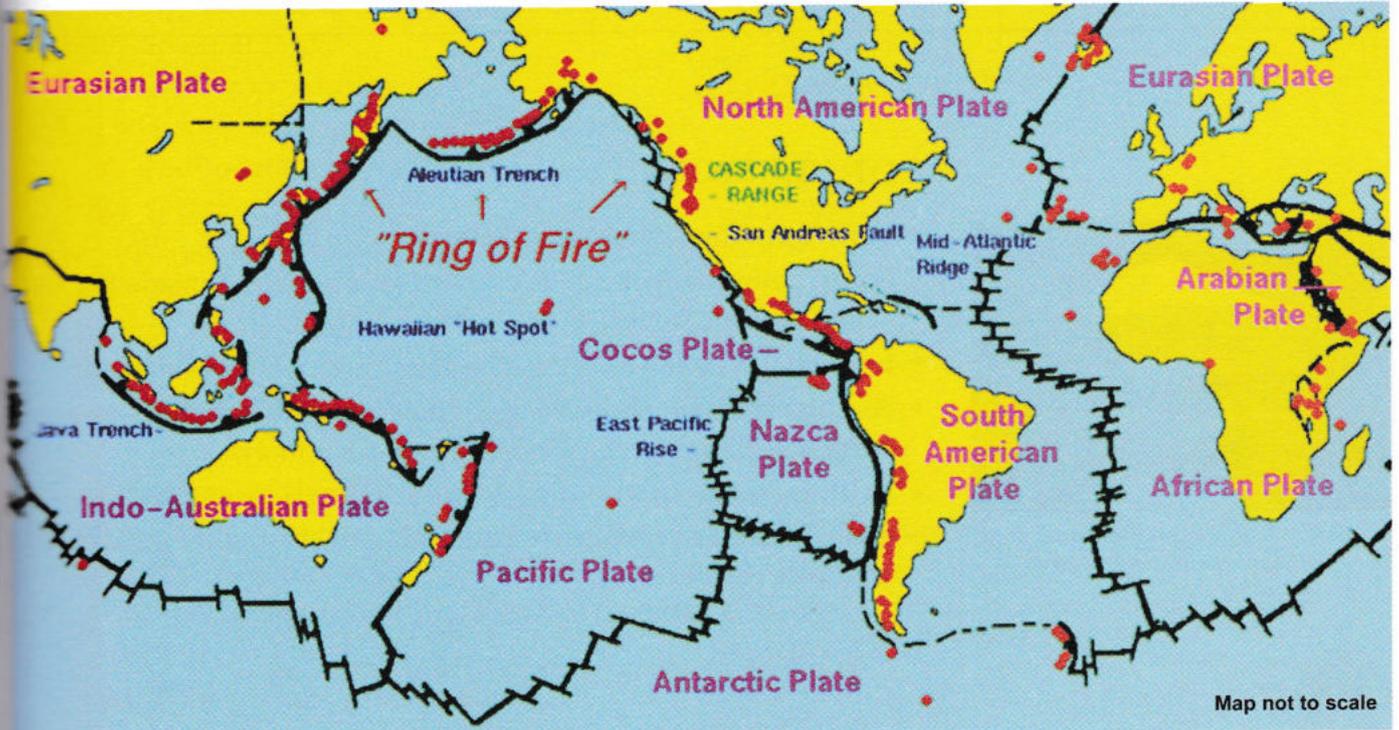


## Volcanoes

Natural openings in the Earth's crust through which molten materials, rocks, ashes and gases are thrown out are called **volcanoes**. They erupt due to the release of excessive heat and pressure inside the Earth. The opening through which molten rock or lava comes out is called vent of volcano. The funnel-shaped depression at the top of the vent is called crater. Around the Pacific Ocean, volcanoes erupt frequently. This belt of active volcanoes is called 'Ring of Fire'. About 68% of world's volcanoes occur in this region.



Fig. 13.17: Volcanic Eruption



Map 13.3: Plate Tectonics and the 'Ring of Fire'

Deposition and cooling of lava around the opening lead to the formation of volcanic cones or hills. Sometimes, lava can come out through a crack or fault and called fissure eruption.

Lava ejected by volcanoes can be thick or thin in nature. If the lava is thick and larger in quantity then a high and steep sided volcanoes with small bases are formed. If the lava is thin, then volcanic cone is shorter in height with a broader base. Such volcanoes are common in Hawaii islands. No doubt, volcanic eruptions of explosive nature are harmful to a nearby human settlement, plant and animal life. Volcanoes are classified into three types:

1. Active volcanoes
2. Dormant volcanoes
3. Extinct volcanoes

Three features of volcanoes are given in the following table.

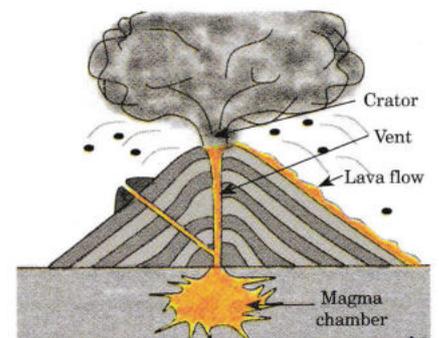


Fig. 13.18:



## CLASSIFICATION OF VOLCANOES ON THE BASIS OF ERUPTION

Types of volcanoes	Eruption	Name of areas of occurrence
Active volcanoes	Erupt frequently and give out gases, ash and lava	Around Pacific Ocean, Hawaii Islands, Indonesia, New Zealand
Dormant volcanoes (sleeping volcanoes)	Erupt after a very long time	Mt. Vesuvius in Italy
Extinct volcanoes (dead volcanoes)	They have been inactive since very long	Mt. Kilimanjaro in East Africa

Table 13.1

### CONCLUSION



Fig. 13.19: Mount Fujiyama, a volcanic mountain in Japan

- Earth's crust is dynamic and everchanging.
- Large-scale changes are due to forces originating inside the Earth called internal forces.
- Internal forces cause folding and faulting of Earth's structure.
- Some earth movements bring sudden and visible changes on earth's surface, e.g. earthquakes and volcanic eruptions.
- Earth movements are caused due to heat and pressure inside the earth. These movements are very slow and bring large-scale changes on Earth's surface.



### Let Us Recall

**Upliftment:** It means when a block of land is uplifted above the level of the surrounding land due to vertical movement.

**Subsidence:** It means when the vertical movements force the land to sink them the normal surroundings.

**Lava:** Molten rock material ejected by volcanoes

**Ring of Fire:** Around the Pacific Ocean, it is a belt of volcanoes where eruption occurs frequently.

**Rift Valley:** When a part of land subsides between two faulted surfaces, it forms rift valley.

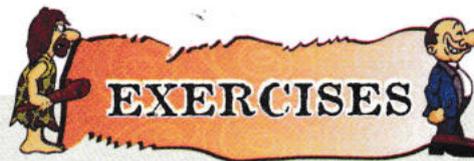
**Laurasia and Gondwanaland:** Two major landmasses in north and south directions

**Pangaea:** It refers to a single large continent of the distant past.

**Tethys Sea:** It is a shallow and narrow sea located between Laurasia and Gondwanaland of past.

**Plate Tectonic Theory:** It is the theory which tells about the movements of continental blocks on the semi-molten mantle.





## EXERCISES

### A. Choose the correct answer.

- The internal forces of the Earth do not include:  
(a) Earth movements (b) earthquakes  
(c) volcanoes (d) folding and faulting
- Changes in atmospheric conditions affect this force:  
(a) internal forces (b) external forces  
(c) Earth movements (d) plate Tectonic theory
- The young fold mountains are formed of:  
(a) sedimentary rocks (b) igneous rocks  
(c) metamorphic rocks (d) molten rocks
- Vindhya and Satpura hills of India are the examples of  
(a) fold mountains (b) volcanic mountains  
(c) block mountains (d) forest mountains
- Mt. Fujiyama is situated in which of the following countries?  
(a) Philippines (b) Indonesia  
(c) Hawaii Islands (d) Japan
- Which one of the following is not formed by lava?  
(a) Deccan plateau (b) African plateau  
(c) Mongolian plateau (d) European plateau
- Kashmir earthquake (Muzaffarabad) occurred in:  
(a) 1991 (b) 1993  
(c) 2001 (d) 2005
- Mt. Vesuvius is an example of:  
(a) active volcano (b) extinct volcano  
(c) dormant volcano (d) none of these

### B. Answer the following questions.

- Mention three internal forces.
- List out the external forces.
- Who was Alfred Wegener? What is his contribution to the world?
- How is Continental Drift theory different from Plate Tectonic theory?
- State the differences between folding and faulting. Mention the new landforms formed by them.
- What is an earthquake? How is it caused?
- How is the intensity of earthquakes measured?
- What is a volcano? Why does it erupt?
- Enumerate the effects of volcanic eruption and earthquake on the human life and on the earth's surface.
- What is 'Ring of Fire'? Where is it located?



**C. Give a single term for the following.**

1. A single super continent of the past.
2. A narrow, elongated and shallow sea of the past.
3. A theory which compares the world map with a jigsaw puzzle.
4. A type of valley formed by parallel faulting.
5. Mountains are formed by this force.
6. The centre of earthquake explosion/origin.
7. A funnel-shaped depression at the outer opening of vent.
8. The intensity of the earthquake is measured by this.

**D. Fill in the blanks.**

1. \_\_\_\_\_ forces originate on Earth and form new \_\_\_\_\_ on Earth's surface.
2. \_\_\_\_\_ movement which causes land to uplift or subside or both.
3. The study of \_\_\_\_\_ shocks and its effects is called seismology.
4. Volcanoes erupt due to excessive \_\_\_\_\_ and \_\_\_\_\_ inside earth.
5. Earth movements arise inside the \_\_\_\_\_.

**E. State whether the following statements are true or false.**

1. Eruption helps in releasing pressure and heat.
2. Alfred Wegener was an American scientist.
3. The fold mountains are formed of sedimentary rocks.
4. The point of origin of an earthquake is called epicentre.
5. Volcanoes are classified into three types.


**F. Match the following.**

**Column A**

1. Young fold mountains
2. A dead volcano
3. Study of earthquakes
4. Block mountains
5. Dormant volcano

**Column B**

- (a) Mt. Vesuvius
- (b) Satpura hills
- (c) Mt. Kilimanjaro
- (d) Seismology
- (e) Andes of South America

**1. Individual Project**

Make a jigsaw puzzle of world and show how the continents fit together.

**2. Assignment**

Study and make project on some earthquakes happened in 2001 and 2005 including pictures and information.



# 14



## Composition and Structure of the Atmosphere

The invisible cloak of various gases surround human beings and their environment. Various changes occur around here like magic. It makes the living world of plants and animals sustainable and brings changes in climatic conditions.

The gaseous envelope around the Earth's surface which is a combination of various gases, water vapour and tiny dust particles is called **atmosphere**. It is held to Earth by the force of gravity. The changes in the condition of atmosphere is due to solar energy. The atmosphere has its own weight, known as **atmospheric pressure**. Concentration of gases and other constituents of atmosphere decrease with the increase in height.

### Composition of Atmosphere

The atmosphere is composed of various gases. The main constituting gases are:

- Nitrogen – 78%
- Oxygen – 21%
- Argon – 0.93%
- Carbon dioxide – 0.03%
- Other gases – 0.04%

Other gases include helium, neon, hydrogen, methane, ozone, etc. In addition, there are water vapours and dust particles also.

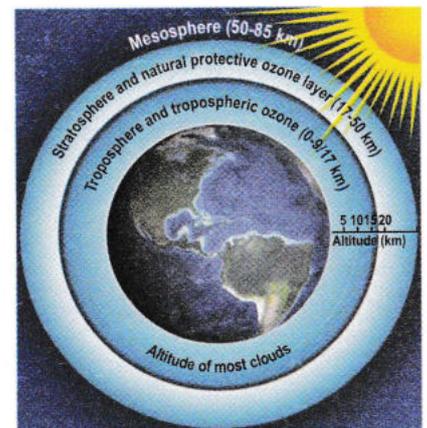


Fig. 14.1: The layers of atmosphere around the Earth

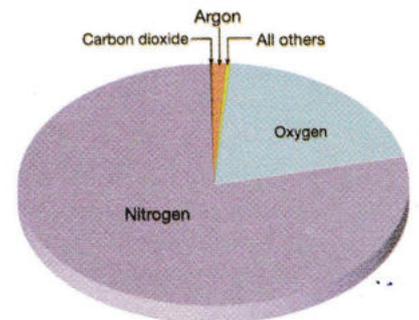


Fig. 14.2: Composition of Atmosphere



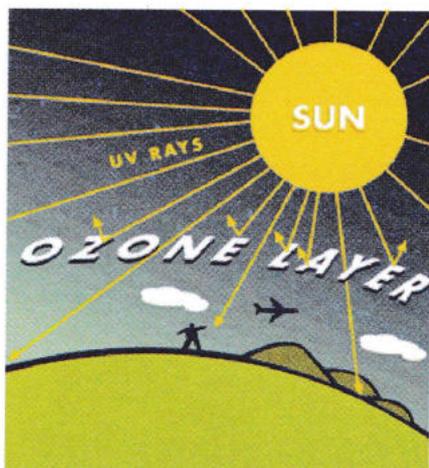


Fig. 14.3: Ozone layer



### Fact Bubble

If the ultraviolet rays reach the Earth, they are sure to cause havoc to human and animal health. Ozone gives protection from harmful sunrays.

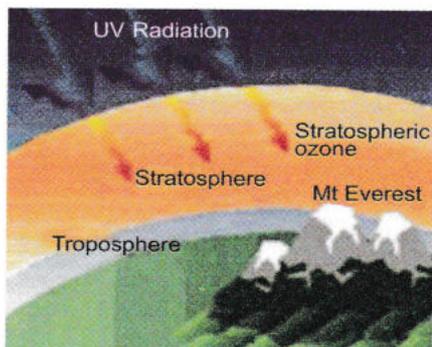


Fig. 14.4: Effects of ozone layer depletion



### Fact Bubble

Decrease in the concentration of ozone in the ozone layer is referred to as depletion of ozone layer.

The constituents of atmosphere are significant in various ways:

1. Life-giving gases like oxygen is used for breathing by the entire animal kingdom while carbon dioxide is inhaled by the plant kingdom.
2. Presence of **ozone layer** acts as a shield high up in the sky and prevents the ultraviolet rays from entering the Earth's surface.
3. Tiny dust particles called hygroscopic nuclei help in the formation of rain droplets.
4. The atmosphere acts as a blanket which prevents the Earth from becoming too hot during day and too cold during night.
5. The atmosphere also protects us from falling meteors and other cosmic dusts. They burn on coming in contact with the atmosphere.
6. Presence of gases, dust particles and water vapour lend colours to sky.

Atmosphere seems to be endless. It has no visible boundary. After studying the atmosphere with the help of instruments attached with balloons, rockets and information through satellites, scientists divide it into various layers. This forms structure of atmosphere.

## Structure of Atmosphere

Atmosphere can be divided into five distinct layers extending up to 500 km. These layers are: 1. Troposphere 2. Stratosphere 3. Mesosphere 4. Ionosphere 5. Exosphere.

### 1. Troposphere

- The layer next to Earth's surface is troposphere.
- It extends up to 15 km in atmosphere from the Earth's surface.
- The temperature decreases at the rate of  $1^\circ$  celsius for every 165 metres of ascent. This decline in temperature is called *normal lapse rate*.
- Its average height is 13 km at poles and around 18 km over the Equator.
- All weather phenomena occur in troposphere.
- The air we breathe exists here.
- The boundary separating troposphere from stratosphere is called *tropopause*.

### 2. Stratosphere

- Next to troposphere is stratosphere, extending from 15 km to 50 km.
- This layer is free from weather changes, cloud formation and dust particles. Hence, stratosphere is ideal for air transport.



- Stratosphere has the presence of a layer of ozone gas at around 25 km of height. It absorbs harmful ultraviolet rays.
- Temperature increases in this layer.
- Meteors burn in this layer.
- **Stratopause** forms a boundary between stratosphere and mesosphere.

### Mesosphere

- Above the stratosphere from 50 km to 80 km is mesosphere.
- The temperature again starts to drop and can be  $-100^{\circ}\text{C}$  at the upper boundary layer, which is called *mesopause*.
- *Mesopause* separates it from ionosphere.

### Thermosphere

- Above the mesosphere is thermosphere which extends from 80 km to 400 km above the Earth's surface.
- It contains electrically charged particles called ions which are maximum at 250 km of height. They reflect radio waves back to Earth enabling long distance radio communication.
- Ionosphere is a part of this layer.
- It protects Earth from harmful radiation. This causes increase in temperature with height in this layer.

### Exosphere

- The uppermost layer above the ionosphere from 400 km is exosphere.
- It is very thin layer and generally, merges with space.
- Temperature is believed to be very high.
- Light gases like hydrogen and helium float into the space from here.

## Global Warming

Our Earth's atmosphere also acts as a greenhouse. There is a layer of carbon dioxide around the Earth which creates a greenhouse effect by trapping the heat radiated by Earth. It is greenhouse gas and when its level in the atmosphere increases because of car fumes, factory smoke, etc., the retained heat increases the temperature of Earth. It is known as **global warming**. This rise in temperature causes the snow in coldest parts to melt. Due to this, sea level rises causing floods. There may be major changes in the climate leading to extinction of some vegetation and wildlife and sinking of some cities.

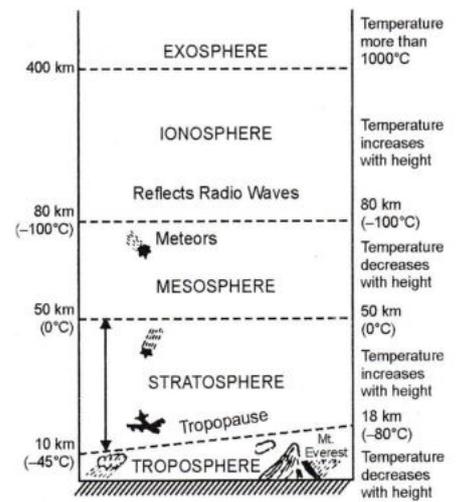


Fig. 14.5: Layers of the Atmosphere in an increasing order



## Explore!

Does the Moon have air like Earth? Find out, why astronauts have to wear special suits when they go to Moon.



Fig. 14.6: Global Warming



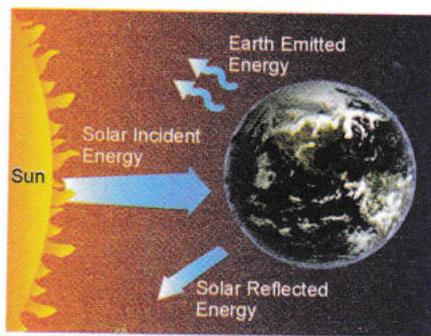


Fig. 14.7: Heat budget of the Earth

## Conclusion

Atmosphere is a gaseous envelope around the Earth. Its main constituents are nitrogen and oxygen. Its structure includes five distinct layers. Atmosphere is advantageous to us as it gives us life-giving gases, allows weather phenomena to happen, maintains heat balance, safeguards against harmful ultraviolet rays and meteorites and long distance radio broadcasting. It is our duty to protect atmosphere to preserve life on the Earth's surface.



## Let Us Recall

**Atmosphere:** The gaseous envelope around the Earth's surface which is a combination of various gases, water vapour and tiny dust particles.

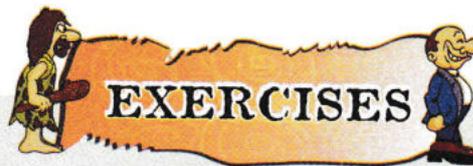
**Ozone layer:** A thin shield high up in the sky which protects the life on Earth from the harmful ultraviolet (UV) rays of Sun.

**Troposphere:** It is a boundary that separates troposphere and mesosphere.

**Stratosphere:** It is a boundary between stratosphere and mesosphere.

**Mesopause:** It is the upper part of the Mesosphere which separates it from the thermosphere.

**Global warming:** It is the increase in Earth's average surface temperature due to effect of greenhouse gases, such as carbon dioxide emissions from burning fossil fuels, car fumes, smoke, etc., which retain the heat which would have otherwise escaped from the Earth.



### A. Choose the correct answer.

- The changes in the condition of atmosphere is due to:
 

(a) solar energy	(b) wind energy
(c) hydel energy	(d) tidal energy
- Which one of the following is not the constituent of atmosphere?
 

(a) mixture of gases	(b) water vapour
(c) tiny dust particles	(d) forests
- The atmosphere protects us from which of the following?
 

(a) falling meteors	(b) water vapours
(c) carbon dioxide	(d) fire



4. Atmosphere can be divided into five distinct layers extending upto:
 

(a) 800 km	(b) 600 km
(c) 500 km	(d) 900 km
5. In troposphere, the decline in temperature is called:
 

(a) normal lapse rate	(b) abnormal lapse rate
(c) formal lapse rate	(d) all of these
6. The presence of ozone layer is around:
 

(a) 30 km of height	(b) 25 km of height
(c) 20 km of height	(d) 15 km of height
7. Which one of the following is a part of thermosphere?
 

(a) mesosphere	(b) stratosphere
(c) exosphere	(d) ionosphere
8. Which of the following is the coldest layer of the atmosphere?
 

(a) exosphere	(b) stratosphere
(c) mesosphere	(d) biosphere
9. The uppermost layer of the atmosphere is called
 

(a) stratosphere	(b) troposphere
(c) ionosphere	(d) exosphere

**B. Answer the following questions.**

1. How is atmosphere held to Earth?
2. Mention two major constituents of atmosphere.
3. Apart from gases, what are the other constituents of atmosphere?
4. Why is it suitable to fly aeroplanes in stratosphere?
5. How does the presence of ozone help the Earth?
6. Why is ionosphere important?
7. What makes up the structure of atmosphere? Describe various layers of atmosphere.
8. Give any five ways to explain the significance of atmosphere for the existence of life on the Earth.
9. In your opinion which layer of the earth is most important? Give your views to prove its worth for the Earth.
10. What do you mean by global warming?

**C. Give a single term for the following statements.**

1. A layer of atmosphere closest to Earth's surface.
2. A layer allowing radio communication possible.
3. They provide a surface for the development of rain droplets.
4. A layer which protects the Earth from meteorites.
5. It provides protection from harmful ultraviolet rays of the Sun.
6. A layer suitable for flying high-speed planes.



**D. Fill in the blanks.**

1. \_\_\_\_\_ is composed of various gases.
2. Next to \_\_\_\_\_ is stratosphere, extending from 15 km to 50 km.
3. Stratosphere has \_\_\_\_\_ at around 25 km of height which absorbs harmful \_\_\_\_\_ rays.
4. Above \_\_\_\_\_ from 50 km to 80 km is mesosphere.
5. The main constituents of atmosphere are \_\_\_\_\_ and \_\_\_\_\_.

**E. Write true or false against each statement.**

1. Atmosphere, on its own, is held to Earth's surface.
2. Temperature is not constant in troposphere.
3. Carbon dioxide is important for the plant kingdom.
4. Temperature is maximum in exosphere.
5. Stratosphere extends to about 500–600 km.


**1. Individual Project**

Draw a well-labelled diagram of layered structure of atmosphere.

**2. Group Discussion**

Let students speak on the topic 'Global Warming and its effects on atmosphere'.



# 15



## Elements of Weather and Climate

### Weather

Weather is the condition of atmosphere at a particular place and time. It can be sunny, cloudy, rainy, humid, warm or cold.

Weather is never static, thus we cannot generalise it. It changes very often (even within 24 hours). It is experienced over a small area. A scientific study of weather is called **meteorology**.

Weather bulletins inform us about day-to-day happenings in atmospheric conditions — temperature, sky conditions, cloudiness, precipitation, wind and moisture. We read weather reports in newspapers also.

Temperature, pressure, wind, moisture and precipitation are major elements of weather and climate.

**Instruments for measuring weather:** Thermometer, Barometer, Rain Gauge and Wind Vane are four instruments of measuring weather.

- **Thermometer:** It measures the temperature.
- **Barometer:** It measures atmospheric pressure.
- **Rain Gauge:** It measures the amount of rainfall.
- **Wind Vane:** It shows the direction of the wind.



Fig. 15.1: Weather symbolisation





Fig. 15.2: Thermometer



Fig. 15.3: Barometer



Fig. 15.4: Rain Gauge

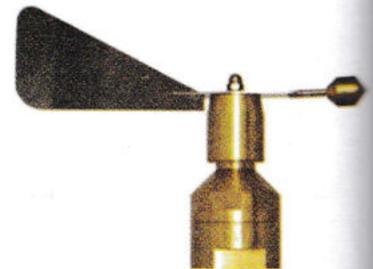


Fig. 15.5: Wind Vane

### Weather Instruments

## Climate

Climate is the sum total or average weather condition at a particular place over a longer period of time. It is experienced over a larger area. e.g., desert type of climate, monsoon type of climate, equatorial type of climate, etc. Climate influences the type of vegetation, agricultural crops grown, types of animals found, type of lifestyle adopted by people and design of houses and many more.

## Temperature

The intensity of heat (warm or cold) is called temperature. Temperature is measured by an instrument called thermometer. Thermometer contains mercury as it is sensitive to changes in the temperature. It readily expands when the temperature is hot and contracts when cold. Temperature is measured in Celsius or Fahrenheit scale. On Fahrenheit scale 32° F is freezing temperature and 212° F is boiling temperature while on Celsius scale it is 0°C and 100°C for freezing and boiling temperature respectively.

Main source of heat is the Sun. It is able to produce its own heat. The surface temperature of the Sun is around 5500° C. The heat energy given out by the Sun is called **solar radiation**.

A very small part of solar radiation is received by the Earth's surface. The incoming solar radiation to Earth is called **insolation**. It takes around 7 minutes to reach and heats the Earth's surface.

Since the shape of Earth is spherical, all parts of Earth do not receive the same amount of insolation. It decreases from Equator to poles. The sunrays are more direct on and around Equator. They are slanting around Poles. This has given rise to heat zones — **torrid**, **temperate** and **frigid zones**. You have already studied about them in your previous class.

## Heating and Cooling of Atmosphere

Though insolation passes through the atmosphere, but it is heated by heat reflected by Earth. The heat energy reflected by Earth is called **terrestrial radiation**. It is the same heat which the Earth absorbs during

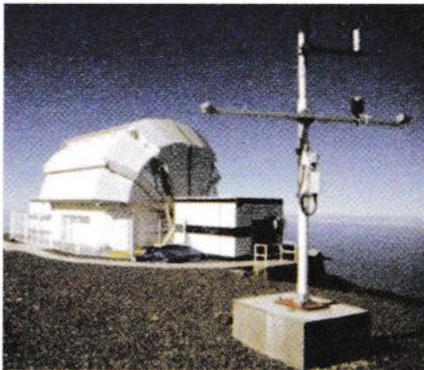


Fig. 15.6: Weather Station



### Fact Bubble

Weather station is an observation place where weather conditions and related data are recorded and observed.

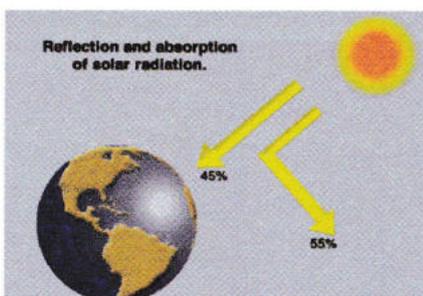


Fig. 15.7: Solar Radiation



daytime from insolation. From the Earth's surface, heat is transferred to the atmosphere through the following processes:

1. Conduction, 2. Convection, 3. Advection, 4. Radiation.

### 1. Conduction

It is the transfer of heat through contact. A cooler body comes in contact with warmer body and gets heated up until both the bodies attain the same temperature.

### 2. Convection

The actual movement of heat molecules from lower levels to higher levels is called convection. When air gets warmer it expands, because it is less dense than surrounding air. Convection is common on the Equator and in tropics during summer season.

### 3. Advection

It is a transfer of heat from one place to another by winds and ocean currents. The cool wind lowers the temperature of warm winds and vice versa when they come in contact with each other, e.g. cold wave is caused in North India by cold winds coming from Himalayas.

### 4. Radiation

Any object which is capable of absorbing heat is also capable of giving it out. The process of release of heat energy is called radiation. If the Earth does not give out the heat received, the temperature will become too hot.

These four processes help in transfer of heat energy in atmosphere and Earth. They also help in absorption and radiation of heat energy.

## Factors Affecting the Temperature

Temperature on the Earth is unequally distributed. It differs from one place to another. Some factors controlling temperature of a place are as follows:

1. Latitude or distance from Equator, 2. Altitude, 3. Distance from sea, 4. Prevailing winds, 5. Ocean currents, 6. Slope of land.

### Latitude or distance from Equator

The places located near the Equator are warmer as they receive direct rays from the Sun. The sunrays are more effective as they travel for shorter distance and cover smaller area.

On the other hand, Polar Regions are colder because the sunrays travel for longer distance and cover a larger area.

### Altitude or height above the sea level

Temperature gets cooler as we go higher at the rate of  $6.4^{\circ}\text{C}$  for every 1000 metres (or  $1^{\circ}\text{C}$  for every 165 metres). Hence, places like Shimla, Darjeeling, Mt. Abu are much colder due to their location on higher mountain slopes. Places like Delhi, Chandigarh and Kanpur are warmer as their location is in plains.

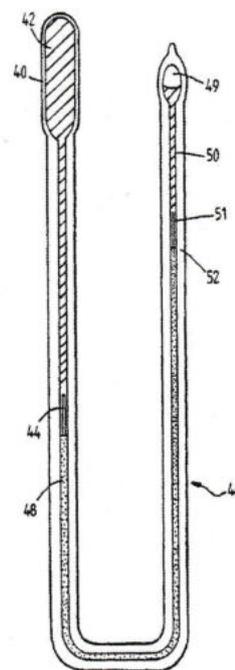


Fig. 15.8: Six's maximum and minimum thermometer, used to find out the highest and the lowest temperature of the day

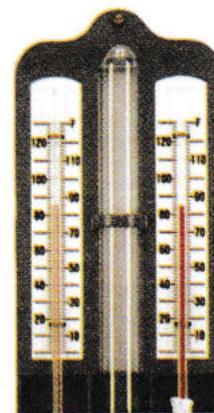


Fig. 15.9: Wet and dry bulb thermometer, used to measure humidity





Fig. 15.10: Mumbai



Fig. 15.11: Delhi



## Explore!

Take clippings of daily weather reports from local newspapers and paste them on the board for a week. Find out if the weather changed or remained same all through the week.

The atmosphere is thinner at the higher altitude. When conduction occurs from lower to higher levels, it results in heat loss. Thinner atmosphere also loses heat energy faster.

### Distance from the sea

The Sun heats and cools the land areas more quickly than water areas. Hence, the temperature of air resting over land differs from that of air resting over sea. This is why Mumbai is cooler in summer in comparison of Delhi. Mumbai experiences uniform and mild temperature throughout the year as located near the sea coast. Such type of climate is called *maritime*.

Cities like Delhi, Chandigarh, Nagpur experience hot temperatures in summer and cold temperatures in winter due to their longer distance from the sea and absence of moderating effect of sea. Such type of climate is called *extreme* or *continental* type.

### Prevailing winds and ocean currents

Both winds and ocean currents influence the temperature by passing their heat or coldness onto the adjacent land. Hot winds and warm ocean currents raise the temperature while cold winds and cold ocean currents lower the temperature, e.g. hot and dry 'loo' winds in summer from Rajasthan raise the temperature in Delhi and cold winds from Himachal Pradesh in winter cause cold wave in Delhi.

Warm Gulf Stream on north-western coast of Europe never freezes the seaports. But, on the same latitude in North-East Canada, the coastline freezes due to cold Labrador Current.

### Slope of Land

Slopes which are more exposed to Sun, receive more sunlight. They are warmer. Therefore, south facing slopes in Himalayas have more fruit orchards, whereas the north facing slopes receive less sunlight. They are colder and have lesser vegetation.

Temperature of a place is very important as it controls:

- (a) the presence or absence of water vapour or moisture.
- (b) dryness or wetness of air and rainfall.
- (c) type of crops to be grown.
- (d) type of vegetation in an area.



Fig. 15.12: Fruit orchards due to more sunlight



Fig. 15.13: Lesser vegetation due to less sunlight



## Conclusion

- Weather is dynamic and keeps changing at short intervals.
- Sun is the major source of heat energy.
- Earth's surface is directly heated by insolation.
- Earth cannot retain the heat received and radiates it out.
- Atmosphere is heated by four major processes — conduction, convection, advection and radiation. Temperature is unevenly distributed and redistributed by these processes.
- Temperature is an important determinant of climate.



Fig. 15.14: Weather changes at short intervals



## Let Us Recall

**Climate:** It is the sum total of atmospheric conditions observed for a longer time and over a larger area.

**Weather:** It is the day-to-day changes in atmospheric conditions. It is highly changeable.

**Temperature:** The intensity of heat (warm or cold)

**Thermometer:** It is an instrument to measure temperature.

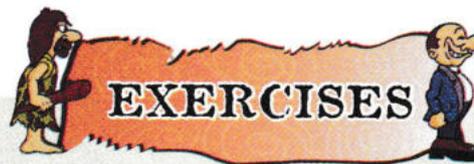
**Heat zones:** These are created due to variations in insolation received on the Earth's surface like torrid, temperate and frigid zones.

**Solar radiation:** It refers to amount of heat and light energy given out by the Sun.

**Insolation:** It is incoming solar radiation received at the Earth's surface.

**Maritime climate:** It is experienced in coastal areas where the temperatures are almost same throughout the year.

**Continental climate:** It is an extreme type of climate — hot in summer and cold in winter, experienced in areas away from the sea.



### A. Choose the correct answer.

1. A scientific study of weather is called:  
(a) Biology  
(b) Geology  
(c) Meteorology  
(d) Seismology



2. Which one of the following is an instrument for measuring weather?
  - (a) Wind Vane
  - (b) Thermometer
  - (c) Barometer
  - (d) all of these
3. Convection is common on the equator and in tropics during:
  - (a) winter season
  - (b) summer season
  - (c) rainy season
  - (d) all of these
4. Which one of the following is a heat zone?
  - (a) torrid zone
  - (b) temperate zone
  - (c) frigid zone
  - (d) all of these
5. Temperature gets colder as we go higher at the rate of  $6.4^{\circ}\text{C}$  for every:
  - (a) 1000 mts
  - (b) 800 mts
  - (c) 500 mts
  - (d) 400 mts
6. The surface temperature of the sun is around:
  - (a)  $6600^{\circ}\text{C}$
  - (b)  $5500^{\circ}\text{C}$
  - (c)  $4400^{\circ}\text{C}$
  - (d)  $3300^{\circ}\text{C}$
7. The weather instrument Rain Gauge is associated with:
  - (a) temperature
  - (b) pressure
  - (c) rainfall
  - (d) wind
8. The Earth's surface is directly heated by:
  - (a) insolation
  - (b) radiation
  - (c) convection
  - (d) conduction

**B. Answer the following questions.**

1. Mention various elements of weather and climate.
2. Why are equatorial regions warmest and polar regions coldest?
3. How is atmosphere heated?
4. List out various factors responsible for uneven distribution of temperature.
5. Why is Shimla colder than Delhi?
6. What is extreme type of climate? Explain, why are the places located far from sea coast experience this type of climate.
7. How do the winds influence the temperature of a place?
8. What is the impact of ocean currents on the temperature of a place?
9. "The south facing slopes have more vegetation." Why?
10. Why is it important to study temperature?

**C. Differentiate between the following.**

1. Weather and climate
2. Conduction and convection
3. Advection and convection
4. Insolation and solar radiation
5. Maritime and continental type of climate



**D. Listed below are certain places in India. Mention which factor has the maximum impact on temperature of the following places.**

1. Kanpur \_\_\_\_\_
2. Darjeeling \_\_\_\_\_
3. Nagpur \_\_\_\_\_
4. Mumbai \_\_\_\_\_
5. Manali \_\_\_\_\_

**E. Fill in the blanks.**

1. \_\_\_\_\_, barometer, \_\_\_\_\_ and wind vane are four instruments of weather.
2. Weather is observed for \_\_\_\_\_ period of time and climate is observed for a \_\_\_\_\_ time.
3. Convection, advection, radiation and conduction are processes of \_\_\_\_\_.
4. As we go higher, temperature gets \_\_\_\_\_.
5. The Earth's surface is directly heated by \_\_\_\_\_.
6. Actual movement of heat molecules vertically is \_\_\_\_\_.
7. Horizontal movement of heat molecules from one place to another is called \_\_\_\_\_; examples are winds and \_\_\_\_\_.

### **1. Project Work**

- (a) Take a laboratory thermometer and observe temperature changes in side rooms, verandahs/ corridors, in open fields, in shade and under tree for 6 months. Note the observations once in a week at the uniform time.
- (b) For a week note down weather report from radio, television or local newspapers and observe the changes occurring in the weather.



# 16



## Atmospheric Pressure and Winds

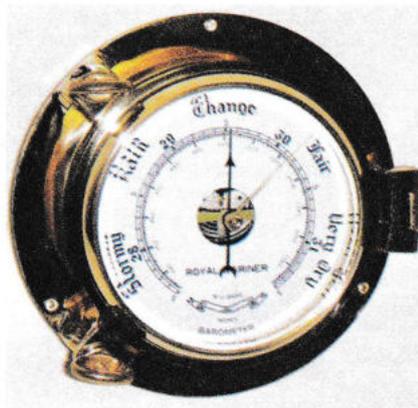


Fig. 16.1: Barometer

### Atmospheric Pressure

Air appears to be weightless but it is found layer upon layer and these layers have weight. These layers exert enormous pressure on the surface of the Earth.

This pressure exerted by the weight of air on Earth's surface is referred to as **atmospheric pressure**. The weight of the dry air is about 1.2 ounce per cubic foot of air. Air pressure does not remain the same. It varies from place to place and time to time. Pressure variations result in wind.

Pressure variations can be measured by an instrument called barometer. It is measured in millibars. The average atmospheric pressure at sea level is 1013 millibars.

Atmospheric pressure differs on the Earth due to the following factors:

**1. Variations in Temperature Conditions:** Air, when gets warm, expands and becomes lighter. Warm air starts rising, causing low pressure in the region. Air when cooled, compresses and becomes heavy causing high pressure. For example, equatorial regions always have low pressure due to warm temperatures and polar regions have high pressure due to cold temperatures.

In winters, land is cold, hence experience high pressure and warm waters have low pressure.

In summers, land is warm, low pressure prevails while water is cool, hence high pressure prevails.



**2 Changing Altitude:** With the increase in height from the sea level, atmospheric pressure decreases. It is so because atmospheric layers get thinner—concentration of gases, water vapour and dust decrease with height.

### Distribution of Atmospheric Pressure

Distribution of atmospheric pressure corresponds to distribution of temperature belts across the Earth's surface.

**High temperature always corresponds with low pressure and low temperature (cool) with high pressure.**

There are seven distinct pressure belts in the world. Except the equatorial low pressure area, all others form matching pairs in the Northern and Southern Hemisphere. Thus, the seven pressure belts are put into following four groups:

1. Equatorial low pressure belt, also called 'doldrums', is the region of calm conditions.
2. Sub-tropical high pressure belt from 30° to 35° North and South.
3. Sub-polar low pressure belt from 65° North and South.
4. Polar high pressure belt around North Pole and South Pole.

The pressure belts (shown below) shift their positions slightly northward and southward when the sunrays fall directly over the Tropic of Cancer in summer season and southward when Tropic of Capricorn receives direct sunshine. Local variations in pressure can be observed according to land and water contrasts.

Pressure variations are responsible for horizontal movement of air called **wind**.

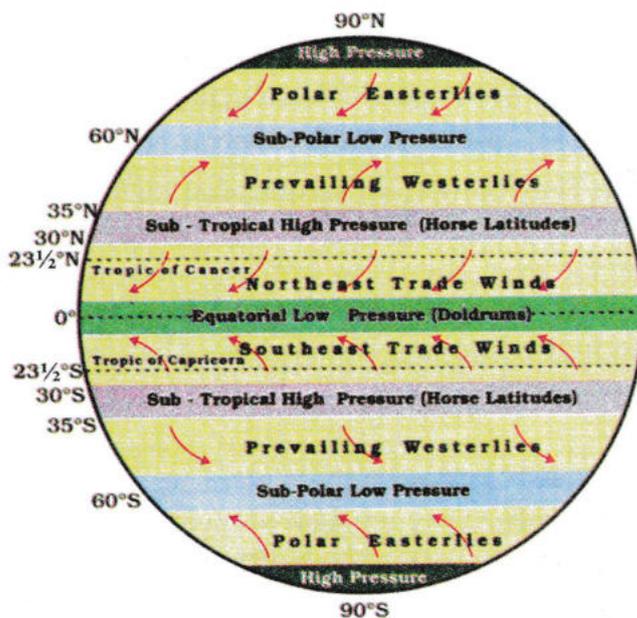


Fig. 16.3: Pressure Belts and Wind System

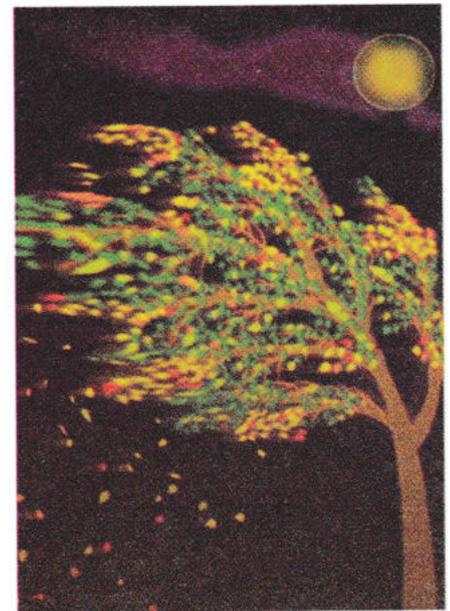


Fig. 16.2: Air



### Fact Bubble

The Moon has no twilight, no sound, no atmosphere and hence no air pressure. If somebody reaches the Moon without wearing space suit, the counter pressure exerted by his body would make the blood vessels burst. He/She would bleed.

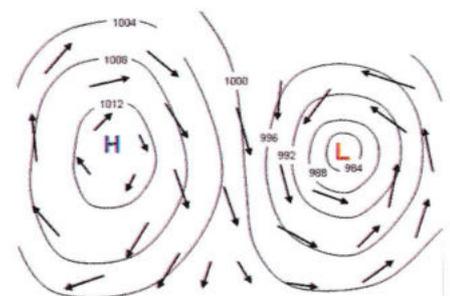


Fig. 16.4: Wind is caused by air blowing from high pressure (H) area to low pressure (L) area. Its direction is influenced by rotation of the Earth.





Fig. 16.5: Weather Cock (Wind Vane) indicates the direction of wind.

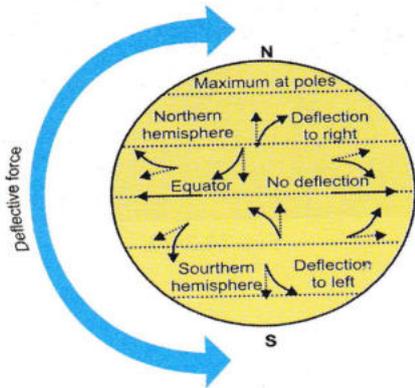


Fig. 16.6: Deflection of Winds

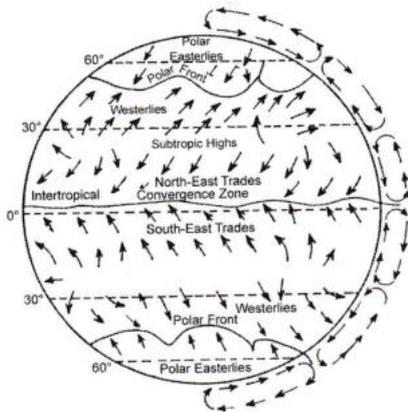


Fig. 16.7: Permanent Winds



### Fact Bubble

Winds are named after the direction in which they blow, for example, the winds blowing from west are known as westerlies.

## Wind

The horizontal movement of air is called wind. Wind is very important. They are the means to transport temperature and moisture from one place to another. This transportation helps in changing temperature and causing precipitation. Wind always move from high pressure area to low pressure area. The slope of the pressure from high to low is known as **pressure gradient** and the direction of this decides the direction of wind. The velocity of winds is directly related to the steepness of the pressure gradient.

The deflection of winds is affected by the **coriolis effect**, which is caused by the rotation of the Earth. Winds are deflected to their right in the Northern Hemisphere and to their left in the Southern Hemisphere. Coriolis force is absent at the Equator and increases towards the Poles. As a result, the winds which would move at right angles to the isobars under the pressure gradient, move obliquely towards them.

## Types of Winds

Following three broad categories of winds are recognised on the Earth's surface:

### 1. Permanent Winds

They blow over vast areas. Such winds blow throughout the year in a particular direction.

These are regular winds blowing from high to low pressures. They are — (a) Trade winds (b) Westerlies (c) Polar Easterlies.

- (a) **Trade winds:** These are steady currents of air blowing from the sub-tropical high pressure belts towards the equatorial low pressure areas (doldrums). Under the influence of the Coriolis force, they blow from the north-east in the Northern hemisphere and from the south-east in the Southern Hemisphere.
- (b) **Westerlies:** They blow from sub-tropical high pressure belts to sub-polar low pressure belts. They are called westerlies as they blow from the west. They blow from the south-west to the north-east in the Northern Hemisphere and from north-west to the south-east in the Southern Hemisphere. The westerlies are high speed winds and they cause rainfall to the western margins of the continents.
- (c) **Easterlies:** They blow from polar high pressure belts to sub-polar low pressure belts. They are also known as polar winds. They blow from the north-east in the Northern Hemisphere and from the south-east in Southern Hemisphere. These winds are very dry and cold.



## 2. Seasonal or Periodic Winds

In certain areas, permanent wind direction gets modified seasonally due to unequal heating of land and water bodies. Such winds change their direction seasonally. They blow from sea to land in summer and vice versa in winter. They are called **periodic winds**. The best example of periodic winds are **monsoon winds**. They affect the climate of India. These winds are responsible for causing summer rainfall in India. Another example of periodic winds are land breeze and sea breeze.

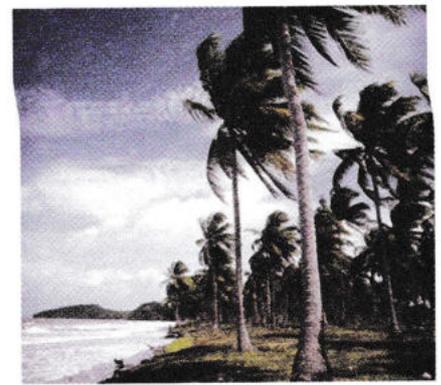


Fig. 16.8: Monsoon Winds

- (a) **Land Breeze:** During night, land cools faster than the sea causing high pressure on land and low pressure on water bodies. This pressure change sets offshore cool breeze from land to sea and called **land breeze**.

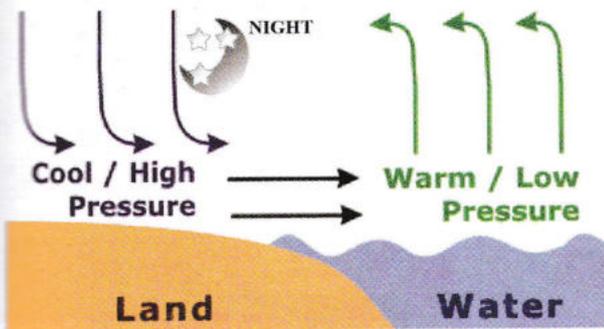


Fig. 16.9: Land Breeze

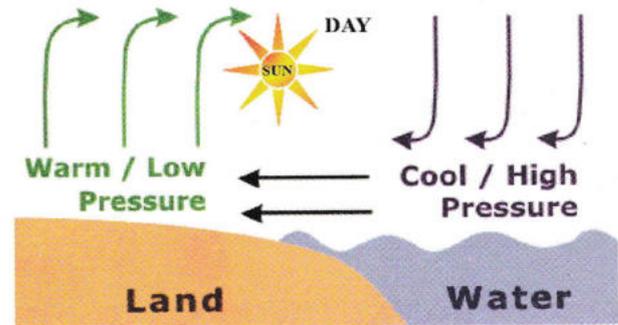


Fig. 16.10: Sea Breeze

- (b) **Sea Breeze:** During the day, exactly the opposite occurs. The land heats faster than the sea. This causes high pressure on the cooler sea and low pressure on the warm land and sets the air in motion. These onshore winds from sea to land are called **sea breeze**.

Land and sea breezes keep the day and night temperature in balance in coastal areas.

## 3. Local Winds

Local variation in pressure conditions gives rise to winds. They bring marked changes for short time in weather conditions over smaller areas. Various examples are given below:

- (a) **Chinook:** The word 'Chinook' literally means 'snow eater'. It is also a type of strong, high velocity, warm and dry winds which blows in North America. In Eastern Rockies, chinook helps in melting of snow and ice from grasslands and help cattle rearing. Similar winds in New Zealand are known as Norwesters.
- (b) **Loo:** Hot and dry winds during North Indian summer season cause heat waves in Northern Plains.
- (c) **Sirocco:** Hot winds blowing from the Sahara Desert to the Mediterranean Sea. They pick up moisture from sea and cause light rainfall in the Southern Europe.
- (d) **Mistral:** These are very cold winds, which blow down from the Alps over France.

**Explore!**  
Look for the names of a few more local winds around the world and find out the effect these have in the areas they blow.

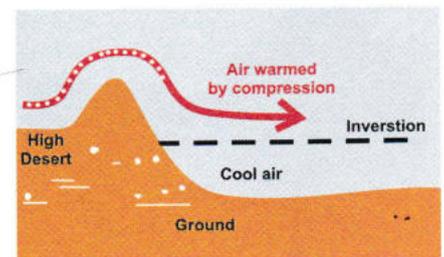


Fig. 16.11: Chinook



## Local Storms

Storms are very strong blowing winds. These high velocity winds cause serious threat of life and property in the coastal areas. They destroy everything that comes in their way. Storms commonly occur near seas and oceans in the forms of cyclones, hurricanes, typhoons and tornadoes.

Cyclones refer to a violent and destructive form of winds accompanied by a heavy rainfall. Cyclonic winds cause 7 to 10 metres high tidal waves that sweep 20 km inland and bring massive destruction.

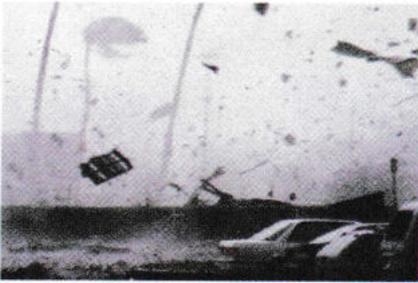


Fig. 16.12: High Velocity Winds



Fig. 16.13: Destruction by strong winds of cyclones



Fig. 16.14: Hurricanes

Hurricanes are actually **cyclones** which are experienced by the eastern coast of India. They develop as a result of low pressure system in the Bay of Bengal. Winds from surrounding high pressure areas move towards the centre of low pressure areas at 100 km/hr. speed.

### CASE STUDY – CYCLONE IN ODISHA

On Friday, October 29, 1999 Odisha coast was struck by a super cyclone travelling at the speed of 260-300 km/hr. and the sea waves rising up to 5-8 metres high accompanying continuous rains which caused massive destruction. Odisha was shattered by this worst-ever cyclone. This frenzied storm brought the life of people to an absolute halt. The coastal belt saw millions of people displaced, homeless and killing of thousands of people. This cyclone killed 90% of cattle in the affected districts and standing paddy crop was totally destroyed. Almost all the coconut trees were uprooted. Coconut trees would take at least 15 years to reach fruit bearing stage.

For almost 10 days, there were no reports from 60 per cent of the affected districts due to lack of communication. The aerial survey showed that the coastal districts of Odisha appeared to be extended Bay of Bengal.



Fig. 16.15: Cyclone in Odisha



Fig. 16.16: Cyclone-affected people



Such massive and merciless cyclones cannot be prevented. But, we can create awareness amongst the people to mitigate the effects of cyclones. People should live far from coastal lands where there is a danger of flooding due to heavy rainfall. Stronger houses should be constructed using proper building materials.

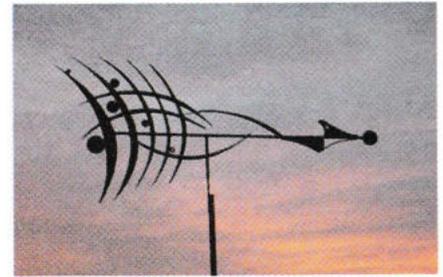


Fig. 16.17: Wind Vane

### Instruments

- To measure the direction of wind, a simple instrument is used called **Wind Vane**.
- To measure wind velocity, the instrument used is **Anemometer**.

### Conclusion

- Pressure variations are caused by differences in temperature conditions.
- Pressure differences cause wind to blow.
- Permanent wind blows throughout the year in a particular direction.
- Regional and local variations in temperature cause periodic and local wind.
- Very high velocity wind (Storms) cause serious threat to life and property.



Fig. 16.18: Anemometer



## Let Us Recall

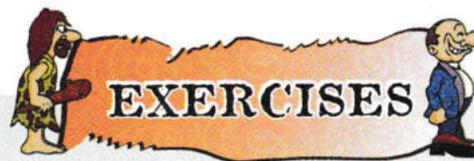
**Atmospheric Pressure:** The pressure exerted by the weight of air is referred to as atmospheric pressure.

**Pressure gradient:** The slope of the pressure from high to low is known as pressure gradient.

**Coriolis effect:** It is an effect caused by the rotation of the Earth due to which the winds get reflected from their direct path of movement.

**Wind vane:** It is used to measure the direction of winds.

**Anemometer:** It is used to measure the wind velocity.



### A. Choose the correct answer.

1. Which of the following is measured in millibars?
 

(a) wind	(b) temperature
(c) pressure	(d) none of these



2. The average atmospheric pressure at sea level is:
 

(a) 1017 millibars	(b) 1015 millibars
(c) 1014 millibars	(d) 1013 millibars
3. What is the literal meaning of the word 'Chinook'?
 

(a) man eater	(b) plant eater
(c) snow eater	(d) none of these
4. Odisha coast was struck by a super cyclone on:
 

(a) October 29, 1999	(b) November 29, 1999
(c) December 29, 1998	(d) June 19, 2000
5. Very cold winds which blow down from the Alps over France are called:
 

(a) Loo	(b) Sirocco
(c) Mistral	(d) Monsoon
6. Anemometer is used to measure:
 

(a) wind velocity	(b) wind pressure
(c) temperature	(d) pressure
7. Eastern coast of India experiences the cyclones. They are also called:
 

(a) typhoons	(b) tornadoes
(c) hurricanes	(d) all of these
8. Pressure variations are responsible for horizontal movement of air called
 

(a) temperature	(b) velocity of air
(c) pressure of air	(d) wind
9. Winds always moves from:
 

(a) high pressure area to low pressure area	(b) low pressure area to high pressure area
(c) both of these	(d) None of these

**B. Answer the following questions.**

1. What is atmospheric pressure? What does it cause?
2. Name the instruments and the units to measure atmospheric pressure.
3. List two factors causing variation in pressure conditions.
4. Mention the seven pressure belts in the world. How are they caused?
5. Why do the winds deflect?
6. In which two ways are the winds important?
7. What are permanent winds? Give three examples.
8. Why are local storms destructive?
9. Which local wind is referred to as 'snow eater'? Why?
10. Why does pressure belt shift their positions?
11. Write a note on loo and sirocco.
12. How are cyclones caused? Explain their impact with the help of super cyclone of Odisha.
13. How should we overcome the impact of cyclones?





**C. Differentiate the following.**

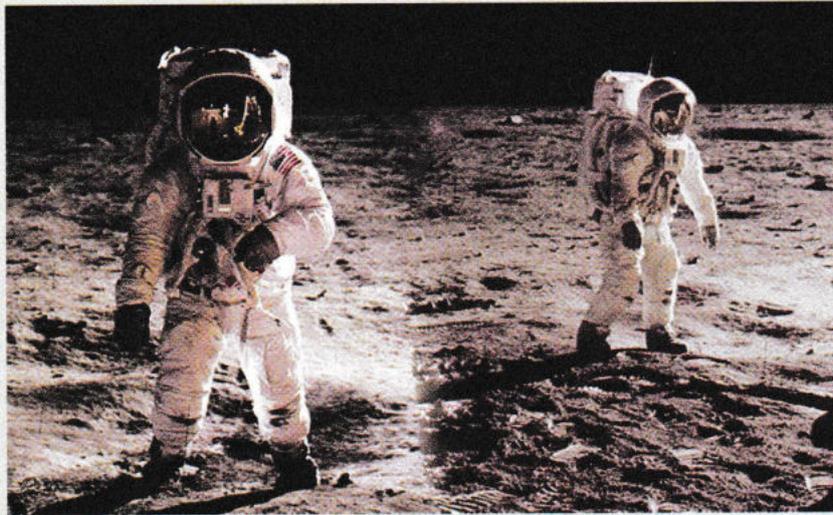
1. Trade winds and westerlies.
2. Seasonal winds and local winds.
3. Easterlies and trade winds.
4. Land breeze and sea breeze.

**D. Give a single term for the following.**

1. The famous periodic wind causing rainfall in India.
2. The prevailing winds in temperate latitudes.
3. The prevailing winds in polar regions.
4. This is the force of deflection of wind.
5. Equatorial low pressure is also called by this name.

**1. Project Work**

- (a) Collect information on hurricanes of USA and typhoons of China through appropriate sources.
- (b) Look at the picture given below:



**Astronauts on the Moon**

Astronauts have to wear special protective space suits when they go to the moon. Why? Write your views in detail.

**2. Group Discussion**

Let students speak on the topic 'Wind System – Causes and Effects'.



# 17



## Humidity and Precipitation



Fig. 17.1: Hygrometer, an instrument which is used to measure humidity in air.



### Fact Bubble

Relative humidity is the amount of moisture that the air can hold before it rains.



Fig. 17.2: Sling Psychrometer, another instrument which is used to measure moisture and humidity in air.

Moisture is the gaseous form of water in the atmosphere. It is also called **humidity**.

Humidity denotes the amount of water vapour present in the air at a given time and temperature. Due to temperature, humidity varies from day-to-day and place to place. The rising temperature increases the capacity of the air to hold water vapour or moisture. When the amount of humidity and temperature increase during the monsoon days, people feel uncomfortable, because sweat does not evaporate quickly. Warm air holds more amount of moisture than cold air.

Humidity is important in determining weather and climate of a place due to the following reasons:

- Humidity causes precipitation.
- It absorbs solar heat.
- It is also important for the growth of plants.

Water changes its state as a result of temperature. The heat of the Sun changes water into water vapour. This process is called **evaporation**—higher the temperature, higher the rate of evaporation. The major sources of water vapour are oceans, rivers, lakes, moist ground and from plant and animal respiration. At a given temperature, there is a definite limit of water vapour that air can hold. When air contains maximum vapour, it is called **saturated**. But when it contains minimum vapour, it is called **unsaturated**. Heating changes saturated air into unsaturated while cooling changes unsaturated air into saturated. The temperature at which the air becomes fully



saturated is called **dew point**. Temperature of the saturated air cannot hold more water vapour when it comes below the dew point. At this stage, water vapour starts to change into rain droplets. If the temperature decreases these droplets change into solid form of water, i.e., snow. The process of change of state from vapour to liquid or solid is known as **condensation**. In other words, condensation is the process in which the water vapour changes into water droplets or ice crystals in the air.

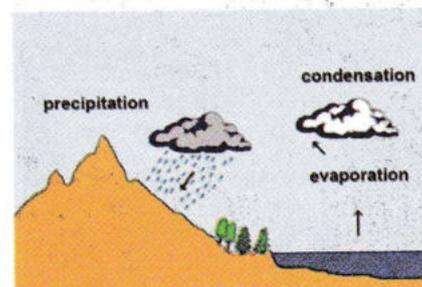


Fig. 17.3: Evaporation, Condensation and Precipitation

### Comparison between Evaporation and Condensation

Evaporation	Condensation
1. In this process, water changes into vapour.	1. In this process, water changes into tiny droplets of water present in the air.
2. It occurs quickly in lower latitudes (tropics).	2. It occurs more quickly in higher latitudes.
3. It occurs when the weather is warm, dry and windy.	3. It occurs when temperature of the saturated air comes down below the dew point.
4. The amount of water on the Earth's surface decreases.	4. The amount of water in the atmosphere increases.

Table 17.1

### Forms of Condensation

- Clouds
- Mist or Fog
- Dew
- Frost

**Clouds:** They are formed by condensation of water vapour around nuclei of dust particles. Clouds are formed of minute particles of water suspended higher in the air. The clouds, dark grey in colour and closer to the Earth's surface in atmosphere cause maximum rainfall. They are known as **nimbus clouds**. Very high clouds, feathery in appearance do not bring any rainfall and are known as **cirrus clouds**. **Cumulus clouds** are massive clouds. They are produced by convection and occur mainly during summer season. **Stratus clouds** bring dull weather, usually accompanied with drizzle while **altrocumulus clouds** indicate fine and clear weather.

**Dew:** The droplets of water are seen on the plants in cold winter mornings. When water vapour in air comes in contact with cool leaves of plants, it condenses on them as tiny drops of water called **dew**.

**Mist or fog:** If water vapour in the air cools suddenly, it forms very fine droplets rather than big drops of water. These droplets are small enough to float in the air. When the air is full of such droplets of water, it becomes **mist**. Mist is generally seen in cold, winter morning. As the Sun shines, the water evaporates and the mist disappears.



### Explore!

Wet clothes take longer to dry in humid weather. Find out why.



Fig. 17.4: Nimbus clouds



Fig. 17.5: Dew





Fig. 17.6: Frost



Fig. 17.7: Hailstones



Fig. 17.8: Snowfall



Fig. 17.9: Rain



Fig. 17.10: Relief Rainfall

**Frost:** It refers to the minute ice crystals deposited on the objects on Earth's surface when water vapour condenses into ice crystals on coming in contact with cold surface and temperature is below freezing point.

## Precipitation

When water vapour cannot remain suspended in air, it falls on the Earth's surface and the process is known as **precipitation**.

The condensed water vapour falls down the Earth's surface in various forms like hailstones, sleet, snowfall and rain.

**Hailstones:** Sometimes, a strong air current moving upwards carries clouds to a great height. At such a height, it is very cold. So, drops of water freeze and become crystals of ice. They become round in shape. These falling iceballs are called **hailstones**. The hailstones fall during summer or winter season.

**Sleet:** Sometimes, the drops of rain freeze before reaching the ground and precipitation occurs in the form of ice pellets. It is called **sleet**.

**Snowfall:** When water vapour, present high up in the air, cools suddenly, it forms small particles of ice. These particles look like fluffy bits of cotton and come down gently on the Earth. It is called **snowfall**.

**Rain:** When water vapour goes high up in the air, it cools and forms clouds. Clouds are actually tiny drops of water. If these clouds come across a mountain, they rise up. The water vapour cools and tiny drops of water get bigger and bigger. At last, big drops of water fall in the form of rain.

Rainfall is measured by an instrument called **Rain Gauge**. It consists of an iron cylinder, a bottle, a funnel fitted at the mouth of the bottle and a measuring jar.

## Types of Rainfall

Rainfall occurs in different circumstances. There are three different types of rainfall:

### 1. Relief Rainfall

It is also known as **orographic rainfall** or **mountain rainfall**. It is caused when the warm and moist air is forced to rise against a mountain barrier. The moist air rises and cools down to reach saturation or dew point. Condensation begins and clouds are formed. It results in heavy rainfall on windward side of mountain. The other side of mountain, *i.e.*, the leeward side, where the air descends, does not get much rainfall and called '**rain shadow area**'. Relief rainfall is common in Western Ghats.



## 2 Convectional Rainfall

It mostly occurs in tropical and equatorial regions during summer months when the land surface is intensely heated. Air resting on heated surface becomes warm, lighter and expands. It starts rising. At sufficient height, warm air starts cooling, reaches its dew point and formation of clouds begins. It results in heavy rainfall with thunder and lightening. Sometimes, rainfall is accompanied with hailstones.

## 3 Cyclonic Rainfall

It is also known as frontal rainfall. It occurs in temperate region of westerly wind belt and in tropical regions. In temperate regions, when warm air mass meets the cold air mass, a natural, invisible boundary is formed (front) and warm air starts rising. On rising, warm air cools, reaches condensation level, and forms clouds and rains. In tropical regions, air from surrounding cooler regions moves towards a centre of low pressure in a swirling manner. The winds in low pressure centre starts rising, gets cooler, form clouds and rains heavily. Such rains occur in eastern coast of India in October -November.

Amount of rainfall caused by these three types varies. Equatorial regions receive the maximum rainfall while regions in interior of continents away from sea receive less rainfall.

## Conclusion

- Humidity is important in determining weather and climate of a place.
- Humidity varies from day-to-day and from place to place.
- Humidity causes precipitation.
- Precipitation is a process by which condensed water vapour changes into rain, hailstones, snowfall, etc., and falls on the Earth's surface.

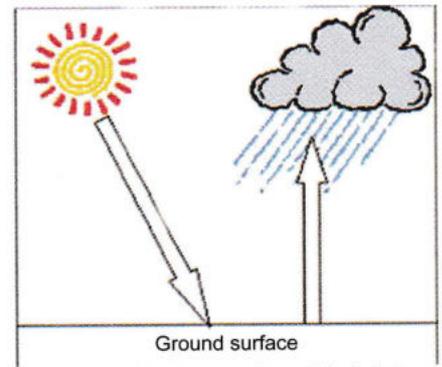


Fig. 17.11: Convectional Rainfall

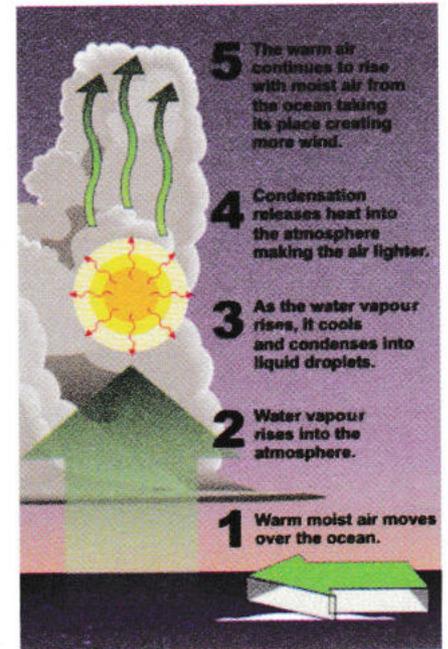


Fig. 17.12: Cyclonic Rainfall



## Let Us Recall

**Evaporation:** It is the change in state of water into gaseous state due to heat.

**Saturation:** It refers to a situation when the air is full of moisture.

**Condensation:** The process of changing of state of water from vapour to liquid or solid is called condensation.

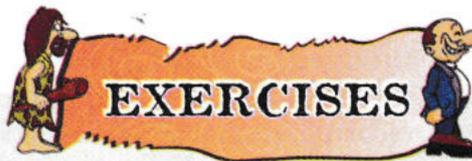
**Dew point:** Saturated air changes water vapour into solid or liquid state when further moisture is added.

**Forms of condensation:** Dew, fog, clouds, mist and frost

**Forms of precipitation:** Rain, hailstones, snowfall, etc.

**Relief rainfall:** When warm air rises over high land, the moisture in the air condenses and precipitates and the other side of the high land doesn't receive any rainfall is called relief rainfall. Relief rainfall is common in Western Ghats.





## EXERCISES

### A. Choose the correct answer.

- How do the people feel when the amount of humidity and temperature increase?  
(a) comfortable (b) uncomfortable  
(c) tolerable (d) all of these
- Which one of the following is the physical state of water?  
(a) water vapour (b) water droplets  
(c) ice crystals (d) all of these
- Which one of the following is not the form of condensation?  
(a) dew (b) fog  
(c) clouds (d) rain
- Which one of the following types of rainfall is associated with Western Ghats of India?  
(a) relief rainfall (b) convectional rainfall  
(c) cyclonic rainfall (d) none of these
- Which one of these is another name of the relief rainfall?  
(a) convectional rainfall (b) cyclonic rainfall  
(c) orographic rainfall (d) low rainfall
- Which one of the following is used to measure humidity in air?  
(a) Hygrometer (b) Barometer  
(c) Anemometer (d) Thermometer
- Which one of the following terms is used for rain, hailstones, snowfall, etc.?  
(a) precipitation (b) condensation  
(c) evaporation (d) saturation

### B. Answer the following questions.

- What is humidity? Name the factor determining its presence in air.
- Mention the major sources of moisture.
- What do you mean by condensation?
- Define the terms saturation and dew point.
- When does the formation of clouds begin?
- Name the clouds causing maximum rainfall.
- Which type of rainfall is accompanied with hailstones?
- State the main differences between (i) Fog or Mist (ii) Dew (iii) Frost.
- Convectional rainfall mainly occur in tropical or equatorial regions. Why so?
- Humidity is an important element of climate. Why?



**C. Explain the following in about 60-80 words each.**

1. Relief rainfall
2. Formation of clouds
3. Convectional rainfall
4. Cyclonic rainfall

**D. Differentiate between the following.**

1. Rainfall and precipitation
2. Evaporation and condensation
3. Saturated air and unsaturated air

**E. Give one word for the following statements.**

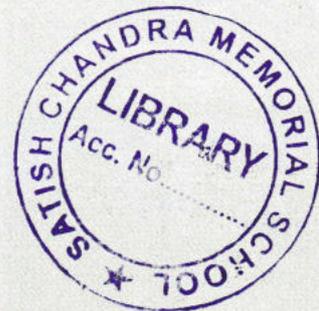
1. Process of converting water into vapour state.
2. The amount of moisture held by a given volume of air.
3. The form of condensation where fine droplets of water float in the air.
4. The clouds with feathery structure.
5. Freezing of rain droplets while falling through frozen air near Earth's surface.
6. Rainfall caused by meeting of warm and cold air masses.

**1. Investigatory Project**

With the help of the internet collect information on the size of hailstones and their effect on the places where it had taken place.

**2. Presentation/Debate**

Observe the extent of fog on cold mornings in December and January. Prepare a Power Point Presentation on the 'Harmful Effects of Fog on the Transport'.



# 18



## Water and its Circulation



Fig. 18.1: Water, in the form of rain, is the chief agent of cooling the atmosphere.



### Explore!

March 22 is celebrated as World Water Day. Find out why this day is observed.



Fig. 18.2: Wular Lake in Jammu and Kashmir. It is the largest freshwater lake in India.

Water is an important realm on the Earth's surface which is referred to as **hydrosphere**. Earth is the only planet in our solar system where water is available in abundance. Due to abundance of water on Earth it is called as 'watery planet' or 'blue planet'. Water covers about three-fourth of the Earth's surface.

Seas and Oceans are the largest water bodies in which 97.3% of the total water is found. Water from rivers and streams flow into the sea. But, sea and ocean water cannot be used for drinking, washing and for irrigation due to its high salt content.

A major part of the Earth's water is present in the form of glaciers and snow. Only about 2.7% freshwater on the Earth is available for our use.

The following table gives the distribution of water in percentage:

Oceans	: 97.3	} Saline Water
Ice-caps	: 02.0	
Ground water	: 0.68	} Freshwater (2.7%)
Freshwater lakes	: 0.009	
Inlands seas and		
Salt lakes	: 0.009	
Atmosphere	: 0.0019	
Rivers	: 0.0001	
	<u>100.00</u>	

Table 18.1







### Fact Bubble

Dead Sea in Israel has salinity of 45 parts per thousand. It is so salty that even fish do not survive.



### Fact Bubble

On an average, every 1000 gms of sea water contains 35 gms of dissolved salt. Our kitchen salt comes from sea.



### Explore!

We cannot drink ocean water as it is very salty. But that does not mean it is of no use to us. Find out ways in which ocean water can be useful for us.



Fig. 18.6: Water is precious.



### Fact Bubble

World Water Day is celebrated on March 22 every year.

## Hydrological Cycle

Water moves continuously between hydrosphere, lithosphere and atmosphere. This never ending movement of water is never static and exists in dynamic condition, i.e., changing its form and place. Hence, this circulation of water from hydrosphere to atmosphere and atmosphere to lithosphere and back to oceans is called **hydrological cycle**.

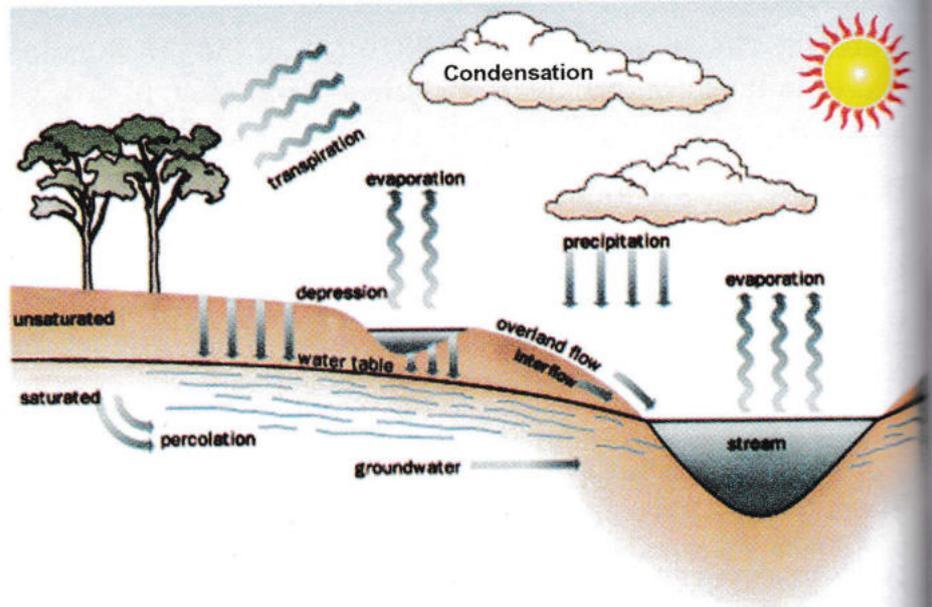


Fig. 18.5: Hydrological Cycle

The processes taking place in this cyclic movement of water are evaporation, condensation and precipitation. Sunlight falling on the surface of ocean causes water to evaporate. Evaporation also takes place from the biosphere. The return of water vapour into the atmosphere by plants is called transpiration. For evaporation to take place, the temperature should be warm. When water vapour rises in the atmosphere, **condensation** starts. This occurs because the temperature decreases with altitude. At higher levels, due to cooling, air has less capacity to hold water vapour. During condensation, vapours are changed into tiny water droplets or ice crystals. They rise further up in atmosphere and thus clouds are formed. In the process, many water droplets or ice crystals join together to form bigger droplets. When the air is not able to hold them, they fall down on the Earth in the form of **precipitation**.

## Circulation of Oceans

Water of oceans is never static. It keeps moving from one part to another part. The differential heating of land and water surface and



responsible for the movements of oceans. There are three movements of ocean water:

1. Sea waves
2. Tides
3. Ocean currents

These three movements are due to the following reasons:

- (a) Differences in temperature of ocean water
- (b) Differences in salinity of sea water
- (c) Prevailing winds
- (d) Gravitational effect of Moon
- (e) Shape of continents affecting the direction of current
- (f) Rotation of Earth

### 1. Sea waves

The rise and fall of water surface due to the force of wind is called **sea waves**. If the velocity of wind is low, they appear as ripples on the water surface. When wind speed is high, the waves also rise higher and crash against the coastline.

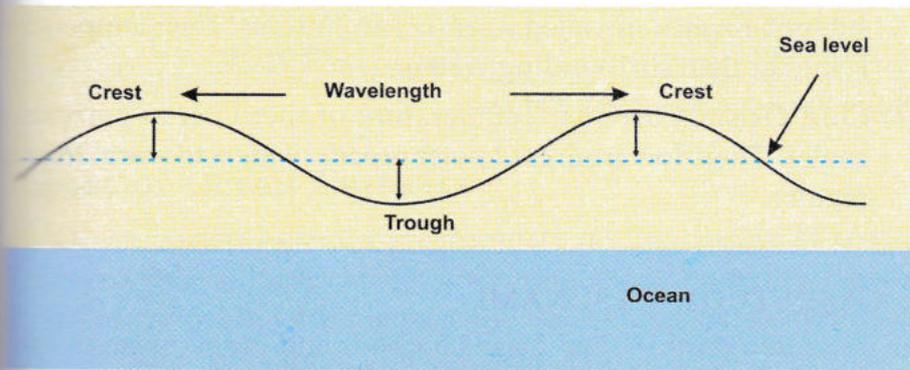


Fig. 18.7: Waves and its components

The highest part of the wave is called the **crest**; the lowest, the **trough**. The distance from crest to crest, or from trough to trough, is called the **wavelength**. The vertical height of the crest above the trough is called the **amplitude** or height of the wave. Waves are caused by the wind. High velocity winds give rise to high waves which are dangerous, particularly for ships. Such waves and cyclones cause huge destruction of life and property on the Eastern Coast of India.

### 2. Tides

It is rise and fall in the level of sea water, twice daily, due to gravitational pull of Moon and partially of Earth. Tide can be observed in coastal area. Rise in sea level is high tide and its falling back is low tide. During full moon and new moon, level of sea water rises to its maximum, called **spring tides**. When the Moon is in its first and third quarter, tides of low level occur which are known as **neap tides**.



### Fact Bubble

The volume of ocean water is 1367 million cubic kilometres.



### Fact Bubble

The currents in the North Indian Ocean are entirely different from the general pattern of the ocean circulation. From season to season they change their direction in reaction to the seasonal harmony of the monsoons.



Fig. 18.8: Sea waves

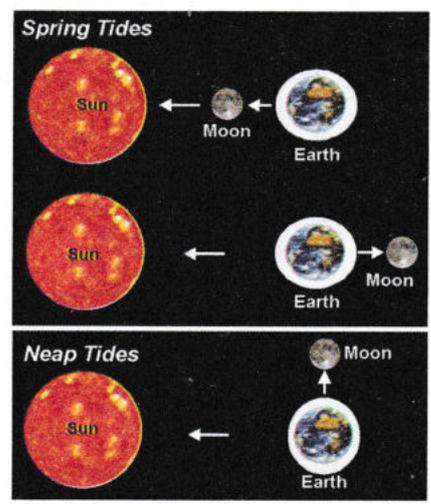


Fig. 18.9: Spring Tides and Neap Tides





Fig. 18.10: Diamond Harbour Port

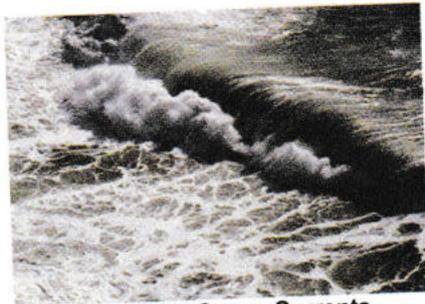


Fig. 18.11: Ocean Currents



### Fact Bubble

Gulf Stream is a warm ocean current which flows from the Gulf of Mexico. Peru Current is cold ocean current which flows along south Pacific and across the coasts of N.Chile, Peru and South Ecuador.

Tides are useful to us as they help in navigation and fishing. At high tide, the depth of the seas, particularly gulfs and bays, increases. This enables big ships to enter or leave harbours easily. Due to high tides in the Hooghly River, the depth of the water increases. As a result, big ships can enter and leave Kolkata Port. Some ports, such as Kandla in Gujarat and Diamond Harbour in West Bengal, depend on tides. Some important ports of the world, such as London, Hamburg, New York and Rotterdam are located on tidal rivers. Tides, at some places, take away the mud brought down by rivers and prevent silting of harbours. Thus, tides make the rivers suitable for navigation.

### 3. Ocean Currents

Regular movement of a mass of water in a defined direction over long distances inside the ocean is called ocean current. It is like a river of water having different temperatures than surrounding water inside the ocean.

There are two types of ocean currents:

- (a) **Warm Ocean Currents:** The ocean currents flowing from warm areas of tropical oceans towards the cold areas of temperate and sub-polar zones are called warm ocean currents. Their temperature is higher than surrounding waters.
- (b) **Cold Ocean Currents:** Temperature of these ocean currents is cooler. They flow from cold polar oceanic waters to warm tropical regions.

### CASE STUDY — TSUNAMI

Tsunami is a Japanese word made up of two parts — 'Tsu' means harbour and 'nami' means a long wave. Tsunami refers to a series of long destructive waves striking the harbour, better known as **tidal waves** or **giant waves**. It is triggered by an intense powerful earthquake on the ocean floor. Then waves start rolling across the sea. It may rise as high as 100 feet and above. Also, it can flow at a speed of over 700 km per hour.



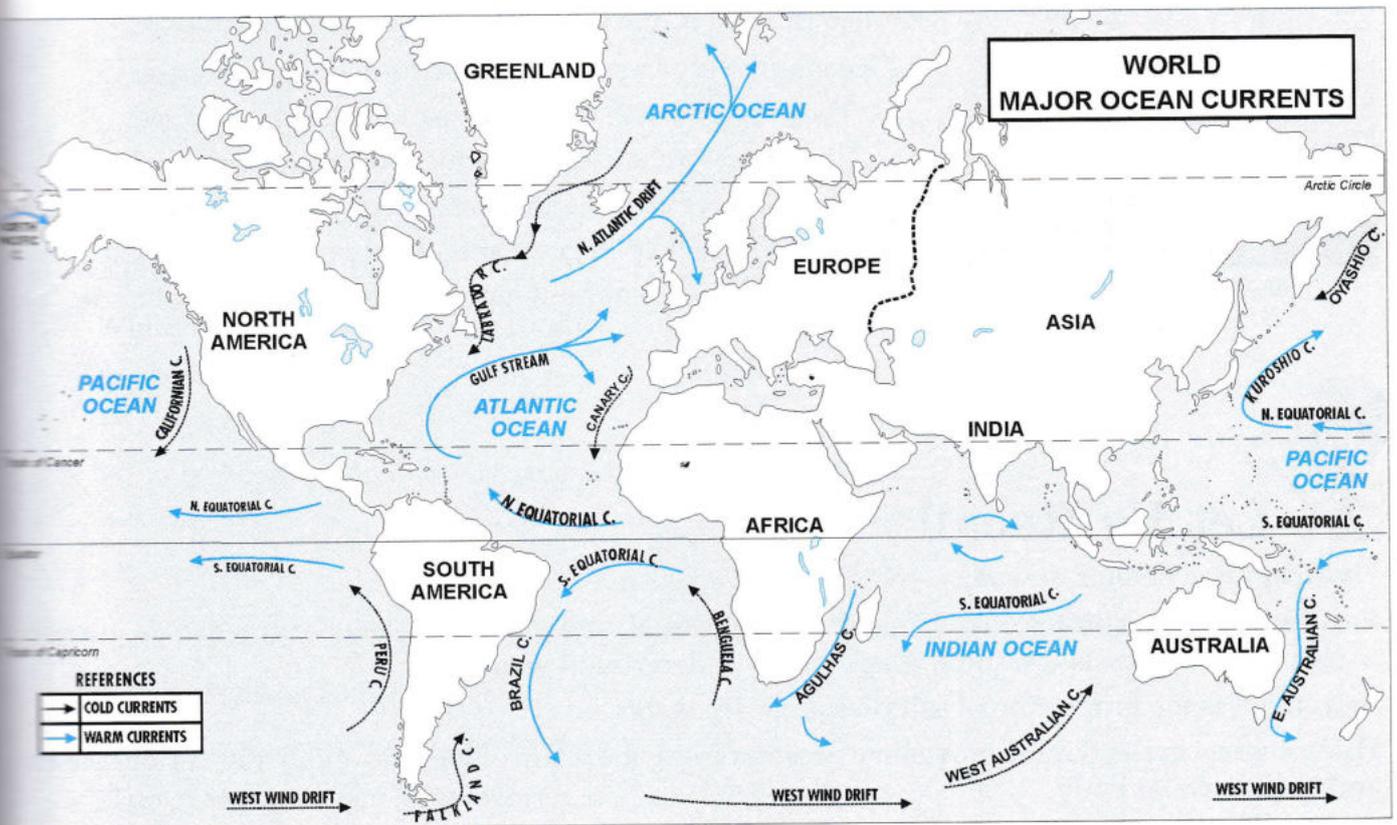
Fig. 18.12: Tsunami waves



Fig. 18.13: Tsunami-affected area

Nobody can ever forget the 26th December 2004, when tsunami hit the Indian Ocean and caused massive destruction to life and property. More than about 50,000 persons became victims of the tidal waves.





Map 18.2: World — Major Ocean Currents

## Impact of Ocean Currents

- 1) Ocean currents exert a great impact on the climate of coastal areas. They influence temperature, rainfall and humidity. Passing of warm ocean currents near the coasts keep temperate ocean waters free of ice throughout the year. It causes mild winter, warm temperatures, high humidity and rainfall, e.g., Gulf Stream on east coast of USA and North Atlantic Drift in north-west Europe. While cold ocean currents make the temperature colder in polar regions, e.g., East Canadian Coast is frozen due to Labrador cold current.
- 2) Meeting of cold and warm ocean currents are good for fish and fishing. It increases fish food (plankton).
- 3) Ocean currents help in navigation and save fuel. Ships follow ocean currents.
- 4) Meeting of warm and cold ocean currents results in the formation of fog which is dangerous for shipping.

## Conclusion

- Earth is the only planet with water.
- Water moves in all realms of the Earth.



## Fact Bubble

Agulhas Current is considered the second fastest current in the oceans.



Fig. 18.14: Plankton



Fig. 18.15: Fog





Fig. 18.16: Ocean route

- Major water body is ocean which is highly dynamic.
- Oceans are very important for the humankind because:
  - They regulate the temperature of the Earth's surface.
  - They are storehouses of marine food and mineral salts.
  - Shallow seas are potential areas of crude oil and other minerals.
  - Ocean tides help in generating tidal power.
  - Oceans provide natural highways for international trade.



## Let Us Recall

**Hydrosphere:** Realms of water — oceans, seas, lakes, rivers, etc.

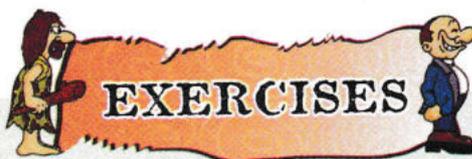
**Freshwater:** It constitutes only 2.7 per cent of the total amount of water on Earth which is present in rivers, freshwater lakes, snow, glaciers and underground water.

**Salinity:** It is the proportion of salt present in sea water.

**Hydrological cycle:** It is the movement of water from one realm of Earth to another in various states and back to water body.

**Ocean movement:** These are waves, tides and ocean currents.

**Tides:** Rise and fall of sea level twice daily. It is mainly caused by gravitational pull of Moon.



### A. Choose the correct answer.

1. What amount of freshwater on the Earth is available to us?  
(a) 1.7% (b) 1.9%  
(c) 2.7% (d) 3.7%
2. Which one of the following is not an example of freshwater?  
(a) lakes (b) snow  
(c) glaciers (d) seas
3. Which one of the following is an enclosed sea?  
(a) Dead Sea (b) Black Sea  
(c) Red Sea (d) all of these
4. In which of the following states, Wular lake is found?  
(a) Madhya Pradesh (b) Himāchal Pradesh  
(c) Jammu and Kashmir (d) Rajasthan



5. On which date Tsunami hit Indian Ocean in the year 2004?
 

(a) 24th December	(b) 25th December
(c) 26th December	(d) 27th December
6. Which one of the following terms is associated with oceans, seas, lakes, rivers, etc.?
 

(a) biosphere	(b) hydrosphere
(c) lithosphere	(d) all of these
7. Which of the following is fish food?
 

(a) plankton	(b) skeleton
(c) sea plants	(d) all of these
8. What is the meaning of the Japanese word "Tsu"?
 

(a) harbour	(b) sea waves
(c) earthquake	(d) landslide

**B. Answer the following questions in few sentences.**

1. What is hydrosphere?
2. Name the major water bodies in the world.
3. Name the saltiest sea in the world.
4. Why is the Earth called 'watery planet' or 'blue planet'?
5. List the major movement of ocean water.
6. State various reasons which cause the movement of ocean water.
7. What is hydrological cycle?
8. Differentiate between spring tides and neap tides.
9. What is tsunami? How is it caused?

**C. Answer the following questions in about 60-100 words each.**

1. State the main differences between warm ocean currents and cold ocean currents. Give examples of both.
2. Enumerate the effect of ocean currents on coastal climate with examples.
3. Define circulation of oceans.
4. How are tides caused? Explain high and low tides.
5. "Tides are of great help to people and sea." Elucidate the statement.
6. How are oceans important for the mankind?

**D. Fill in the blanks.**

1. \_\_\_\_\_ and \_\_\_\_\_ are the largest water bodies.
2. Salt water is present in the \_\_\_\_\_, \_\_\_\_\_ and freshwater in \_\_\_\_\_.



3. Water moves continuously between \_\_\_\_\_, \_\_\_\_\_ atmosphere.
4. Tides make the \_\_\_\_\_ suitable for navigation.
5. Oceans regulate the \_\_\_\_\_ of the Earth's surface.

**E. State whether the following statements are true or false.**

1. Water is present only in hydrosphere.
2. Tides are caused by gravitational pull of moon and partially of Earth.
3. Warm ocean currents result in freezing of water in coastal areas.
4. The Earth is called the red planet.
5. Oceans provide natural highways for international trade.


**1. Project Work**

On the world map, mark and label the oceans and major ocean currents.

**2. Investigatory Project**

- (a) Collect pictures and information from newspapers, magazines, etc. depicting the issue of Tsunami of December, 2004.

Note down the relief measures taken by the government.

- (b) Make a presentation on cyclone and analyse the causes and their impact.

(Skills involved—Thinking, emotional, social skills, creative and scientific skills)



# 19



## Natural Vegetation and Wildlife

Earth is a unique planet with water and atmospheric gases. It has supported different plant and animal kingdoms in the world. Geographers divide the world's vegetation into three basic types — **forests**, **grasslands** and **desertic scrubs**. These vegetations support lives of different animals and birds.

Diversity in plant and animal life in the world is because of the following factors:

- Sunshine
- Amount of rainfall and temperature
- Relief features
- Type of soil and its fertility
- Slope of land
- Drainage

Let us study about variations in the plant life and animal life. For this, we must divide the world into various groups of plants, *i.e.* vegetation and associated animal life.

### Forests

#### Tropical Rainforests

##### Location:

These are found in areas around Equator ( $10^{\circ}$  N and  $10^{\circ}$  S) in Amazon basin in South America and Zaire Basin in Central Africa and South-East Asia.



Fig. 19.1: Vegetations support wildlife



Fig. 19.2: Vegetation in tropical rainforest





### Fact Bubble

70% to 80% of known species of mosquitoes live in rainforests.



Fig. 19.3: Mahogany trees

### Climate:

These areas are hot and wet throughout the year. Same climate conditions keep the forest evergreen. There is no set time for shedding leaves.

### Characteristics:

- Due to humid climate, these forests have maximum variety and number of plants.
- The trees are tall with thick canopy or leaf cover and larger trunks.
- Trees grow close to each other, therefore, sunlight cannot penetrate the forest floor. This also results in absence of grass in these forests.
- Mahogany, ebony, teak, sal, rosewood are some of the common trees.
- The trees and other plants exist singly or in very small groups.
- Since most of these areas are economically backward, commercial exploitation of the forests has not been possible. These areas are sparsely populated and mostly inhabited by primitive communities, e.g., Pygmies of Zaire Basin in Central Africa.

### Wildlife:

- Rainforests have the most colourful and largest variety of birds and animal life in the world.



Fig. 19.4: Sloths



Fig. 19.5: Anaconda



Fig. 19.6: Crocodiles

- There are monkeys, apes, sloths and birds as tree dwellers and hippopotamus, snake, python, frog and crocodiles as ground and water dwellers. Anaconda, one of the world's largest snakes, is found in these forests.

## 2. Tropical Deciduous Forests

### Location:

- These are found on the eastern slopes of the Western Ghats, in Jharkhand, Chhattisgarh, west Odisha, Siwaliks in the North India and in Northern Australia and Central America.



Fig. 19.7: Vegetation in tropical deciduous forest



**Climate:**

- Warm areas and rainfall less than 200 cm.

**Characteristics:**

- There is a smaller number of plants than in tropical rainforests.
- The trees are deciduous as they shed leaves during hot and dry season.
- Plants start to grow with the onset of rainy season. So, these forests are also known as 'Monsoon forests'.
- These forests are less dense than rainforests, therefore, commercial exploitation of forests is possible.
- Undergrowth is dense, clumps of bamboos can be seen.
- Important trees are teak, sal, ebony, sandalwood, bamboos, etc.

**Wildlife:**

- It includes animals like elephants, rhinoceros, tigers, langours and many more.

**3 Temperate Evergreen Forests****Location:**

- These are found in the southeastern parts of USA, Australia, Brazil and China.

**Climate:**

- Rainy climate throughout the year with cool winters.

**Characteristics:**

- They comprise of both, soft and hard wood trees like eucalyptus, oak, pine, etc., hence, also called mixed forests.
- They look like tropical forests in thickness and variety.
- Timber from these forests is used commercially.

**4 Temperate Deciduous Forests****Location:**

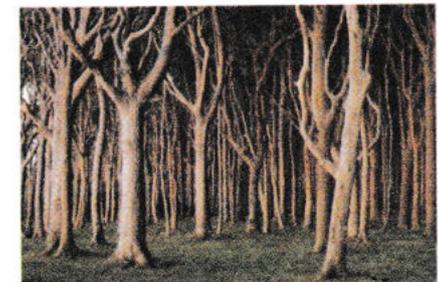
- These are found in the northeastern parts of USA, China, Japan and New Zealand.

**Climate:**

- Rainfall is moderate. Winters are cool.

**Characteristics:**

- Trees shed leaves in autumn season and remain leafless throughout winter.
- Important trees are beech, oak, ash, etc.

**Fig. 19.8: Elephants****Fig. 19.9: Vegetation in temperate evergreen forest****Fig. 19.10: Beech trees**

## Wildlife:

- Animals like foxes, wolves, deer and birds like monals and pheasants are found here.



Fig. 19.11: Fox



Fig. 19.12: Monal



Fig. 19.13: Pheasant

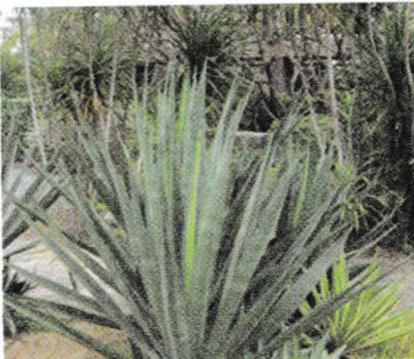


Fig. 19.14: Xerophytic plants

## 5. Mediterranean Forests

### Location:

- These are found on western margins of continents in warm temperate belt around Mediterranean Sea, Central Chile, South-West USA, Australia and Africa.

### Climate:

- It has hot and dry summers, mild and wet winters.

### Characteristics:

- Plants have long tap roots to reach underground water, called xerophytic plants.
- Mediterranean regions are called 'orchards of the world' for their fruit cultivation. Citrus fruits like olives, figs, grapes and oranges are cultivated here.
- There is not much variety of wildlife in these forests.

## 6. Coniferous Forests

### Location:

They are also called 'taiga forests' and found extensively in high latitudes between 50° N-70° N and high mountains across Eurasia from the Atlantic to the Pacific Coast (Norway, Sweden, Finland, Russia), across North America (Canada) and in Himalayan region in India.

### Climate:

- In these areas, summers are cool and short while winters are long and cold.

### Characteristics:

- Forests consist of tall trees yielding soft wood.
- Limited species of trees are found.
- The trees are evergreen and grow apart from each other.



Fig. 19.15: Snow covered coniferous forest



- They are found in large groups.
- Trees are conical-shaped with needle-shaped leaves.
- Important trees found here are pine, fir and spruce. The soft wood pulp of the trees grown here is used for making paper.



Fig. 19.16: Lumbering

#### Wildlife:

- Due to cold climate, coniferous forests are rich in fur-bearing animals, e.g. mink, silver fox, sable, lynx, beaver, etc.



Fig. 19.17: Mink



Fig. 19.18: Silver Fox



Fig. 19.19: Sable

## Grasslands

- Tropical grasslands or savannas.
- Temperate grasslands or steppes.

### Tropical Grasslands

#### Location:

- They occur within the tropical zones between Tropic of Cancer and Tropic of Capricorn.
- They are commonly called 'Savanna' in Africa and 'Campos' in Brazil. Savanna is referred as elephant grass.



Fig. 19.20: Elephant Grass

#### Climate:

- It has long and hot summers, mild and short winters. Light rainfall occurs in summer.

#### Characteristics:

- Climate supports tufts of coarse and 3-4 metres tall grass referred to as 'elephant grass'.
- Tall grass is the common site but near river banks and water holes, trees can be seen which are deciduous in nature. Some species found here are acacia, baobab, etc. The huge baobab tree has a bottle-shaped trunk. The fibres inside it are swollen with moisture drawn from the ground. This store of water helps it to survive the drought.
- Economy of savanna grasslands is backward and harsh climate cannot support rich agriculture and animal rearing.

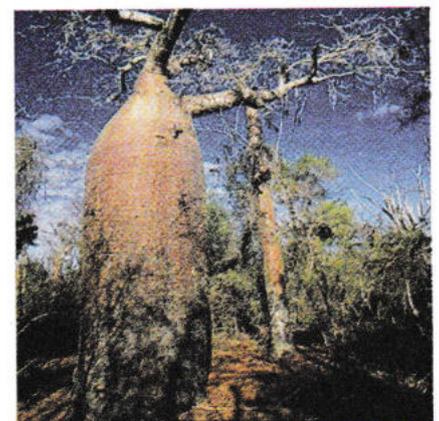


Fig. 19.21: Baobab tree



### Wildlife:

- Commonly found animals are lions, tigers, leopards, elephants, giraffes, wild buffaloes, zebras, etc. Birds like ostrich, emu and cassowary can also be seen here.



Fig. 19.22: Lions



Fig. 19.23: Wild Buffalo



Fig. 19.24: Ostrich



### Explore!

Many portions of temperate grasslands have been cleared for cultivating maize and wheat. Will this help in conserving or harming the environment? Find out.

## 2. Temperate Grasslands

### Location:

- They are found in cool temperate areas in interiors of continents – Central Asia from Black Sea to Central Russia; North and Central USA and Southern Canada, South-East Australia and Southern Africa and Argentina.

### Climate:

- Warm and moist summers, cold snowy winters.

### Characteristics:

- Natural vegetation consists of extensive grasslands known as **Prairies** in North America, **Pampas** in South America, **Downs** in Australia, **Velds** in South Africa and **Steppes** in Europe.
- They consist of short, juicy grasses suitable as cattle feed.
- These areas are 'Bread Baskets' of world as they grow the maximum quantity of maize and wheat in the world here. Many of the areas are devoted to cattle rearing and mixed farming.

### Wildlife:

- Herbivores like wild asses, antelopes, horses are found here. In the downs of Australia, kangaroos are found. Only small carnivores like rodents and some reptiles are found here.



Fig. 19.25: Pampas



Fig. 19.26: Wild Asses



Fig. 19.27: Antelopes



Fig. 19.28: Kangaroo



## Desertic Scrubs

- Vegetation in tropical deserts
- Vegetation in tundra regions.

### 1. Tropical Deserts

#### Location:

- Tropical deserts like Thar, Sahara, etc. are located on the Western margins of continents between  $15^{\circ}$ – $30^{\circ}$  North and South of Equator.
- The biggest desert, Sahara, is situated in North Africa while Ladakh, situated in Asia, is a part of India. Sahara desert is a hot Desert, but Ladakh is a cold desert.

#### Climate:

- It is hot and dry with scanty (very low) rainfall.

#### Characteristics:

- Plants in desert are scarce, but adapted to extreme drought conditions by developing succulent stems and long roots and leaves are reduced to spines.
- Nature is very bountiful. At some places, oases are found due to availability of water in the form of rivers, springs, etc., and there are date palms surrounding them.

#### Wildlife:

- Camel is the most common animal. Other animals like wild yak, hyena, scorpion, antelope, fox, jackal, etc. are also found here.



Fig. 19.31: Camel



Fig. 19.32: Hyena

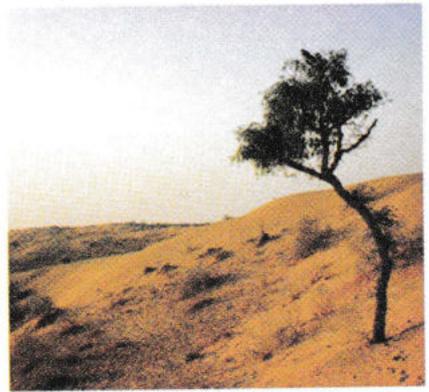


Fig. 19.29: Vegetation in desert



Fig. 19.30: Date Palms surrounding an Oasis



Fig. 19.33: Wild Yak (Highlands)

### 2. Tundra Regions

#### Location:

- Tundra means a barren land. Tundra regions are located in North Canada, North Russia, North Sweden and Finland Islands in Arctic Ocean.

#### Climate:

- Long and severe cold winters and very short cool summers.
- Land is always frozen.



Fig. 19.34: Vegetation in Tundra region





Fig. 19.35: Caribou

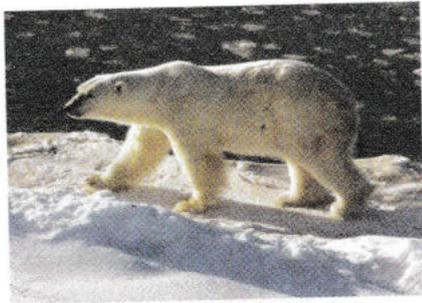


Fig. 19.36: Polar bear



Fig. 19.37: Walrus



Fig. 19.38: Penguin

### Characteristics:

- It is a treeless region, as trees do not grow at temperature below 10°C.
- Mostly mosses, lichens and some shrubs grow here.
- Vegetation is sparse.
- Due to frozen climate, these areas are not economically developed. However, eskimos, the inhabitants of tundra hunt fur-bearing animals, rear reindeers and sustain themselves.

### Wildlife:

- Animals commonly found are caribou, walrus, penguin, polar bear, musk ox, wolf, etc. Due to stagnating water, different types of birds feed on the insects.

### Conclusion

- Types of vegetation and animals are determined by climate and sunshine.
- Basic vegetation types are forests, grasslands and deserts.
- We must protect the existing vegetation and wildlife. The close relationship between man, animals and environment should not be disturbed.



### Let Us Recall

**Orchards of the world:** Mediterranean regions are called orchards of the world for their fruit cultivation

**Campos:** Tropical grasslands or savannas in Brazil

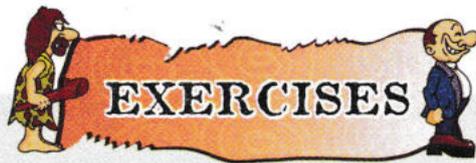
**Tundra:** It means a barren land which is found in Arctic region of Europe, North America and Asia.

**Elephant grass:** The tall grass found in tropical grasslands

**Baobab:** It is a tree which has a bottle-shaped trunk

**Deciduous:** Such trees shed leaves during dry season to lessen water loss





## EXERCISES

### A. Choose the correct answer.

- Which of the following forests always look green in areas with same climate throughout the year?  
(a) coniferous forest (b) mediterranean forest  
(c) tropical rainforest (d) temperate evergreen forest
- The trees of tropical rainforests and coniferous forests are similar in which of the following ways?  
(a) they have broad leaves. (b) they lose their leaves at the same time.  
(c) they are evergreen. (d) none of these
- Which of the following is associated with savanna grasslands?  
(a) shallow-rooted trees (b) trees growing throughout the year  
(c) scrub (d) dense evergreen forests
- Which of the following is a primitive community of Zaire Basin?  
(a) Pygmies (b) Eskimos  
(c) Negroes (d) none of these
- What is the other name of coniferous forests?  
(a) taiga forests (b) temperate forests  
(c) mediterranean forests (d) deciduous forests
- What does the word 'tundra' mean?  
(a) A fertile land (b) An icy land  
(c) A desertic land (d) A barren land
- Which of the following trees has a bottle-shaped trunk?  
(a) baobab (b) acacia  
(c) pine (d) spruce
- What is the name of tropical grasslands or savannas in Brazil?  
(a) Campos (b) Velds  
(c) Pampas (d) Downs
- In which of the following forests the Bamboo trees are found?  
(a) tropical deciduous forests (b) tropical rainforests  
(c) mediterranean forests (d) coniferous forests

### B. Answer the following questions.

- Mention three basic vegetation types found in world.
- List out the factors which have contributed to diversity in vegetation types in the world.
- Which vegetation region is referred to as 'bread baskets'? Why so?
- Why is tundra region called Arctic desert?
- Why are tropical rainforests called evergreen forests?



6. Which parts of the world have Mediterranean climate? What are these areas known for?
7. Why is it not possible to exploit tropical rainforests for economic development?
8. Why is lumbering practically successful in coniferous forests?
9. What is the common characteristic of deciduous forests? Which two forests have these features?
10. Which grasslands contain elephant grass? Describe wildlife in such regions.
11. Mention the characteristics of plants growing in desert areas.
12. Explain the terms deciduous and evergreen.

### C. Fill in the blanks.

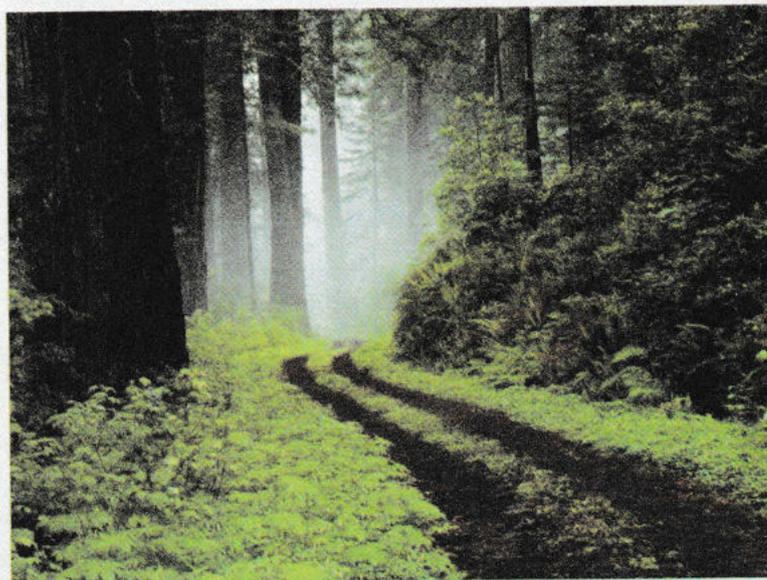
1. Geographers divide the world's vegetation into \_\_\_\_\_ basic types.
2. \_\_\_\_\_ forests are also called taiga forests.
3. Savannas are called \_\_\_\_\_ in Brazil.
4. Camel is the most common animal of \_\_\_\_\_ deserts.
5. \_\_\_\_\_ is an animal of tundra vegetation.

### 1. Investigatory Project

With the help of suitable website or magazine, collect information on tropical rainforest, tundra vegetation, tropical deserts and grasslands of different parts of the world.

### 2. Group Discussion

Look at the picture given below and discuss in your class.



Forests are a boon of the nature to man





# Human Environment and Settlements

## Human Environment

Our surroundings are our environment. Environment has living and non-living things. **Human environment** refers to those conditions which favour the growth of human beings. Food, water, air, house and almost all things that human beings need is obtained from environment.

## Settlement

Settlements are places where human beings build their houses. The size of house may vary from a small hut to a big building. Development of house leads to the growth of a settlement. In ancient times, early people lived in caves or on trees. They hunted animals for meat. Also, in the beginning they did not know how to make fire. Staying at one place for a long time meant exhaustion of all the available plant and animal resources. Hence, when they had eaten or hunted all that they could find in a certain place, they had to move elsewhere in search of more food and animals. The animals moved from place to place in search of smaller prey or grass and leaves. The early people had to move in order to follow their movements. Therefore, they lived a life of nomads.

The increase in the number of animals like sheep, goat, deer and cattle due to significant changes in the climate inspired human beings to learn about their food habits and their breeding seasons. Perhaps, it



Fig. 20.1: Environment and human settlement



Fig. 20.2: Early people, wandering in search of food and shelter



helped people to think about the domestication of animals. Fishing also became important. It was during this time that some grain bearing grasses like wheat, barley and rice started growing naturally in various parts of the subcontinent. People collected these grains as food and came to know where they grew and when they ripened. Agriculture influenced human settlement in a big way.

Nomads still maintain their traditional nomadic way of life. Transhumance and gypsies are some other categories of nomads. **Transhumance** refers to a seasonal movement of people like Bakkarwals of Kashmir, who rear sheep and move in search of new pastures according to changes in season in mountain regions.



Fig. 20.3: Bakkarwals



Fig. 20.4: Gypsies

Gypsies move from place to place. Sometimes, they can be found in cities making and selling iron tools and utensils.

Generally, human settlement can be categorised into three broad categories:

1. Dry Point Settlements
2. Wet Point Settlements
3. Rural and Urban Settlements.



Fig. 20.5: Ranches

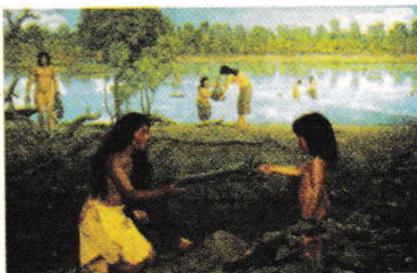


Fig. 20.6: Early settlement near water sources

1. **Dry Point Settlements:** These settlements are generally found on a high point, an area not liable to flooding. They grow along transport routes but must have wet soil in their periphery. Such settlements grow along marshes, estuaries and even away from sea coasts. The earliest example of a Dry Point Settlement is Mehrgarh in the north-west in Indus Valley Civilisation. The opening of a railway line in the nineteenth century attracted many Europeans to settle in the Prairie and emerged farming and cattle rearing settlements known as 'ranches'.

2. **Wet Point Settlements:** Settlements which grow near rivers, lakes or sea coasts, are called Wet Point Settlements. The early human settlements grew along the banks of rivers as water was available



and land was fertile. The ancient cities also developed along the riverbanks. Civilisations like Rome, Egypt and Indus Valley were Wet Point Settlements. They are also called 'River Valley Civilisations'. Water played a vital role in the development and progress of ancient cities, because:

- (i) Water for agriculture was available in abundance;
- (ii) Soil of river valleys was rich and arable;
- (iii) River was a medium of transportation of goods and people from one place to another.

The Greek and Roman civilisations prospered about 1,000 years after the Indus Valley Civilisation. About 2500 years ago, many cities like Mathura, Varanasi, Madurai developed along the river banks.

Both healthy climate and **topography** (the nature of land) played an important role in the growth of wet point settlements. Many tourist spots are setup on almost parallel lines irrespective of availability of water, e.g. Araku Valley (Andhra Pradesh) and Dal Lake (Kashmir). Many people have settled here and earn their livelihood from tourism during a particular season of the year.

**Rural and Urban Settlements:** Rural settlements are closely related to land and have direct contact with natural environment. As already discussed, the early people had learnt the art of agriculture. The fields were far-off from their caves and near the rivers. After sowing, they had to stay in the same place for a long time to look after the plants till the grain ripened. Therefore, men started making huts (**kachcha houses**) near his fields. In villages, we still find kachcha houses. These are made of mud, bamboo, dry grass, etc. Such houses are not very strong.



Fig. 20.7: A wet point settlement in Mathura



Fig. 20.8: Settlement near Dal Lake

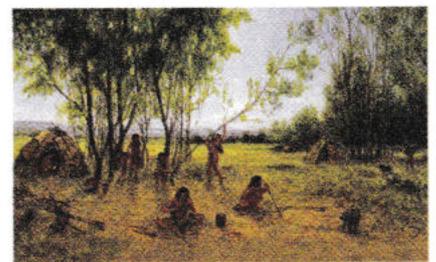


Fig. 20.9: Early people living in huts



Fig. 20.10: Settlements with kachcha houses (Rural Settlements)



It should be kept in mind that people build houses to suit their environment. In heavy rainfall regions, houses are built on stilts. They are raised few feet above the ground. It helps to keep flood water away. The roofs are sloping to allow water to drain off.



Fig. 20.11: Houses on stilts

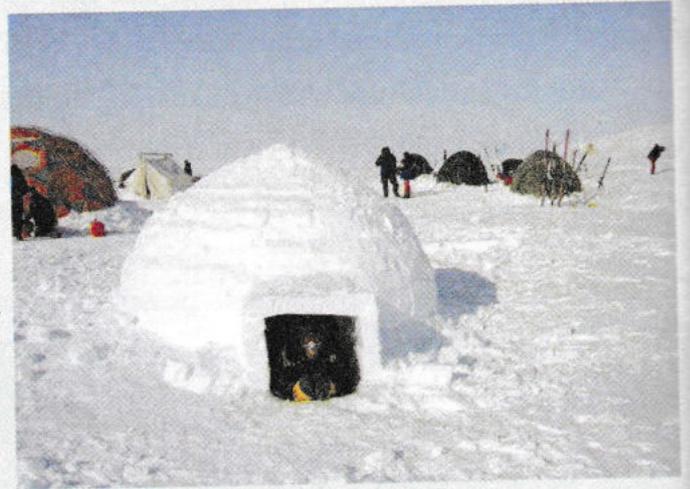


Fig. 20.12: Igloos

The houses made in very cold areas are called the Igloos. These are made of ice blocks, built by Eskimos. The floors of the houses are covered with fur to keep them warm.



Fig. 20.13: Changing structure of early houses



### Explore!

In Polar areas, people live in igloos, or houses made of ice. Find out how such houses are suitable for the Polar areas.

Step-by-step, human beings laid the foundation of cities and towns. The cities were built according to a well laid out scientific plan. There was an excellent uniformity in the planning and construction of the cities. The houses were both of large and small sizes. Generally, they were either one or two storeys high, with rooms built around a courtyard. The houses were built on both sides of the street and they had few windows. Some people, like the labourers lived in small one room quarters. With the passage of time, men improved the structure of Pucca houses. Various types of **pucca houses** are seen in modern towns and cities known as urban settlements. These settlements are divided on the basis of size of population, occupational structure and administrative setup. The houses are made of materials like bricks, iron, cement and wood. They are painted in attractive colours to make them beautiful.



Fig. 20.14: Settlements with pucca houses (Urban Settlements)



Rural and urban settlements are generally distinguished from each other on the basis of occupation of its people and population size. Two distinct forms of rural settlements are:

1. **Scattered Settlements:** These settlements are mainly found in hilly areas, plateaus and highlands due to presence of healthy climate. Farms are large and houses are isolated. So, people lead isolated life. Lumbering and animal grazing are the main occupations. These settlements are clean in comparison to compact settlements.
2. **Compact Settlements:** These settlements can be seen in fertile areas. Fields are small. Agriculture is the main occupation. They live in a close knit society because their houses are built in close vicinity to each other and have smaller living space. Streets are dirty due to lack of proper drainage.

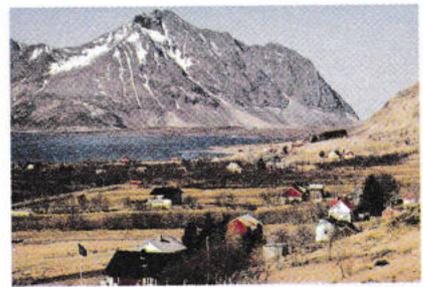


Fig. 20.15: Scattered Settlements

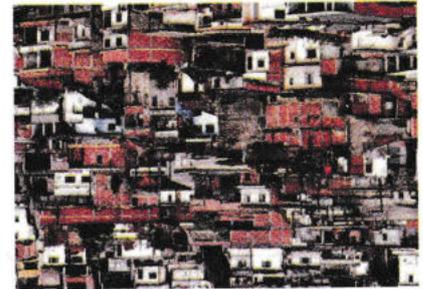


Fig. 20.16: Compact Settlements

### Conclusion

The urban settlements made human life more comfortable as well as safe. It has grown at a rapid pace during the recent past. It increased from 3% in the year 1800 to staggering 48% in the year 2001. According to the Census 2011, there are 50 million plus urban settlements in India as compared to 35 in Census 2001. But the process of urbanisation brings quantitative changes in social and economic spheres and gives birth to several problems. So, human settlements should be established carefully and in a planned way.



Fig. 20.17: Settlements in a planned way



### Let Us Recall

**Human Environment:** It refers to the conditions which favour the growth of human beings.

**Transhumance:** It refers to the seasonal movement of people.

**Kachcha houses:** These are the houses made of branches of trees, mud, straw, etc.

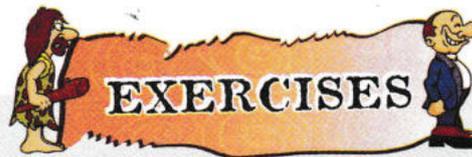
**Pucca houses:** Houses made of bricks, wood, cement, etc.

**Topography:** Nature of the land

**Dry Point Settlement:** It refers to the settlement found on high point, not liable to flooding.

**Wet Point Settlement:** It refers to the settlement found near water sources like riverbanks, lakes, etc.





## EXERCISES

### A. Choose the correct answer.

- Which of the following are the main components of environment?  
(a) living things (b) non-living things  
(c) durable things (d) both (a) and (b)
- Which one of the following refers to topography?  
(a) nature of the land (b) location of the land  
(c) distance of the land (d) importance of the land
- Which of the following states is associated with Bakkarwals?  
(a) Madhya Pradesh (b) Goa  
(c) West Bengal (d) Jammu and Kashmir
- Which one of the following is a River Valley Civilisation?  
(a) Rome (b) Egypt  
(c) Indus Valley (d) All of these
- In which of the following states Araku Valley situated?  
(a) Jammu and Kashmir (b) Tamil Nadu  
(c) Madhya Pradesh (d) Andhra Pradesh
- What materials are used by Eskimos in making their houses?  
(a) bricks and cement (b) stones and sand  
(c) iron and wood (d) ice blocks and fur

### B. Answer the following questions.

- What do you understand by human environment and settlement?
- Which factors led to the establishment of early human settlements?
- How did cultivation influence human settlements?
- Differentiate between Dry Point Settlements and Wet Point Settlements.
- How does topography affect the human settlements?
- What do you know about compact settlements and scattered settlements?
- "The urban settlements made human life more comfortable." Give reasons.

### C. Fill in the blanks.

- Environment means the \_\_\_\_\_ of an object.
- On the \_\_\_\_\_ subcontinent, people lived along the banks of Narmada River.
- \_\_\_\_\_ influenced human settlement in a big way.
- \_\_\_\_\_ Point Settlements are generally on a high point.
- \_\_\_\_\_ Point Settlements are also called River Valley Settlements.



**D. Match the following.**

**Column A**

1. Early men
2. Environment
3. Wet Point Settlement
4. Gulmarg
5. Pucca Houses

**Column B**

- (a) River Valley Settlement
- (b) made of brick, stone
- (c) Holiday Resort
- (d) surroundings
- (e) lived in kachcha houses

**1. Individual Project**

- (a) Draw and colour few different settlements in your region and name them.
- (b) Collect pictures of rural houses and clothing of people from different regions of India. Examine whether they reflect any relationship with the climatic condition and relief of the area. Make a report.  
(Skills involved— Thinking, emotional, social skills, creative and scientific skills)

**2. Survey**

A group of students to survey or take some areas and prepare a project on 'type of settlement' they found in that area.



# 21



## Transport and Communication



Fig. 21.1: Man is mobile by nature

Humans have constant need to interact with each other. Our needs and requirements also require us to travel to distant locations. In our pursuit for better living conditions — economic, industrial and technological development — the transport and communication networks have been developed. They are the lifelines of the modern world. These have been gaining importance day by day.

**Transport** refers to carrying passengers and goods from one place to another using different vehicles. It includes land, water and air.

**Communication** means exchange of information and ideas between people by talking, listening or reading. It includes print media and electronic media.

### Transport



Fig. 21.2: Oxen Cart

In olden times, man travelled from one place to another on foot. He carried loads on his head, shoulder, back or dragged them with a rope. Later, human beings started riding and carrying their goods on animals like elephants, horses, oxen, etc. After the wheel was invented, they made carts that were pulled by animals. As the time passed, they learnt to make different types of wheels and designed different means of transport to suit his needs.

With time, modern means of transport evolved. Today, the four modes of transport available to us are **roadways, railways, waterways** and **airways**. Let us study about the various modes of transport in detail.



## Road Transport (Roadways)

Roadways are vital for the development of an area. Depending on their strength, roads are called metalled or unmetalled.

- a) Metalled roads are surfaced using cement, concrete, etc. Such roads can be used in all seasons. All important roads are metalled.



Fig. 21.3: Metalled Road



Fig. 21.4: Unmetalled Road

- b) Unmetalled roads are unsurfaced which are mere dirt tracks and get muddy during rainy season. They mostly exist in rural areas.

Roads are important due to the following reasons:

- Roads can be constructed anywhere — forests, plains, desert and even mountains. In Himalayas, Manali-Leh highway is one of the highest roadways in the world.
- They are easy and cheaper to construct and maintain.
- They allow goods to be delivered at our doorsteps.
- They are economical and faster for short distances.
- They connect villages with towns.
- Roads are important for the defence of a country.

India has the third largest road network in the world, which is divided into three categories:

- a) National Highways (b) State Highways (c) Rural roads

The latest development in India is the construction of Express Ways. The Golden Quadrilateral connects Delhi, Mumbai, Kolkata and Chennai.

## Rail Transport (Railways)

Railways are the true lifeline of a country as they transport a large volume of freight and passengers over longer distances. Railways strengthen and integrate the nation socially, economically and politically. They help in connecting producing areas with consuming

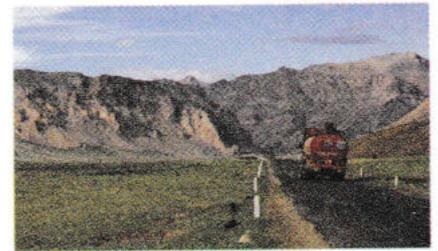


Fig. 21.5: Manali-Leh Highway



Fig. 21.6: National Highways



Fig. 21.7: Goods Train





Fig. 21.8: Metro Train



Fig. 21.9: Passenger Train



Fig. 21.10: Steamer



Fig. 21.11: St. Lawrence Waterway



Fig. 21.12: Cargo Ship

areas, thus, enhancing trade in the country. In fact, invention of rail engine during industrial revolution is responsible for the dispersal of economic development.

For better connectivity and mass movement of people in large cities like London, New York, Kolkata and Delhi, the metro railway system is providing a good means of transport. Metros help in decongesting cities and provide clean and faster travel. For speedy rail transport, steam engines are replaced by electric engines. They are eco-friendly, pollution-free, fuel-efficient and faster.

Some factors for the development of rail transport are given below:

- (a) Relief or landforms
- (b) Population concentration
- (c) Presence of resources
- (d) Level of economic and technological development

The plain surfaces with concentration of activities supporting vast population have double or multiple tracks of railways. However, vast desert lands, mountain regions and sparse population restrict rail development. Africa has limited railways due to lack of funds, dense forests, sparse population and slow economic growth.

India has the fourth largest railway network in the world. In initial stage, rails were developed by British in India. But later, further development, improvement and expansion were contributed by Indian Government only. Today, Indian Railway is the biggest organisation in India employing millions of people.

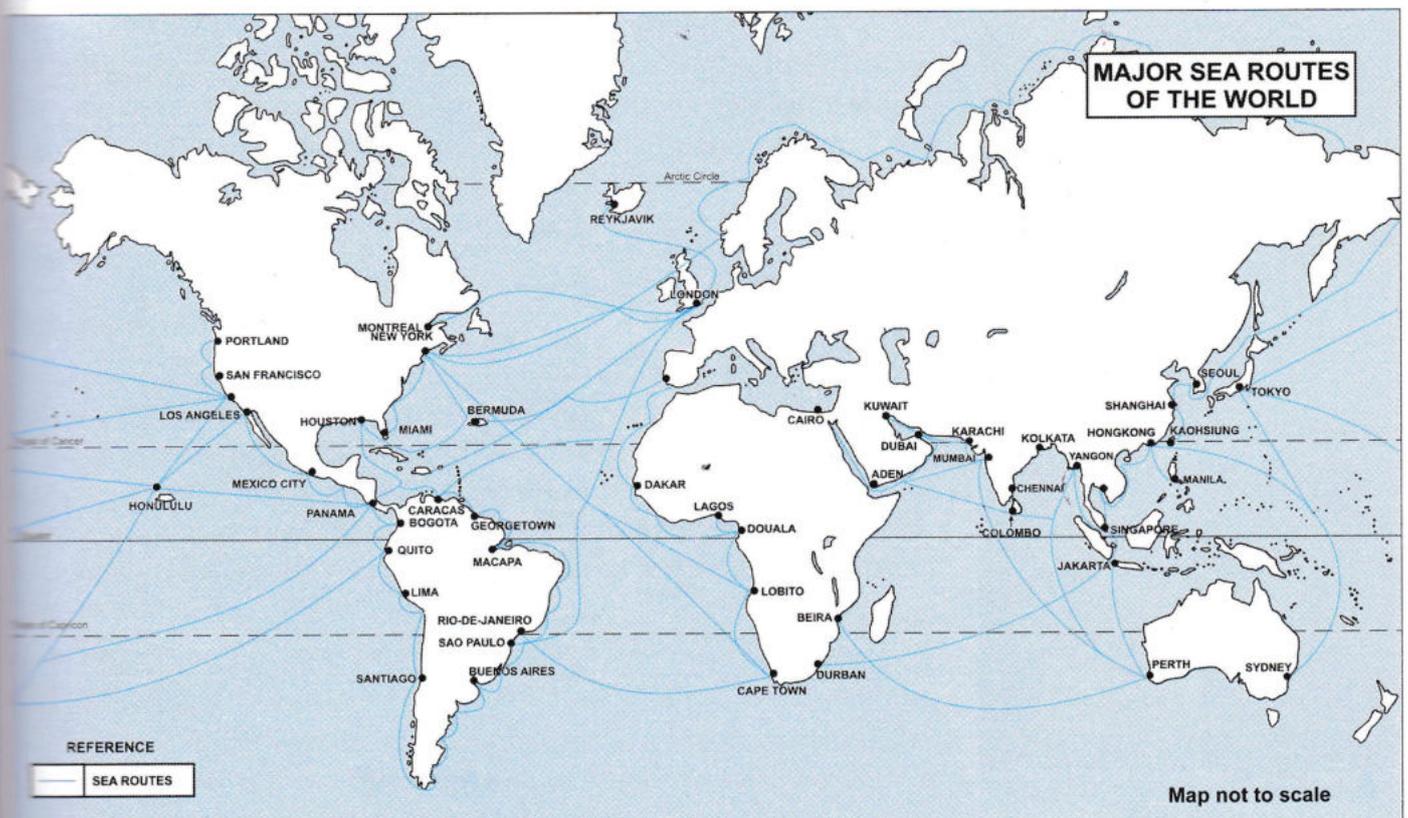
### 3. Water Transport (Waterways)

Waterways are the natural ways which are slowest and cheapest means. They are responsible for the growth of international trade and understanding. They helped greatly in exploring new distant lands, inhabiting them and dispersing cultures. Waterways can be classified as:

**(a) Inland Water transport:** It includes boats, canoes and steamers to carry goods and people on river, lake and canal routes. Near about 18 million tons of cargo is moved every year by it. Some mentionable inland waterways are:

1. St. Lawrence waterway has contributed to industrial and economic growth of northern USA and southern Canada.
2. The Mississippi and Missouri waterways from interior of USA to south USA.
3. Lower Ganga-Brahmaputra systems in India.





Map 21.1: World – Major Sea Routes

4. Volga waterway of Russia.
5. Parana-Paraguay waterway in South America.

**b) Ocean transport:** It refers to the movement of goods and passengers with the help of ships through the sea and ocean. It helps in international trade. It has a fixed route. They are free highways covering every possible direction with no maintenance cost. They transport the maximum volume of goods than any other carrier. Ocean transport is hindered only by storms, fog and icebergs.

Some important Ocean routes are:

1. North Atlantic Route
2. The Mediterranean and Indian Ocean Route
3. The Cape of Good Hope Route
4. The South Atlantic Route
5. The North Pacific Route
6. The South Pacific Route

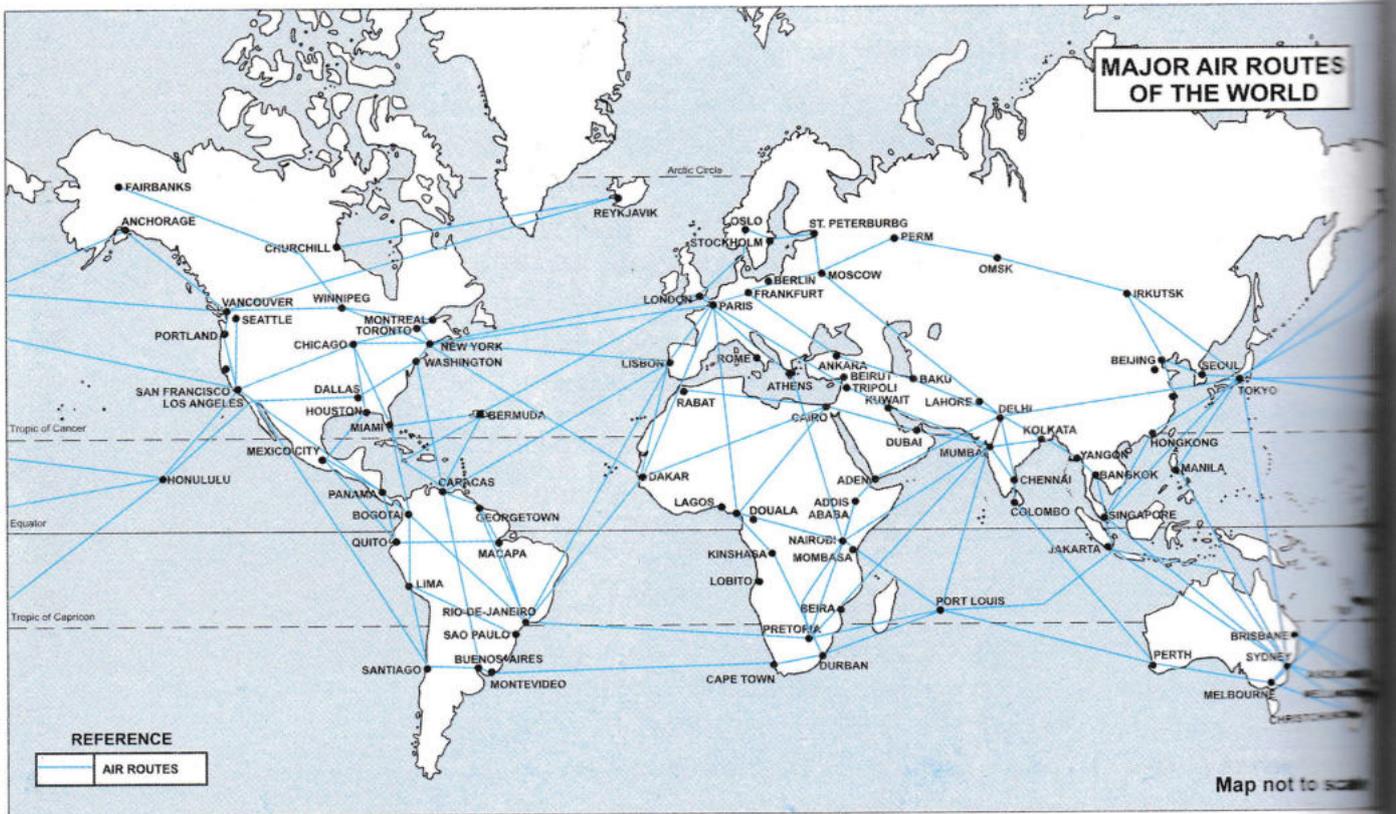
Ocean ways would be incomplete without mentioning ocean and sea connections by human-made canals. They are:

- Suez Canal connects Indian Ocean with Mediterranean Sea.
- Panama Canal connects Atlantic Ocean with Pacific Ocean.



Fig. 21.13: Panama Canal





Map 21.2: World – Major Air Routes

#### 4. Air Transport (Airways)

It is the fastest and costliest means of transport which is comfortable too. It connects far-flung, remotest and inaccessible areas. During man-made and natural disasters like wars, earthquakes, epidemics, floods and droughts, airways play a significant role.

For managing air transport, airports are required. Airports require elaborate arrangements for landing, take off, fuelling, passenger and cargo. Some important destinations are London, New York, Paris, Washington, Los Angeles, Chicago, Tokyo, Singapore, Rome, New Delhi and Mumbai. These are some of the busy airports of world.

Air transport is hindered by bad weather and poor visibility by fog. It is managed by both government agencies and private agencies.



Fig. 21.14: Indira Gandhi International Airport



Fig. 21.15: Indigo Airlines



Fig. 21.16: Fighter planes



Fig. 21.17: A helicopter during a natural calamity



## Pipeline Transport

We have always used pipelines for transporting water. Today, pipelines are used for carrying crude oil products and natural gas. Pipelines are faster, safer and convenient for transportation. They are environment-friendly and not affected by climate change and relief of an area. Pipelines have connected oil wells to oil refineries, ports, etc.



Fig. 21.18: Pipeline Transport

## Communication

Communication means conveyance of information and ideas. Human beings used different ways of communication ever since they appeared on the Earth. In olden days, messages were delivered through drum beats, messenger pigeons and people running to destinations. But, today, modern means of communication has changed the world. Information can be relayed in seconds. It is far easier and faster than transportation.

Communication through print media—newspapers, magazines and books affected the lives of a large number of people.

A major breakthrough in communication system has been **telecommunication** in which telegraph and telephone services were critical factors in modernisation of the world.

Radio, television, fax, internet have made communication more accessible, cheaper and faster. These are electronic media. They have brought the world closer to one another and rapid economic developments all over. They have initiated 'globalisation'.

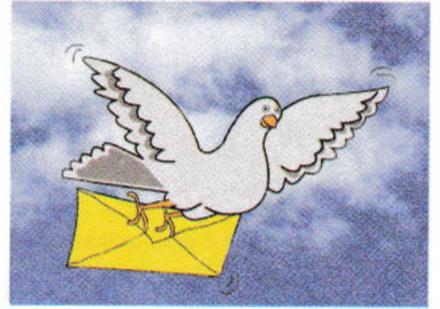


Fig. 21.19: A pigeon carrying the message



Fig. 21.21: Means of Communication



Fig. 21.20: Computers have brought the world closer



### Fact Bubble

**Print Media:** Postal services, newspapers, magazines.

**Electronic Media:** Radio; television, internet, e-mail, films, mobile phones, etc.





Fig. 21.22: Satellite Communication



Fig. 21.23: Mass Communication



## Explore!

Media has made us global citizens. Find out how.

**Satellite Communication** has revolutionised information technology. Human-made satellites have given access to the use of computers and worldwide web (www) through the Internet. It can be installed anywhere. It has given rise to electronic mailing. Now, we can collect any type of information and news.

Telecommunication revolution has expanded our human, social and economic space. Satellite communication does not get affected by natural and man-made hazards.

**Mass Communication** plays a vital role in dissemination of knowledge, information and opinion building. Television, videos, CDs, satellites, internet, mobile phones, films, radio, magazines and newspapers are all important means of mass communication that have brought the world to our door step. They are also called 'mass media'. Obtaining information on any issue, relaying happenings and events, news reporting, sports events, etc., have simplified through radio, television, newspapers or the Internet. The world has become a global village due to mass communication.

Some mentionable names in media — British Broadcasting Corporation (BBC), Cable News Network (CNN), Times Network; from India — Press Trust of India (PTI), United News of India (UNI).

## Conclusion

- Growth and development of transport inhabited larger parts of the world.
- Modernisation, urbanisation and industrialisation have brought the world closer to one another due to transport and communication.
- Quest for knowledge and information developed the Internet services filling gaps in information.
- They have developed international trade and commerce.
- Satellite communication has helped in scientific research, weather forecasts, live reporting and news.
- Both transport and communication are closely related to each other. The growth of a country depends on these to a great extent.



## Let Us Recall

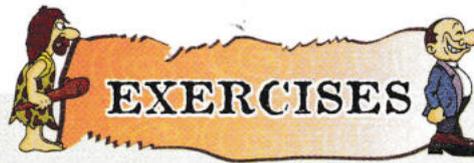
**Transport:** It means carrying of goods and people from one place to another.

**Communication:** It means conveying or exchanging of ideas, skills and information.

**Freight:** The goods transported by roadways, railways and waterways.

**Metros:** The fast local trains within cities to facilitate mass movement.





**A. Choose the correct answer.**

- Which one of the following is not a part of electronic media?  
(a) radio (b) television  
(c) internet (d) newspapers
- Which city is not connected to the Golden Quadrilateral?  
(a) Delhi (b) Mumbai  
(c) Kolkata (d) Lucknow
- What is the term given for goods transported by roadways, railways and waterways?  
(a) freight (b) cargo  
(c) goods (d) none of these
- Which one of the following is not associated with print media?  
(a) magazines (b) mobile phones  
(c) newspapers (d) books
- What is the full form of www?  
(a) world wide web (b) world wide wave  
(c) world wide wire (d) world wide window
- Which one of the following waterways is associated with Russia?  
(a) Ganga waterway (b) Volga waterway  
(c) St. Lawrence waterway (d) Parana-Paraguay waterway
- Panama Canal connects Pacific Ocean with which ocean?  
(a) Atlantic Ocean (b) Indian Ocean  
(c) Arctic Ocean (d) Antarctic Ocean
- Name the biggest transport organisation in India.  
(a) airways (b) railways  
(c) waterways (d) print Media
- Which one of the following is not affected by natural and man-made hazards?  
(a) satellite communication (b) telecommunication  
(c) mass communication (d) both (a) and (b)

**B. Answer the following questions.**

- What do you mean by 'transport' and 'communication'?
- Why are means of transport and communication called lifelines of the modern world?
- Bring out any two points of differentiation between communication and transportation.
- Which areas have maximum number of railway tracks?
- Why are metro train service introduced in big cities?
- What hinders air and ocean transport?
- Name two man-made canals connecting oceans.



8. Mention the busiest inland waterway in the world.
9. How does air transport score over rail and road transport?
10. Mention the major breakthrough in communication. Write a note on it.
11. How has means of communication made the world a global village?

**C. Differentiate between the following.**

1. Metalled and unmetalled roads
2. Roadways and railways
3. Airways and waterways

**D. Give reasons.**

1. Steam engines are replaced by electric engines.
2. Roads are vital for the development of an area.

**1. Investigatory Project**

- (a) Collect information and pictures on other modes of transportation with the help of the Internet to meet the requirements of growing traffic and new fast moving transport. (Hints: monorail, sky buses, trains, jets, etc.)
- (b) Collect information and pictures about the various means of communication in the past and different means of communication available today. Make a book report.

**2. Presentation/Debate**

Prepare a presentation on historical profile of transport in pictures and exhibit it on school bulletin board.

**3. Survey**

Conduct a survey in some localities and try to find out how people commute to their workplaces—

- (a) stay within walking distance.
- (b) using more than two modes of transport.
- (c) using more than three modes of transport.

**4. Group Discussion**

Discuss the following statement in your class:

“Modern means of transport and communication has shrunk the world.”





# Life in the Natural Regions

## The Amazon Basin

The **Amazon Basin** (length 6400 km) is the largest river basin in the world. It holds 20% of the Earth's freshwater. This tropical region lies between 10°N and 10°S of the Equator. Thus, it is referred to as the equatorial region. The River Amazon flows through this region. It flows from the mountains to the west and reaches the Atlantic Ocean to the east.

Numerous tributaries touch the Amazon River to form the Amazon Basin. The river basin drains portions of Bolivia, some parts of Peru, Brazil, Columbia and little part of Venezuela.

### Climate

The Amazon Basin is characterised by hot and wet climate throughout the year. Days and nights are hot and humid. It rains almost daily. At night, the temperature goes down but the high humidity makes the climate unfavourable for human beings.

### Flora and Fauna

Due to heavy rainfall in this region, thick forests grow. Tall trees like rosewood, mahogany are found. Forests are so dense that even the sunlight cannot penetrate through them. It contains a large variety of plants and animals like sloths, monkeys, tapirs and birds like humming birds, toucans are also found here.



Fig. 22.1: The Amazon Basin



### Fact Bubble

The developmental activities are leading to gradual destruction of rainforests. A large area of the rainforest has been disappearing annually in the Amazon Basin.





Map 22.1: Amazon Basin

## Habitation

Life of the people is dependent on forests. Hunting, fishing and food gathering are their main occupations. The indigenous population was pushed out from the areas and forced to settle in new areas where they continued to practise shifting agriculture. People grow most of their food in small areas after clearing some trees in the forest. They grow tapioca, pineapple and sweet potato and other vegetables. Cash crops like coffee, maize and cocoa are also grown. They also eat ants and egg sacs.

The rainforests provide a lot of wood for building the houses. Some people live in thatched houses shaped like beehives.

## The Ganga-Brahmaputra Basin

The tributaries of Rivers Ganga and Brahmaputra together form a basin, called **Ganga-Brahmaputra Basin** in the Indian Subcontinent. The basin lies in the subtropical region that is situated between 10°N to 30°N latitudes. The tributaries of the River Ganga like Son, Gandak, Ghaghra, Chambal, Kosi and the tributaries of Brahmaputra drain it.



Fig. 22.2: Sunderbans Delta



Fig. 22.3: Thick bamboo groves

The combined stream of Ganga and Brahmaputra forms the Sunderbans, the biggest delta in the world, covering an area of 58,752 sq km. Its major part is in Bangladesh.

## Climate

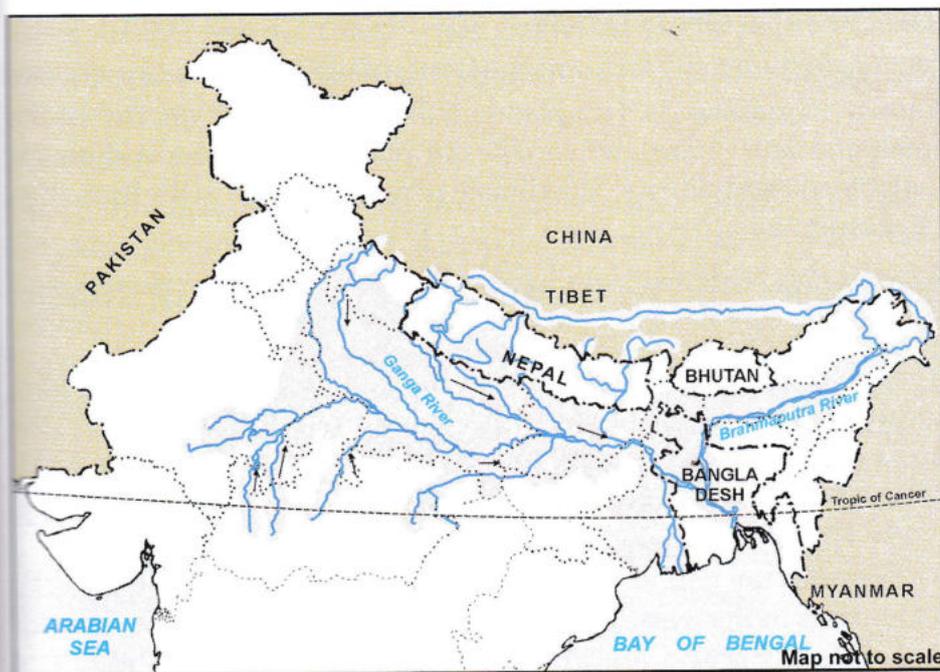
The area is dominated by the monsoon. Rain begins from mid-June to mid-September.

## Flora and Fauna

In the Ganga and Brahmaputra Plain, tropical deciduous trees grow along with teak, sal and peepal. Thick bamboo groves are common in the Brahmaputra Plain. The delta area is covered with the mangrove forests. In parts of Uttarakhand, Sikkim and Arunachal Pradesh, coniferous trees like deodar, pine and fir are found because the climate is cool and the slopes are steep.

There is a variety of wildlife in the basin. Elephants, tigers, deer and monkeys can be seen commonly. The one-horned rhinoceros is





Map 22.2: Ganga-Brahmaputra basin

found in the Brahmaputra plain. Here, Bengal tiger is very famous. Crocodiles and alligators are also found. Aquatic life abounds in the fresh river waters, lakes and delta regions. The most popular varieties of the fish are the rohu, catla and hilsa.

### Habitation

Agriculture is the main occupation of people. Here, the amount of rainfall is high, so, paddy cultivation is commonly done as it requires a lot of water.

The environment also plays an important role in the distribution of the people. The mountain areas with steep slopes have inhospitable terrain. Therefore, very few number of people live in the hilly area. But, the density of population in the plains is very high. The plain area provides the most suitable flat land for human habitation. As the soil is fertile, climate is moderate and agriculture is common.

Fish and rice is the staple diet of the people. Jute, maize, wheat, rice, gram, sugarcane and millets are some of the crops grown. In hilly areas of Assam and West Bengal, tea is grown.

The transport facilities are good in the Ganga-Brahmaputra Basin. In the plain areas, the roadways and railways, transport the people from one place to another. The area also has a large number of airports also. The waterways is an effective means of transport particularly along the rivers. Kolkata is an important port on the Hooghly River.



Fig. 22.4: Brahmaputra River



### Explore!

The Fresh waters of Ganga and Brahmaputra are home to the Susu Dolphins. These blind dolphins are disappearing from the rivers because of the industrial pollution. Read about these dolphins and also find out how human activity is harming their habitat.



Fig. 22.5: Bengal Tigers



Fig. 22.6: Paddy Cultivation



Fig. 22.7: Tea Gardens in West Bengal





Fig. 22.8: Kolkata Port on Hooghly river



Fig. 22.9: Prairies, North America

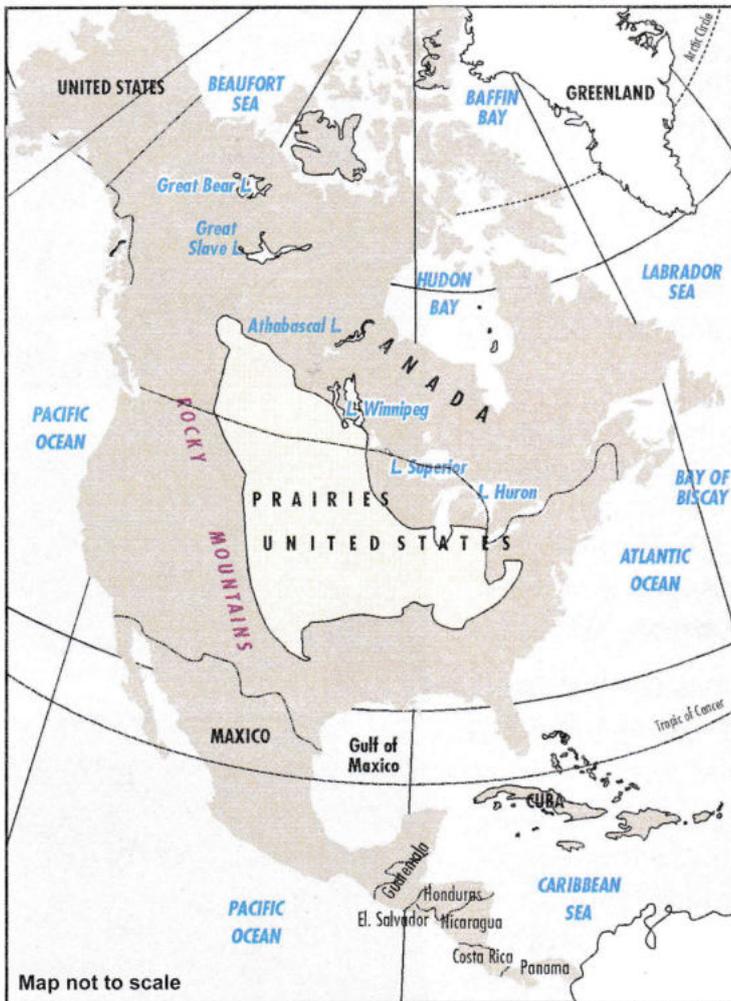
## Temperate Grasslands

The regions where grasses form the dominant type of plant life, are known as **grasslands**. Grasslands make up almost a quarter of the total land area. Here, the varieties of plants greatly depend on the suitable soil and climate. The climate plays a vital role in the formation of grasslands.

### 1. Prairies — The Temperate Grasslands of North America

The word '**Prairie**' is derived from the Latin word '*priata*' meaning meadow. It is a region of flat, gently sloping or hilly land. Mostly, the areas are treeless but near the low-lying plains, flanking river valleys, trees can be found. Tall grass, upto two metres high, dominates the landscape.

The prairies are bound by the Great Lakes in the east and the Rocky Mountains in the west. They cover parts of United States of America and parts of Canada.



Map 22.3: Prairies

#### Climate

The climate is continental type with extreme temperatures. The summers are warm with temperatures around 20°C, while in winters around -20°C has been recorded. In winters, a thick blanket of snow covers this region.

The annual rainfall is moderate and good for the growth of grass. Due to the absence of the north-south barrier, a local wind 'Chinook' blows here.

#### Flora and Fauna

Prairies are basically treeless areas. But where water is available, trees such as alders, willows and poplars grow. Grasses are short and sparse due to very little or unreliable rainfall areas. These areas are suitable for cattle rearing. Bison, an American buffalo, is the most important



Fig. 22.10: Bison



animal of this region. It nearly got extinct due to its indiscriminate hunting and is now an endangered species. The other animals found are coyotes, rabbits and gophers.

### Habitation

Dairy farming is one of the main occupations of the people. The dairy belt extends from the Great Lakes to the Atlantic Coast in east. They have successfully harnessed technology to utilise their rich natural resources. In agriculture, they use scientific methods of cultivation. Two of the most developed countries in the world — the USA and Canada — are located in this region. The Prairies are also known as the "Granaries of the world," because of the huge surplus of wheat production. Dairy farming and extensive agriculture both encourage the people to establish food processing industries.

A good network of roadways, railways and waterways in this region has made it the most industrialised region in the world.

## 2. Velds — The Temperate Grasslands of South Africa

Velds are rolling plateau surfaces with varying heights ranging from 600 m to 1100 m. It is covered by the Drakensburg Mountains on the east. To its west, lies the Kalahari Desert. On the north-eastern part, 'high velds' are located that attain a height of more than 1600 metres in some areas.

### Climate

The temperate grasslands of South Africa have a mild climate because of the influence of the Indian Ocean. Winters are dry and cold. Temperatures vary between 5°C and 10°C. Summers are warm and short. July is the coldest month. Johannesburg records about 20°C temperature in summers.

### Flora and Fauna

The vegetation cover is sparse. Grasslands dominate the landscape. The grass grows in bushy velds. In the high velds, acacia and maroola trees are seen to be growing. The animals like lions, leopards, cheetah and kudu are commonly found.

### Habitation

Cattle rearing, agriculture and mining are the main occupations in this region. The soils are not suitable due to the presence of discontinuous grasses exposing barren surface. But, where the land is fertile, crops are grown. The crops like wheat, maize, barley and potato can be seen. Other crops like tobacco, cotton and sugar cane are also grown. Sheep rearing is common. People keep sheep mainly for wool. It has given rise to the wool industry in the velds. Merino sheep is a popular species and its wool is very warm.



Fig. 22.11: Dairy farming in USA



Fig. 22.12: Velds, South Africa



Fig. 22.13: Cheetah

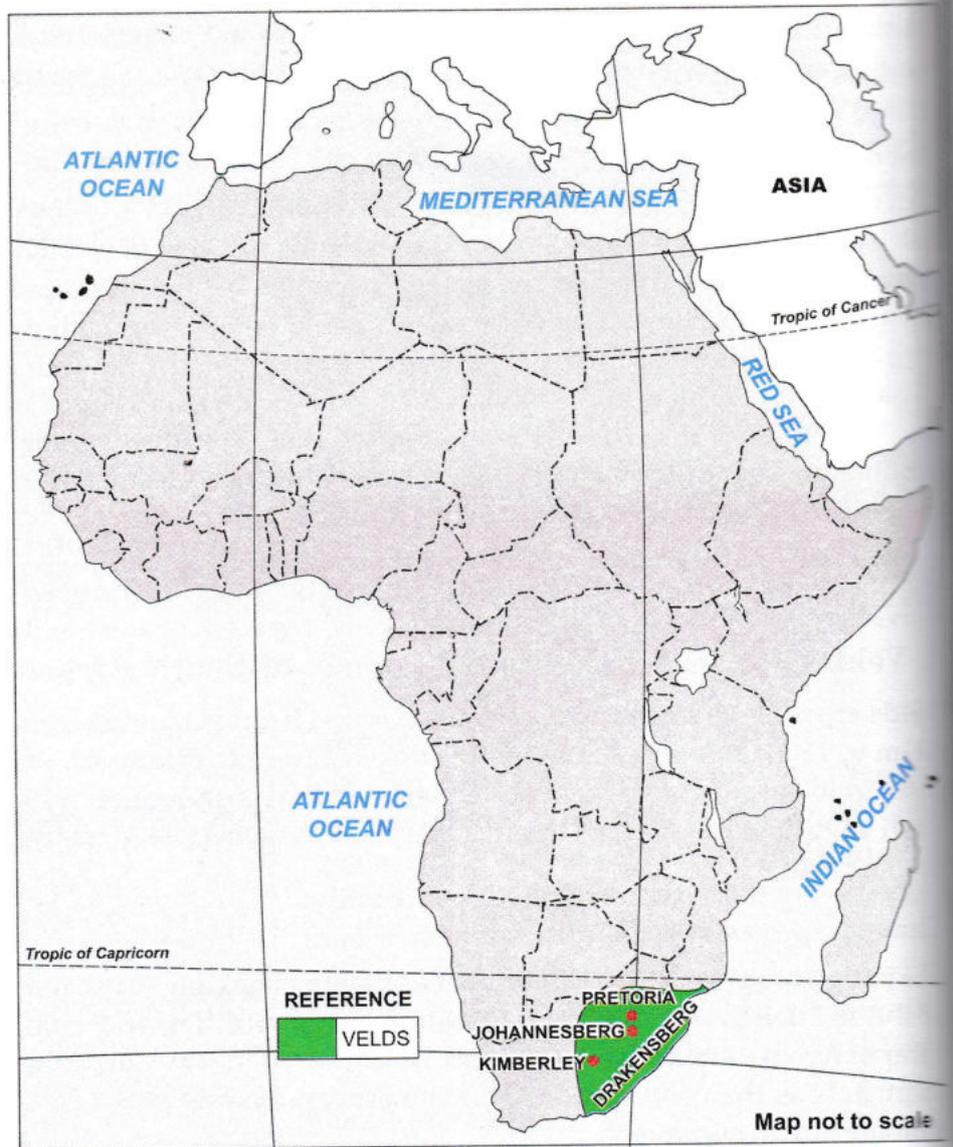


Fig. 22.14: Men with Merino sheep





Fig. 22.15: Agricultural practice in Velds



Map 22.4: Velds in South Africa



Fig. 22.16: Diamond Mine, Kimberley

Dairy farming is also one of the important occupations. Cattle are reared in the warmer and wetter regions and the dairy products like butter, cheese are produced for both domestic and commercial purposes.

Gold and diamond mining are also the major occupations of people. Mining of gold and diamond in South Africa led to the establishment of trade ties with Britain. **Johannesburg** is famous for being the gold capital of the world. Kimberley is known for its diamond mines.

### Deserts

The deserts are characterised by extreme temperatures, low rainfall and scanty vegetation. Depending on the temperatures, the deserts can be hot or cold. Wherever little water is available, people practise agriculture.



There are two types of deserts found in the world:

1. The hot desert (Sahara)
2. The cold desert (Ladakh)

### 1. The Hot Desert (Sahara)

**Sahara Desert** is the world's largest desert. It covers a large part of North Africa. It has an area around 8.54 million sq. km. The Sahara desert touches eleven countries — Egypt, Algeria, Mali, Libya, Morocco, Mauritania, Sudan, Niger, Chad, Western Sahara and Tunisia.

Besides the vast stretches of sands, in Sahara Desert, gravel plains and elevated plateaus with bare rocky surface can be seen. These rocky surfaces may be more than 2500 metres high at places.

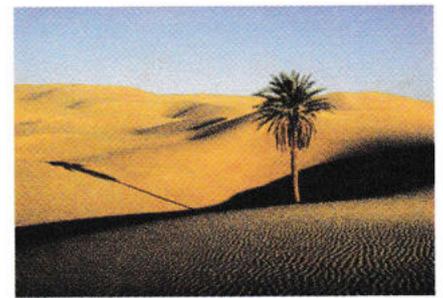


Fig. 22.17: Sahara Desert



Map 22.5: Sahara Desert



Fig. 22.18: Tafilalet Oasis in Morocco. It is a large oasis with an area of 13,000 sq. km.



### Explore!

Skeletons of fish have been discovered from the Sahara Desert. What does that imply? Find out what type of climate changes have turned the Sahara into a desert.





Fig. 22.19: Cactus

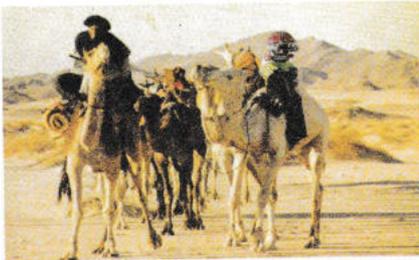


Fig. 22.20: Tuaregs on camels

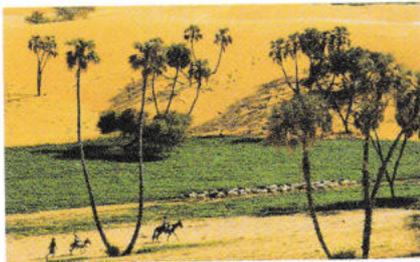


Fig. 22.21: Agricultural practice in Sahara



Fig. 22.22: Ladakh desert



Fig. 22.23: Drass

### Climate

It has no cold season. It hardly rains here. The climate is scorching hot and parch dry. Days are extremely hot. The temperatures during the day may soar as high as  $50^{\circ}\text{C}$ , thereby heating up the sand and the bare rocks. Thus, the Sahara has extremely high temperatures throughout the year.

### Flora and Fauna

Acacia, cactus and date palms are some of the common trees grown here. In some places, there are oases or green islands with date palms surrounding them. Camels, jackals, hyenas, scorpions, foxes, lizards and snakes are the common animals living here.

### Habitation

Despite harsh climate of Sahara desert, various groups of people are involved in different activities. These groups are nomadic tribes like Tuaregs and Bedouins rearing livestock such as sheep, goats, camels and horses. These animals provide them milk, hides from which they make leather for slippers, belts, water bottles. Animal hair is used for making blankets, mats, carpets and clothes. Today, tuaregs can be seen working as guides to foreign tourists.

The Nile Valley in Egypt and oasis in the Sahara support settled population. People living in Sahara move with their herd of camels from one oasis to another. Camels are called the 'ships of the desert'. Crops like wheat, rice, barley and date palms are grown wherever water is available. World-famous Egyptian cotton is grown in Egypt. Some important minerals that are found in the area include iron, phosphorus, uranium and manganese.

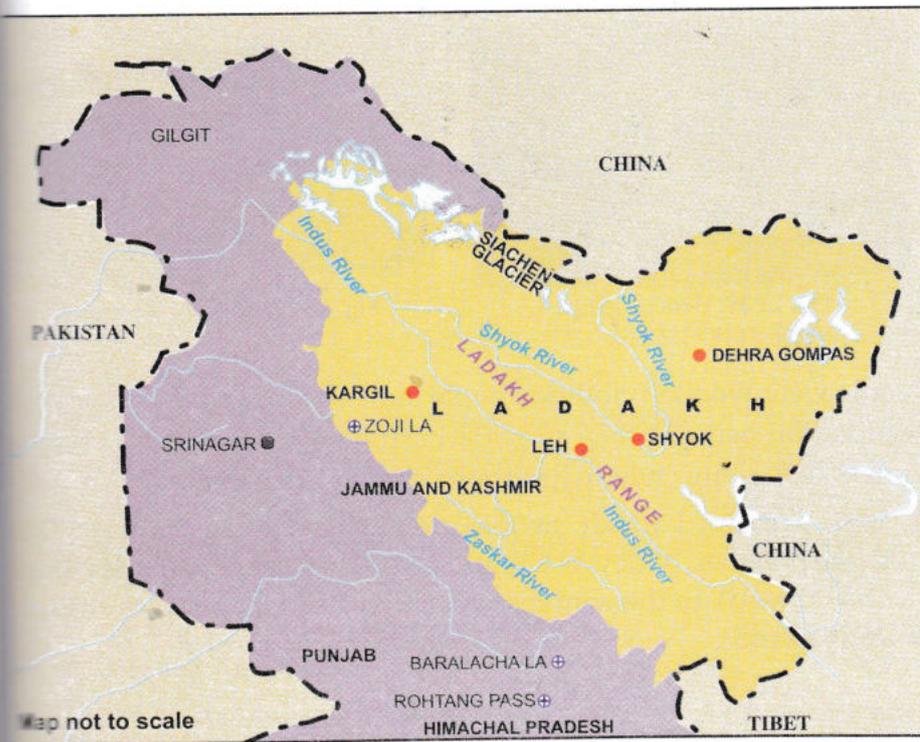
## 2. The Cold Desert (Ladakh)

The word 'Ladakh' is made up of two words — 'La' meaning mountain pass and 'Dak' meaning country. It is situated in the Great Himalayas, on the eastern side of Jammu and Kashmir. The Karakoram Mountains are present in the north and the Zaskar Mountains are present in the south. Indus and several other rivers flow through Ladakh. These rivers form gorges and deep valleys. Some glaciers are also found here, e.g. Siachen Glacier.

### Climate

In Ladakh, the altitude varies from about 3000 m in Kargil to more than 8,000 m in the Karakoram. Because of its high altitude, the climate is extremely dry and cold. The day temperature in summer is just above  $0^{\circ}\text{C}$  and the night temperature is below  $-30^{\circ}\text{C}$ . In winters, the temperature remains below  $-40^{\circ}\text{C}$  for most of the time. So, Ladakh is also known as *Khapa-chan* in its local language which means snow land. As it lies in the rain shadow area of the Himalayas, there is less





Map 22.6: Ladakh Desert

rainfall, about 10 cm every year. Drass is located in Ladakh, which is one of the coldest inhabited places in the world.

#### Flora and Fauna

The vegetation is sparse here. There are scanty patches of shrubs and grasses for animals to graze. Poplars and groves of willows can be seen. Trees like apples, apricots and walnuts are seen in summers. Walnut is the main fruit of Ladakh. Hoopoes, robins, Tibetan snowcocks are some common birds sighted in Ladakh. Some common animals are wild sheep, yak, wild goats and dogs. The hair of goats and sheep are used for making woollen clothes and the milk of yak is used for making butter and cheese. The Chirus are Tibetan antelopes found in Ladakh. They have been the favourite animals of hunters for their wool called *shahtoosh*.

#### Habitation

Ladakh has peasant population. People are simple, cheerful and hardworking. They live in thick-walled houses. It protects them from harsh climate. Both Buddhist and Muslim population live here. But, the people are mostly Buddhists. Hemis Gompa, a Buddhist monastery is about 40 km from Leh. It is the major attraction for the tourists, especially during annual festival. Some other famous monasteries are Thiksey, Lamayuru and Shey. Buddhist monasteries are called *Gompas* in local language.



#### Fact Bubble

The four passes namely, Baralacha la, Rohtang la, Tanglang la and Lungalacha la are the parts of Manali-Leh highway.



Fig. 22.24: Baralacha la



#### Fact Bubble

Woods of willow trees is used in making cricket bats of good quality.



Fig. 22.25: A man selling walnuts and other products in Leh market, Ladakh



Fig. 22.26: Buddhists in a Gompa





Fig. 22.27: People of Ladakh in their traditional dress

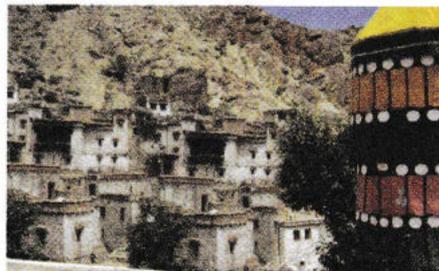


Fig. 22.28: Hemis Gompa



Fig. 22.29: Thiksey Monastery



Fig. 22.30: Women harvesting barley in a field of Ladakh

People wear woollen clothes. People tame sheep, and it is their main occupation because they provide Pashmina wool which is sold to traders of Kashmir where Pashmina shawls are woven.

In some areas of Ladakh, people are engaged in agriculture. They cultivate potatoes, barley, beans and peas. They eat *sattu* (barley-flour) and *tagi* (bread). In the winter season, they keep themselves engaged in festivals etc.



## Let Us Recall

**Amazon Basin:** The largest river basin in the world

**Habitation:** It refers to the life of the people in a particular region.

**Ganga-Brahmaputra Basin:** It is the basin formed by the tributaries of Rivers Ganga and Brahmaputra.

**Grasslands:** It refers to the region where the grass forms the dominant type of plant life.

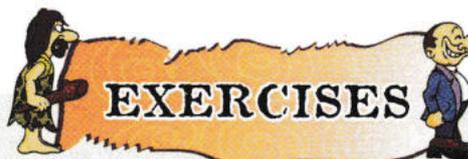
**Prairies:** It is derived from Latin word '*priata*' meaning meadows and also known as the temperate grasslands of North America.

**Velds:** These are the temperate grasslands of South Africa.

**Johannesburg:** It is the 'gold capital' of the world.

**Sahara Desert:** World's largest desert

**Ladakh Desert:** A cold desert where climate is extremely cold and dry.



A. Choose the correct answer.

1. Bengal Tigers are found in:

- (a) Ganga-Brahmaputra Delta
- (c) desert

- (b) Amazon Basin
- (d) forest



2. The word 'Prairie' is taken from latin word. 'priata' which means:
 

(a) window	(b) shadow
(c) meadow	(d) rainbow
3. The temperature of the Sahara desert during the day may soar as high as:
 

(a) 90 °C	(b) 35 °C
(c) 50 °C	(d) 40 °C
4. What percentage of fresh water of the world is held by Amazon basin?
 

(a) 20%	(b) 25%
(c) 30%	(d) 35%
5. Which of the following month is the coldest in temperate grasslands of South Africa?
 

(a) January	(b) June
(c) December	(d) July
6. Which one of the following is the biggest delta of the world?
 

(a) Amazon Basin	(b) Sunderbans
(c) Ganga-Brahmaputra Basin	(d) none of these
7. What do you understand by 'Bison'?
 

(a) an American buffalo	(b) an American bird
(c) an American cow	(d) an American plant
8. In which of the following countries, Merino sheep is reared?
 

(a) North Africa	(b) East Africa
(c) South Africa	(d) India
9. What does the word 'Oasis' mean?
 

(a) a green island	(b) a barren island
(c) a fertile island	(d) a hilly island
10. Which of the following is the largest desert of the world?
 

(a) Thar	(b) Kalahari
(c) Sahara	(d) Great Arabian

**3. Answer the following questions.**

1. Name the largest river basin in the world.
2. Which crops are grown by people of the Amazon Basin?
3. Mention the main occupation of people living in the Ganga-Brahmaputra Basin.
4. What are grasslands? Name the major grasslands of the world.
5. Name the animals that are found in the temperate grasslands of North America.
6. What do you know about the people in Amazon Basin of South America?
7. What are the two types of deserts found in the world?
8. State the climatic conditions of the Sahara Desert.
9. Name the trees and animals that are found in the Sahara Desert.
10. What kind of people live in Ladakh? What is their main occupation?
11. Name the animals and trees that are found in Ladakh.



### C. Fill in the blanks.

1. The combined stream of Ganga and Brahmaputra forms the \_\_\_\_\_.
2. \_\_\_\_\_ trees like teak, sal and peepal can be seen in Ganga-Brahmaputra Basin.
3. \_\_\_\_\_ are basically treeless area.
4. The temperate grasslands of South Africa are called the \_\_\_\_\_.
5. In Sahara Desert, the nomadic tribes like \_\_\_\_\_ and \_\_\_\_\_ sheep, goats, camels and horses.

### D. Match the following.

#### Column A

1. Velds
2. Prairies
3. Johannesburg
4. Sahara
5. Ladakh

#### Column B

- (a) gold capital of the world
- (b) Pashmina wool
- (c) temperate grasslands of South Africa
- (d) temperate grasslands of North America
- (e) world's largest desert

### E. Give reasons.

1. Paddy is grown in the Ganga-Brahmaputra Plains.
2. The Prairies are known as the 'Granaries of the world'.
3. Scanty vegetation is found in the deserts.
4. "There is a variety of wildlife in the Ganga-Brahmaputra Basin." Explain it.

#### 1. Individual Activity

- (a) On an outline map of India, mark the rivers of Ganga and Brahmaputra. Also show the important tributaries of both the rivers.
- (b) On an outline map of India, mark Ladakh, Karakoram and Zaskar mountain ranges.
- (c) On an outline map of the world shade Prairies and Velds grasslands.

#### 2. Group Discussion

Discuss on the following topics in your class:

- Developmental activities led to the gradual destruction of forests
- Various occupations of the people in Velds
- Lifestyle of the people in Ladakh.



# Civics

## Social and Political Life-II





# Equality: The Soul of Democracy

In the previous class, we studied about democracy and its features like people's participation, the resolution of conflict, equality and justice. In this chapter, we shall discuss about **equality** in a broader sense. As the term 'equality' is the soul of democracy, it plays a very prominent role in the establishment of a successful democracy. The Preamble of our Constitution proclaims to secure for all its citizens, "Equality of status and of opportunity; and to promote among them all, fraternity assuring the dignity of the individual and the unity and integrity of the Nation." It means equality at different steps ensures the dignity of an individual. Now, we shall discuss the various forms of equality in detail. But before it, we need to understand our social structure right from the beginning of human civilisation.

Our society has always been a prey to social and economic inequalities. Social inequalities are due to hierarchies in the caste system, backwardness of women and illiteracy. Economic inequalities are mainly due to poverty. We can study these inequalities under the following points:

## 1. Caste Discrimination

Since early times, people have been affected by the system of caste discrimination. Its origin can be traced back to the Vedic times. Vedic society was divided into four broad divisions on the basis of occupations. The Brahmins were the highest caste, and were mainly

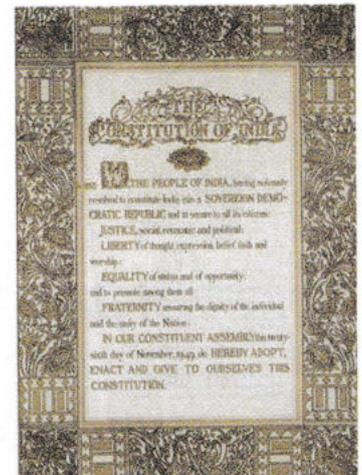


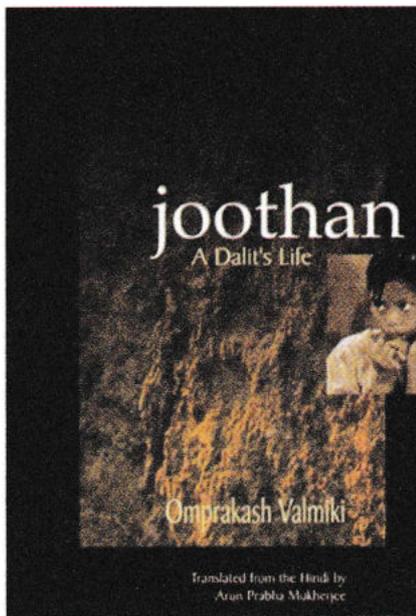
Fig. 23.1: Preamble of the Indian Constitution



## Explore!

In his famous autobiography, *Joothan*, noted Dalit writer Omprakash Valmiki has described the discrimination he went through in school. Read the book and find out if any such discrimination still exists today.





**Fig. 23.2:** *Joothan*, a book written by Omprakash Valmiki, which talks about his experiences of growing up as a Dalit boy.



**Fig. 23.3:** Poverty



**Fig. 23.4:** Working children



**Fig. 23.5:** Girl working, Boy playing

priests and teachers. Then, came the Kshatriyas who were warriors. The Vaishyas who came after Kshatriyas were traders. The fourth and the lowest caste was that of the Shudras who comprised of cultivators, small craftsmen and artisans. Outside these castes, there were untouchables (Dalits) who were forced to live in separate colonies. Slowly and steadily this caste system became more and more complex. As a result, the society became a prey to many evils, social inequality is one of them. It created feelings of superiority and inferiority. The low castes were suppressed and exploited by the upper castes.

## 2. Economic Discrimination

The main cause of economic discrimination is poverty. A large section of the Indian population still leads a miserable life. They belong to the group of have-nots. It is very difficult for them to fulfil the basic requirements of life like food, shelter and clothing. They are undernourished which makes them susceptible to all kinds of diseases. They cannot perform their task properly.

Economic discrimination has created wide gap between human beings. Thus, the society is divided into two groups – haves and have-nots.

## 3. Educational Backwardness

Needless to say that education imparts knowledge and skills. It instils civic sense and the spirit of acceptance and tolerance among the people. But it is unfortunate that education has never been given due importance. During the British period, education was limited mainly to urban areas. Primary education was neglected. At the end of the British rule, Indian society had a small minority of well-educated people while the large majority was illiterate. No doubt, there has been some improvement but the fact is that even today illiteracy exists in our society. There is a large group of people who are not aware of the value of education. It is shocking that today more than eight crore children, between the age group of 5-14 years are suffering as labourers instead of studying.

## 4. Gender Discrimination

Gender discrimination which means inequalities between men and women in different fields. It has always been in existence in our society. Girls' education, since very early times has been highly neglected in India. The literacy rate among women has always been far below than that of men. Girls have never been given opportunities to work on their personality. They have been considered a burden on the family and therefore they missed out on getting proper nurturance and upbringing. The situation has not much changed even today.



No doubt, we never lag behind in boasting of women liberation. But in most of the Indian families, girls are still not being considered the source of pleasure, right from their birth.

The above-mentioned inequalities or discriminations made our society very backward. There was great disparity between people which greatly affected the status and morality of an individual. Women lagged far behind men in our society which caused social backwardness. As a consequence, our Constitution makers thought over all these problems and in order to make our democracy strong, they incorporated equality as one of the major ideals of our Constitution. Right to vote was given to the entire adult population to establish the concept of equality more strongly in the Indian society.

### Universal Adult Franchise

Universal Adult Franchise is a very important aspect of democratic societies. In a democratic country like India, every adult citizen, who is not less than eighteen years of age, exercises the right to vote, is called Universal Adult Franchise. It is clear that no person should be prohibited from the voting right on the grounds of race, caste, colour, sex or religion.

The right to vote stimulates the interest of people in public affairs. Through this right, the government ensures its citizens' self-respect and a sense of being a part of the government. It inculcates self-importance and a sense of security. It facilitates the status of equality in the society.

But as a matter of practice, in a country like India, it is not so much successful. There are various reasons for it. Illiteracy and poverty are the prime factors which force people in India to experience inequality in different ways, even though they have the right to vote.

### Human Dignity: Need to Recognise it

Dignity means thinking of oneself and other persons as worthy of respect. It is aspired by all. Everyone has a right to lead a life with dignity. It plays an important role in the all-round development of human personality. It is the soul of life. It is aspired equally by the rich and the poor, the people who belong to the low caste and those who belong to the upper caste. But unfortunately, we see that some people who belong to the group of have-nots are not treated equally. On the basis of caste and religious differences, some people are differentiated or treated unequally. Whenever anyone becomes a prey to such circumstances, his/her dignity is violated.



Fig. 23.6: Right to vote is a precious right.



Fig. 23.7: Young people standing in a voting queue



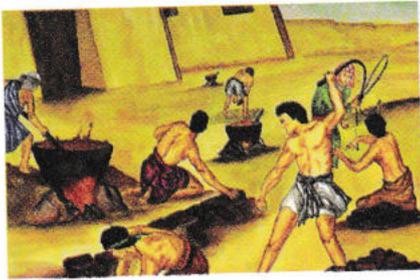
### Speak Your Mind!

'Right to Vote should be given regardless of age'. What do you think? Have a debate on this topic. You can speak for or against the topic.



Fig. 23.8: A poor being used as a beast of burden





**Fig. 23.9: Low caste people were treated very harshly during zamindari system.**

In India, during Zamindari system, the dignity of poor people was never honoured. Those poor people were subjected to ill-treatment at every step. The low caste people especially untouchables and Dalits were treated even more harshly. The upper caste people always hurt their dignity and made them feel mean creatures. The same situation still exists in our society, though in a less magnitude.

Today, we see domestic workers in almost all well-established families. These domestic workers are never treated well by their employers. They are made to work from early mornings to late nights. They are always given orders and that too in a very harsh and ruthless tone. They are neither paid well nor fed well. Their life becomes a hell in their employer's house. They want to lead a life of dignity. They also know the value of self-respect. But they are helpless because they are poor. They are bound to bear all ill-treatments of their employers.



**Fig. 23.10: A domestic worker performs valuable work at proper time.**



**Fig. 23.11: Dignity of workers must be honoured.**

Domestic workers and other workers are also human beings like their employers. They perform valuable work. Hence, they deserve to be treated respectfully. Their dignity must be honoured.

### **Government's Efforts to Implement Equality Assured by the Constitution**

Our Constitution ensures equal status and opportunity to each individual. It guarantees fundamental rights to all its citizens. These rights are essential for an individual to develop his/her personality and lead a life with dignity. Thus, equality is guaranteed to all. This establishes the fact that the principle of equality of all persons is recognised in Democratic India. Everyone is equal before law. It means that no one can be discriminated on the grounds of religion, race, caste, sex or place of birth, etc. People committing any such discrimination are punished regardless of their status. The same right applies in the



**Fig. 23.12: A cobbler also feels that there is dignity in the work that he does and insists that his fee be given respectfully.**



matters of their education and employment. Everyone has the right to avail equal access to shops, restaurants, hotels and places of public entertainment. Practice of untouchability has been made illegal. Those who follow this practice are liable to be punished. Our government has introduced several laws in this regard. It has also started several programmes in order to give maximum help to those who belong to the group of disadvantaged communities.

### Midday Meal Scheme

The **midday meal scheme** is one such scheme which the government has introduced to improve the lives of the poor. This programme has been introduced in all government elementary schools. Under this programme, children are provided with cooked food during their school hour. This programme proved to be advantageous from several points of view. Previously, poor children avoided to go to school. But now they have become very regular in attending school. They don't need to go home during the recess for lunch. Once they come to the school in the morning, they stay there till the school time is over. This has benefited their mothers too. Now, they don't need to come back home from their workplace to feed their children. This programme has encouraged a large number of children to attend school.

Another important aspect of the midday meal scheme is that, it has brought both lower and upper caste children at the same level. They eat together the same food. There are also some schools where Dalit women cook food. Thus, caste factor doesn't matter much now. The midday meal scheme is a boon to the poor students. Before this scheme, a number of poor students, due to lack of sufficient food, failed to concentrate on their studies. But now they have become prompt to their studies and get proper nutrition. This scheme is undoubtedly a step towards removal of illiteracy.

Despite all these efforts of our government, we still see disparity everywhere in our society. Discrimination and ill-treatment are still prevalent everywhere. Although the government claims that it has done a great job in increasing the enrollment and attendance of the economically backward children in school by introducing the midday meal scheme, it has to do much more than this to improve the equality of education.

We find a great difference between the schools attended by the poor students and those attended by the rich ones. Unless this difference is eliminated, we can't think of a society based on equality. For this, we will have to follow the principle that teaches us not to look down upon anyone. Everyone is equal and deserves to be treated with respect.



### Fact Bubble

In 1995, the Government of India passed the Disabilities Act. According to this law, persons with disability have equal rights, and the government should allow their full participation in society.



Fig. 23.13: Children being served their midday meal in the school compound.



Fig. 23.14: Children get attracted to enroll themselves in school due to midday meal programme.



Fig. 23.15: Disabled children in school



### Fact Bubble

The government has to provide free education and integrate children with disabilities into mainstream school.





Fig. 23.16: Women's struggle in USA



### Speak Your Mind!

Do people such as domestic workers and hawkers enjoy an equal status in society? Find out and share the reasons why they are still denied equality.



Fig. 23.17: Rosa Parks



Fig. 23.18: Dr. B.R. Ambedkar said, "It is disgraceful to live at the cost of one's self-respect."

## Issues of Equality in Other Democracies

India is not the only democratic country where we see inequality. The fact is that there are several democratic countries around the world where people are engaged in struggle on the issue of equality. We can give example of the African-Americans, who were discriminated in the United States prior to late 1950s. There was a wide gap between the whites and the African-Americans. The whites availed all the facilities while the African-Americans were deprived of them. They had been looked down upon by the whites. They were not allowed to occupy the front seats of the bus while travelling. The front seats were meant for the whites. There were separate schools for the African-American children. These schools were not well-equipped.

Rosa Parks' one defiant lady's act changed the whole scenario. She was an African-American who didn't offer her seat in a bus to a white man. Instead, she remained seated at her place. It was 1st December, 1955 when a great agitation against the unequal ways that prevailed in the United States took a great momentum. This agitation came to be known as **Civil Rights Movement**. In this movement, the African-American demanded equal rights and status. As a result Civil Rights Act was passed in 1964. It prohibited discrimination on the basis of race, religion or national origin. This Act also opened the doors of all schools for the African-American children. Now, the African-American children could get admission in any school. Although the Act brought many positive changes in the life of the African-Americans, much more is still needed to establish equality in the real sense.

## Challenge of Democracy

Few decades ago, upper caste people dominated all spheres of society like politics, bureaucracy, education, etc. People of Mahar caste were not allowed into the village and lived outside the village area. They were very poor, and owned no land. Dr. Bhim Rao Ambedkar, who belonged to this caste fought for the rights of the Dalits. The movement led by him had an impact on the Indian Constitution. He urged Dalits to take various types of government jobs in order to move out of the caste system. Due to his and other leaders' great efforts, now we can see that the class, once considered as untouchables has now occupied many prominent places everywhere. Such a situation affects our society. So there is always a rigorous struggle for the equal recognition and respect for all persons, which is a great challenge.





## Let Us Recall

**Equality:** It refers to the state of being equal.

**Democracy:** It is a form of government in which people choose their representatives by voting for them.

**Caste Discrimination:** It is a discrimination done on the basis of caste.

**Economic Discrimination:** It is a discrimination done on the basis of money.

**Gender Discrimination:** It is a discrimination done on the basis of gender of the person.

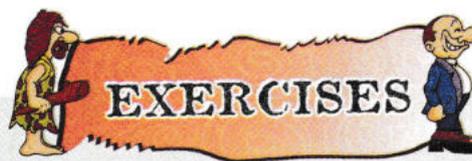
**Universal Adult Franchise:** It means that every adult citizen, who is not less than 18 years of age, has the right to vote irrespective of caste, race, colour, sex or religion.

**Dignity:** It means that one should think of himself and other persons as worthy of respect.

**Constitution:** It is a very important document which contains a set of basic rules for people and the government in the country to follow.

**Midday Meal Scheme:** It is a programme introduced in all the government elementary schools to provide children with food.

**Civil Rights Movement:** It was started in 1950s in the United States by the African-Americans in order to end racial discrimination against them.



### A. Choose the correct answer.

- Which one of the following is termed as the soul of democracy?  
(a) Equality (b) Fraternity  
(c) Justice (d) Liberty
- Which one of the following caste was comprised of cultivators, small craftsmen and artisans?  
(a) Brahmans (b) Kshatriyas  
(c) Shudras (d) Vaishyas
- What is the main cause of economic discrimination?  
(a) equality (b) poverty  
(c) wealth (d) education
- Dr. Bhim Rao Ambedkar was belonged to:  
(a) Kshatriya caste (b) Brahman caste  
(c) Mahar caste (d) None of these
- In which year the Civil Rights Act was passed?  
(a) In 1965 (b) In 1964  
(c) In 1966 (d) In 1967



6. Where did Rosa Park live?
  - (a) In USA
  - (b) In Britain
  - (c) In Canada
  - (d) In India
7. What do you think about right to vote?
  - (a) It is a precious right.
  - (b) It is a useless right.
  - (c) It is a baseless right.
  - (d) It is a superfluous right.
8. What is the age for right to vote in our country?
  - (a) 21 years
  - (b) 20 years
  - (c) 19 years
  - (d) 18 years

**B. Answer the following questions.**

1. Equality is a key feature of democracy. Explain.
2. Write a short note on caste discrimination.
3. Enumerate three advantages of education.
4. What is universal adult franchise?
5. What do you mean by dignity? Why is it important?
6. How is the dignity of the domestic helpers hurt?
7. What are the provisions of equality in our Constitution?
8. What is midday meal scheme? List its benefits briefly.
9. How do you think midday meal scheme might help promote greater equality? Discuss.
10. Write a short note on (a) Civil Right Movement (b) Dr. Bhim Rao Ambedkar.

**C. Fill in the blanks.**

1. The \_\_\_\_\_ were forced to live in separate colonies.
2. Primary education was neglected during the \_\_\_\_\_ period.
3. The right to vote facilitates the opportunity of \_\_\_\_\_ in society.
4. Everyone has the right to lead a life with \_\_\_\_\_.
5. Practice of untouchability has been made \_\_\_\_\_.
6. An important aspect of the midday meal scheme is that it has brought both \_\_\_\_\_ and \_\_\_\_\_ caste children at the same level.
7. India is not the only \_\_\_\_\_ country where we see \_\_\_\_\_.

**D. State whether the following statements are true or false.**

1. Girls' education has always been neglected in India.
2. Universal Adult Franchise is given to those who are not less than 21 years of age.
3. Dignity is not an essential aspect for the development of human personality.
4. Indian Constitution grants equality to all its citizens.
5. In spite of the government's efforts inequality still exists in our society.



**E. Match the following.**

**Column A**

1. The Brahmins
2. The Kshatriyas
3. The Vaishyas
4. The Shudras
5. The Dalits

**Column B**

- (a) traders
- (b) cultivators, artisans, etc.
- (c) teachers
- (d) untouchables
- (e) warriors

**1. Project Work**

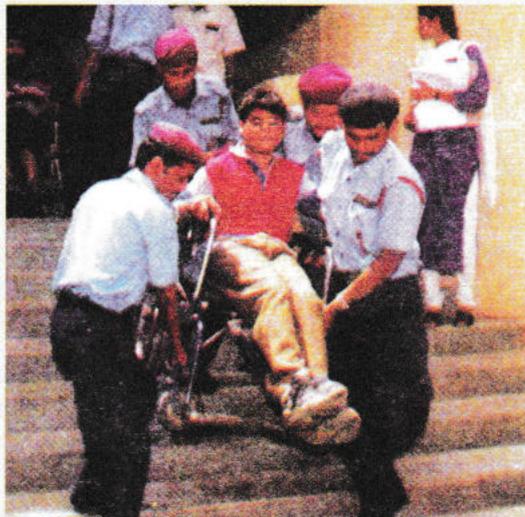
Write the Preamble of our Constitution in a blank sheet and paste it on your study-room wall.

**2. Investigatory Project**

Collect information on the life of the Indian Constitution makers and note down in your notebook.

**3. Group Discussion**

Look at the picture given below:



Now discuss in your class about the following:

- (a) Who is being carried down the stairs?
- (b) Do you think the Disabilities Act, 1995 is being implemented in this case?
- (c) What needs to be done to make the building more accessible for him?
- (d) How would his being carried down the stairs affect his dignity as well as his safety?





# Role of the Government in Health



## Fact Bubble



Fig. 24.1: WHO

The World Health Organization (WHO) is the directing and coordinating authority for health within the United Nations organization.

**Health** is one of the basic needs of human beings. Along with education, employment, housing and development of infrastructure, we require good health without which we cannot survive or lead a happy life. In a democracy, it is the expectation of the citizens from the government that it should provide health facilities in the interest of the nation.

### What is Health?

Generally, people think that health is something that gives us the ability to remain free of diseases and injuries. But, this is not a complete or broad definition of health. In reality, health is not something that can be understood only in terms of diseases or illness. Hence, if anyone says that he/she is healthy because he/she has no disease, it may not necessarily stand true, particularly when he/she is not otherwise sound or is compelled to live in a filthy environment. In broader sense, we include other factors that affect our health apart from disease, for example, safe drinking water, clean surroundings, health awareness, etc. These factors are major aspects of our lives which keep us free from diseases. But nowadays, due to increasing population, a majority of people are bound to live in unhealthy conditions. They don't eat proper food, clean drinking water and therefore they fall sick very frequently. As a consequence, they fail to do their work actively. This causes mental strain which again affects their health badly.





Fig. 24.2: Scarcity of water



Fig. 24.3: Doctor examining a child



Fig. 24.4: Patients waiting their turn in a hospital

What we all wish is, to be active and healthy in the real sense of the term. For this, we need an ideal condition which keeps us in good spirits all the time and inspires us to do more and more work. Apart from safe drinking water, adequate food and pollution-free environment, we need proper healthcare facilities like health centres, hospitals, laboratories for testing, ambulance services, blood banks, etc. These are equally important for us to maintain a good health. Very often we fall sick, sometimes seriously even though we live in a healthy environment. In such conditions, we require healthcare facilities.

### Healthcare in Our Country

The condition of health services in our country is very bad. But this doesn't mean that India lacks sufficient number of doctors, clinics and hospitals. We have no dearth of these facilities, neither we lack in experience and knowledge in running a public healthcare system. Our government is also very prompt in the matter of our health. To cap of all these, we have advanced technologies and treatment procedures available in our country. It means that we have everything that can ensure good health to us. But the reality is something else. In spite of all the available health facilities, people in general have to face many problems. The condition of rural people is even worse than the urban people. The reason is that the number of doctors, nurses, compounders, clinics, hospitals, etc., with respect to the population is much less in rural areas. Whenever a villager falls sick, he/she has to cover a long distance to reach a doctor. If the patient is serious, he/she may meet his/her death due to non-availability of doctors at the appropriate time. It is a bitter truth that people have been dying in good number due to tuberculosis since Independence. Cases of malaria are also not decreasing. Poor and rural people easily become prey to communicable diseases like diarrhoea, worms, hepatitis, etc. These diseases establish the fact that the government is still unable to provide safe drinking water to all its citizens. Children are the worst sufferers in such a situation. It is highly deplorable that half of all children in our country are undernourished. It means, they don't get adequate food. They are bound to live a miserable life without proper nutrition.



### Fact Bubble

"Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, and political belief, economic or social condition."  
—Constitution of the WHO



Fig. 24.5: An undernourished child



## Reasons of Poor Health Situation in Our Country

There are several reasons which have given rise to poor health situation in our country:



Fig. 24.6: Dirty surroundings can cause many diseases.



Fig. 24.7: Diet of the poor people



Fig. 24.8: A woman taking her medicine after standing in a long queue



Fig. 24.9: Health Awareness Programme

- 1. Illiteracy:** It is a major cause that prevents people from enjoying good health. Illiterate people are not aware of all those factors which are essential for ensuring healthy life. They do not know the value of cleanliness and live in unhygienic conditions. They do not pay much attention to the type of food they eat and water they drink. Very often, they eat unhealthy food and drink dirty water which adversely affect them. As a consequence, they become prone to illness. Although our government has been doing a lot to eliminate illiteracy since Independence, the fact remains that even today a large majority of people are illiterate.
- 2. Poverty:** Poverty is an enemy of a healthy civic life. More than half a century after Independence, a large section of the Indian population still leads a miserable existence. They can hardly fulfil the basic requirements of life, namely food, shelter and clothing. In such a situation, they fail to think about their health. They are so busy in earning their livelihood that they have no time to think anything else other than food, for which they are ready to work even in the most hazardous situation.
- 3. Lack of Facilities:** As mentioned earlier, we lack medical facilities in spite of several government-run hospitals and health centres. In rural areas, poor people happen to be the worst sufferers. They often fall ill. Sometimes illness prolongs because they do not get medical care at the right time due to non-availability of doctors or healthcare centres in their surroundings.
- 4. Over-population:** Our population is increasing at a fast speed. As a consequence, our government finds it difficult to give medical facilities to all in the same amount. It is our ever-growing population that has compelled us to live in cramped conditions. Hence, it is necessary to check the growth of population by all means to ensure at least basic health services to all.
- 5. Lack of Awareness:** A large majority of people are still ignorant of the elementary rules of hygiene. They eat unhygienic food, drink polluted water and live in filthy surroundings. When they fall sick they start thinking that diseases are the effects of the curse of gods and goddesses. Hence, awareness must be spread among such people so that they may give due importance to clean food, water and surroundings.

## Public Health Service

It is a system of hospitals and health centres run by the government in the interest of its citizens' health. This system is in existence in





Fig. 24.10: Patients in a district hospital

both urban and rural areas and is meant to provide treatment to all kinds of diseases from common to critical. At the village level, the health centres are comprised of a nurse and a village health worker, who ably deal with common or minor illnesses. Above these village health centres is the Primary Health Centre (PHC) comprised of a few doctors. They supervise the work of all those village health centres which come in their jurisdiction.

There is a District Hospital at the district level which supervises all the existing health centres in the district. In big cities, we find government hospitals as well as specialised government hospitals.

### Positive Aspects of Public Healthcare System

The government has made these facilities available in order to ensure good medical treatment to all its citizens without any discrimination. Resources needed to run these centres are obtained by the taxes given by the public. Hence, these centres are meant for all. They are easily accessible to all because they provide either free or low cost services.



Fig. 24.11: Mobile clinic in the village



Fig. 24.12: Health care centre in the village



Fig. 24.13: Poster ad to beware of mosquitoes

Public health centres remain alert all the time so that diseases like tuberculosis, jaundice, dengue, malaria, cholera, diarrhoea, chikungunya, etc., may be successfully prevented. For this, our government takes up campaigns time to time to see that mosquitoes do not breed in water-coolers or in drains if they are open. In villages, a jeep is often used to serve as a mobile clinic. Thus, government tries its best to ensure healthcare facilities to all.

### Negative Aspects of the Public Healthcare System

Sometimes, we find that the government hospitals fail to provide the necessary treatment to the needy. The public healthcare system, in reality, fails to prove helpful on many occasions. There is always a dearth of sufficient number of beds in the government hospitals. In addition to it, many of these hospitals do not have the facility of the specialised doctors needed for a particular disease or illness. Although the government claims that it has done a lot to improve the general health situation of the people, in reality, it has failed in achieving optimum result.



Fig. 24.14: Patients in the government hospital





Fig. 24.15: Doctors examining a patient in the private hospital



### Explore!

Make a list of all the health care centres and hospitals in your city or district. Find out, which ones are private and which ones are public?



Fig. 24.16: Well-equipped laboratory



Fig. 24.17: Operation theatre



Fig. 24.18: Quick X-ray facility

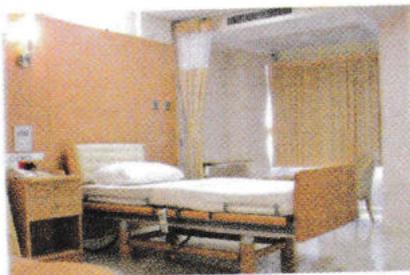


Fig. 24.19: A neat and clean private ward



Fig. 24.20: A leading private hospital in Delhi, but very expensive

## Private Healthcare Services

The private healthcare service is available in great number in our country. It exists mainly in urban areas. In rural areas, there are Registered Medical Practitioners (RMPs) whereas in urban areas a large number of doctors are there to provide medical treatment. Hence, it is worth mentioning that private health services are not owned or controlled by the government. Instead, they are privately owned either by an individual or by a company. Apart from private clinics run by doctors, there are hospitals and nursing homes which provide all types of medical services to the ones in need. Most of the doctors are well-qualified and try to give their best to the patients.

### Positive Aspects of Private Healthcare Services

Private hospitals and nursing homes are well-equipped with latest technologies and treatment procedures. Hence, patients are sure to get best medical treatment.

There are many laboratories that do tests. They also have facilities like X-ray, ultrasound, etc. Patients don't face problems of covering a long distance to buy prescribed medicines because they find several medicine shops here and there around the private hospitals. Cleanliness is given due importance in private hospitals. However, the most important point is that we get quick service here which we don't find in government hospitals. Perhaps this is the reason why the private hospitals are increasing.

### Negative Aspects of Private Hospitals

The private hospitals are very expensive. These hospitals are mainly run for profit, therefore, patients have to spend a huge amount even on minor complications. Most of the time, it appears that the doctors prescribe unnecessary medicines and injections. At times, they prescribe saline bottles when simple medicines can cure the disease. Private doctors hardly apply cheaper and simpler methods even though they are easily available because they would earn much more by adopting complicated methods. Hence, they prefer them. It has also been seen that the medicines prescribed by the private doctors are very costly.



As a result of all these reasons, poor people find private hospitals beyond their reach even though they are suffering from serious diseases. They can't afford the high cost of private services. If their treatment is very essential, they are compelled to borrow money to bear the high fees of the treatment.

India is a country where everyone is able to spend huge money on his/her treatment in private hospitals. As a matter of fact, barely 20 per cent of the population can afford the required medicines during an illness. The remaining ones avoid going to the private hospitals.

Thus, we find that lack of money is the major cause which discourages a large majority of people to avail proper medical treatment in the private hospitals. Women's health is easily ignored as they are considered less important than men. There are many tribal areas in our country which don't avail proper medical facilities.

As it has been said in the beginning of the chapter, health is the basic need of the human beings, hence, it is expected that basic amenities on which our health depends, are provided to all.

### Healthcare: Two Case Studies

**1. Kerala:** The Kerala government brought some significant changes in the year 1996. It gave 40 per cent of the entire state budget to the panchayats so that they may fulfil the requirements of the villages. The health of the villagers was also a major factor which was kept in mind. The panchayats acted enthusiastically and brought improvement in several fields. Water supply schemes were checked and the working of schools and *anganwadis* was ensured. Not only this, healthcare facilities were also improved to a great extent. All these steps successfully uplifted the status of the villages in many ways. Despite these improvements, one can feel the shortage of medicines in the villagers. There are many hospitals which don't have sufficient number of beds and doctors.

**2. Costa Rica:** It is a country in South America. It is known as one of the healthiest countries there. The credit for this goes to the Costa Rican Constitution. Many years ago, Costa Rica ceased to have an army which was an important decision as huge amount of money was being spent on the maintenance of the army. After the decision, this money was spend on the health, education and other basic needs of the people. The Costa Ricans began to avail the facilities of safe drinking water, sanitation, nutrition and housing. They were made aware of several factors associated with good health. They were imparted health education too. Thus, the health of the Costa Ricans was given much importance which brought tremendous improvement in the overall health condition of the country.



Fig. 24.21: A poor woman with her sick child



### Speak Your Mind!

Healthcare services are poor in India because of lack of funds and facilities provided by the government. Do you agree? Share your opinion in class.



Fig. 24.22: A child care centre in Kerala



Fig. 24.23: A hospital in Costa Rica



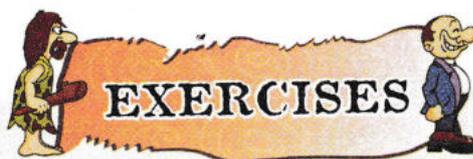


## Let Us Recall

**Health:** It refers to the state of being physically and mentally sound or fit.

**Public Healthcare Service:** It is a system of hospitals and health centres run by the government.

**Private Healthcare Service:** It is run by an individual or company for their own benefit.



### A. Choose the correct answer.

- Which of the following is increasing at fast speed?  
(a) our population (b) our awareness  
(c) employment (d) illiteracy
- When did Kerala government bring some significant changes?  
(a) in 1999 (b) in 1997  
(c) in 1998 (d) in 1996
- What is the importance of Costa Rica in South America?  
(a) one of the healthiest countries (b) one of the poorest countries  
(c) one of the wealthiest countries (d) one of the educated countries
- Which one of the following is above than a village level health centre?  
(a) block hospital (b) district hospital  
(c) Primary Health Centre (d) general hospital
- Which of the following is not a part of private healthcare services?  
(a) operation theatre (b) mobile clinic  
(c) well qualified doctors (d) cleanliness
- What is the positive aspect of private health-care services?  
(a) well-equipped laboratory (b) very expensive  
(c) earn money by complicated methods (d) prescribe unnecessary medicines

### B. Answer the following questions.

- Define the term 'health'.
- What is the condition of healthcare in our country?
- What are the reasons responsible for the poor health situation in our country? Explain them.
- What do you mean by public health care service?
- In what ways are public health care services beneficial to the people?
- What are the drawbacks of public health care services?
- Is it right to say that private hospitals are beyond reach of the poor? If yes, how?



8. Differentiate between government and private hospitals.
9. How did people benefited with the policy of government in Kerala and Costa Rica?

**C. Fill in the blanks.**

1. Mental strain affects our \_\_\_\_\_ badly.
2. \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ are communicable diseases.
3. Half of all children in our country are \_\_\_\_\_.
4. \_\_\_\_\_ is an enemy of a healthy civic life.
5. We are compelled to live in cramped condition due to \_\_\_\_\_.
6. Public healthcare services are run by \_\_\_\_\_.
7. Private health services are run by an \_\_\_\_\_ or by a \_\_\_\_\_.
8. Women's health is not given much \_\_\_\_\_.

**D. State whether the following statements are true or false.**

1. Almost all the children in India are undernourished.
2. Registered medical practitioners are found in urban areas.
3. Costa Rica is one of the healthiest countries in South America.
4. A jeep is often used in rural areas to provide mobile clinic service to the patients.
5. Public hospitals generally provide costly treatment.


**E. Match the following.**

**Column A**

1. Health
2. Private hospitals
3. Public hospitals
4. Costa Rica
5. Primary Health Centre

**Column B**

- (a) provide costly medical treatment
- (b) a country in South America
- (c) basic need of human life
- (d) supervises village health centres
- (e) lack specialised doctors

**1. Field Visit/Survey**

Visit a nearby public health centre. Watch which type of people come there, and what type of diseases or illnesses they are suffering from. Write your comments on what you saw.

**2. Presentation/Debate**

Hold a class debate on the topic 'Prevention is better than cure'. Being an important part of the society what will you do on your own level to prevent various diseases? Prepare a Power Point Presentation on it.





# Functioning of the State Government

India is a vast country. It is divided into 29 states and 7 union territories as shown in the map 25.1. Its Constitution has adopted a democratic form of government in order to run the government fairly. The Constitution provides a three-tier government. At the top, there is a Central Government, then there are State Governments and at the bottom, there is the Panchayati Raj System. The responsibility of the Central Government is to see the administration and governance as a whole; including the foreign affairs. The job of the State Government is confined to the boundaries of the particular state. In this chapter, we shall discuss the functioning of the State Government in detail.

The State Government comprises of a Governor, and a Council of Ministers with the Chief Minister as its leader.

## Governor

The Governor is the nominal executive head of the state. He/she is appointed by the President for a term of five years on the recommendations of Union Council of Ministers. He/she can be transferred by the President from one state to another. The state functionaries run under the name of the Governor whereas the Chief Minister is the main executive body of the state. Normally, he/she does not belong to the state to which he/she is appointed. The Governor of a state exercises legislative, executive, judicial and discretionary powers. He/she is answerable to the President and on many occasions, executes the order of the President.

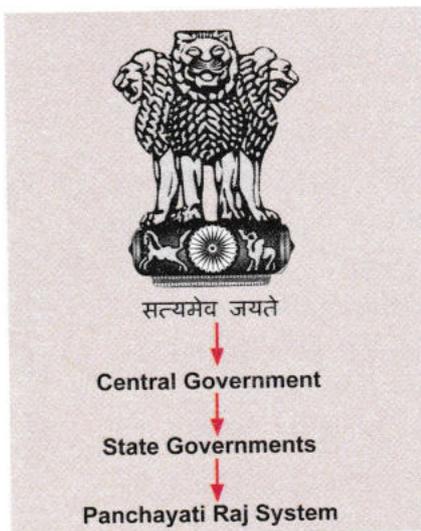
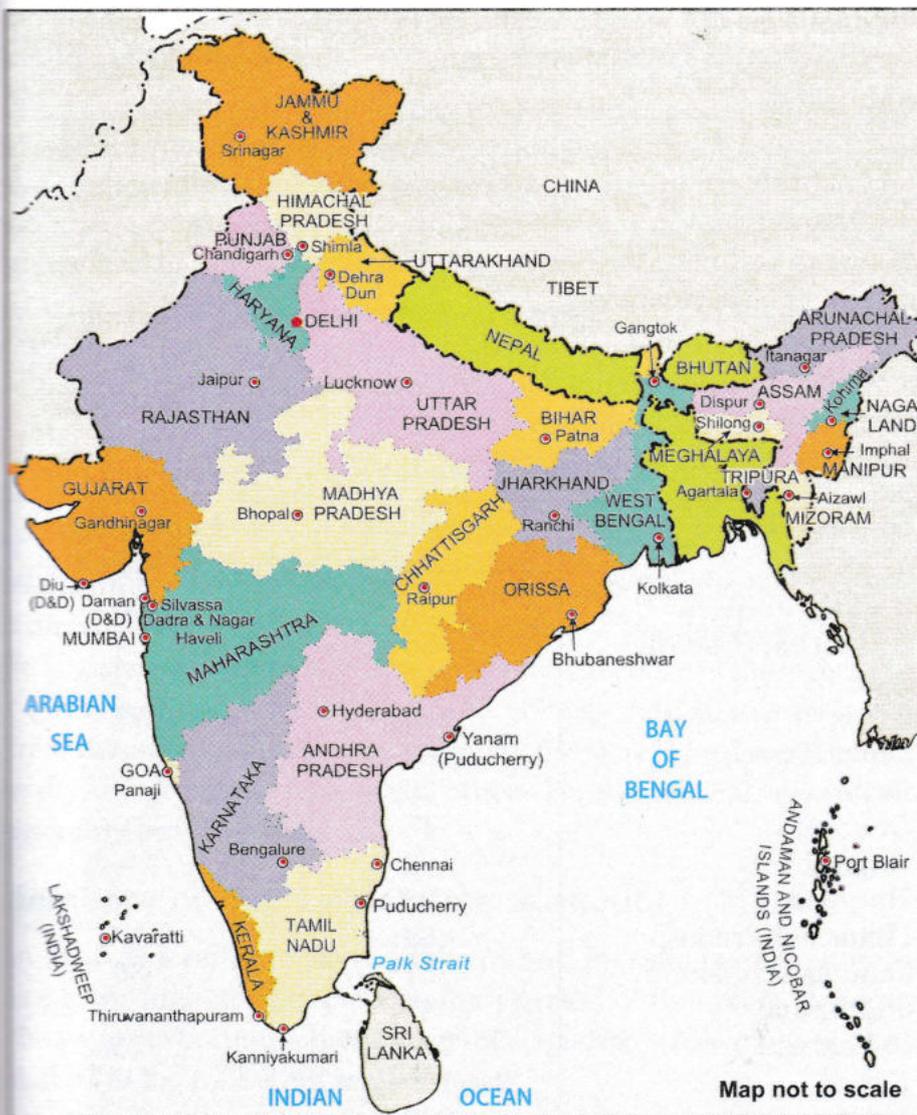


Fig. 25.1: The three tier Indian Government





Map 25.1: Map of India

A Governor of a state in India must:

- (i) be a citizen of India,
- (ii) have completed the age of thirty-five years,
- (iii) be mentally and physically sound,
- (iv) should not be a member of either House of Parliament or the State Legislature.
- (v) possess the minimum qualification required for the membership of State Legislature.
- (vi) should not hold any office of profit.

Like the President, the Governor is responsible for all the appointments at high offices within the state. He/she can address the legislature at any time, or send written messages to it. He/she has the power to



Fig. 25.2: The Election Commission of India



Fig. 25.3: Symbol of State Election Commission, Andhra Pradesh

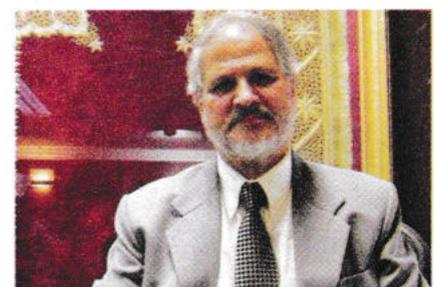


Fig. 25.4: Najeeb Jung, Lieutenant Governor



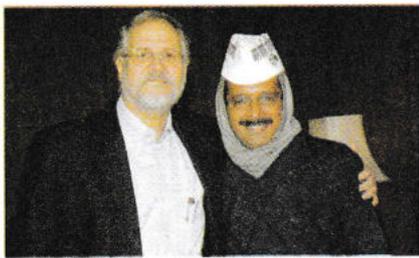


Fig. 25.5: Najeeb Jung with the former Chief Minister of Delhi



Fig. 25.6: Bihar Legislative Assembly



### Explore!

Find out the names of the Chief Ministers and Governors of all Indian states and ask your teacher to hold a quiz in class.



Fig. 25.7: Raj Bhawan, Kolkata

summon a session of the legislature or even close one. He/she can also dissolve the Legislative Assembly on the advice of the Council of Ministers.

All bills passed by the State Legislature have to be approved and signed by the Governor. On certain occasions, when the State Legislature is not in session, the Governor issues orders which are known as Ordinances. These are valid till six weeks after the next session of the legislature.

A finance bill can be presented in the Legislature only when the Governor has recommended it. The Governor has the right to pardon, reduce or defer the sentence of a convict.

### Number of Seats in Legislative Assembly and the Legislative Council

States/UTs	Legislative Assembly	Legislative Council
Andhra Pradesh	294	90
Arunachal Pradesh	60	—
Assam	126	—
Bihar	243	75
Chhattisgarh	90	—
Delhi	70	—
Goa	40	—
Gujarat	182	—
Haryana	90	—
Himachal Pradesh	68	—
Jammu & Kashmir	87	36
Jharkhand	81	—
Karnataka	224	75
Kerala	140	—
Madhya Pradesh	230	—
Maharashtra	288	78
Manipur	60	—
Meghalaya	60	—
Mizoram	40	—
Nagaland	60	—
Odisha	147	—
Puducherry	30	—
Punjab	117	—
Rajasthan	200	—
Sikkim	32	—
Tamil Nadu	234	—
Tripura	60	—
Telangana	119	40
Uttar Pradesh	403	108
Uttarakhand	70	—
West Bengal	294	—

Table 25.1



## State Legislature

Every state has its own legislature. Some states have one House while others have two. Where there is one House, it is called the Legislative Assembly and where there are two Houses, the Upper House is called Legislative Council and Lower House is called Legislative Assembly. There are two Houses in Andhra Pradesh, Uttar Pradesh, Bihar, Karnataka, Maharashtra and Jammu and Kashmir and Telengana.

**1. Legislative Council (Vidhan Parishad):** It cannot have more than 1/3rd of the total members of the Legislative Assembly and in case less than 40 members. But total membership varies according to the population of the state concerned. Like Rajya Sabha, Legislative Council cannot be dissolved.

**2. Legislative Assembly (Vidhan Sabha):** Like Lok Sabha, it consists of directly elected representatives. In states, where there is one House, the Legislative Assemblies carry out all the functions of the legislature. It consists of not more than 500 and not less than 60 members. The strength varies as per the population of the state. The Assembly may be dissolved before five years, otherwise the normal term of the Assembly is of five years.

### Members of the Legislative Assembly (MLAs)

An MLA is a representative of the public. He/she is elected by the people through general election for a period of five years. A person who wants to become a member of the Legislative Assembly of a state must fulfil the following requirements:

- (i) He/she must be a citizen of India.
- (ii) He/she must have completed the age of 25 years.
- (iii) He/she must not hold any post of profit under the State or Central Government.
- (iv) He/she must not be mentally unstable or bankrupt.

**Election of an MLA:** The Members of the Legislative Assemblies or MLAs are directly elected by the people. The Election Commission of India (EC), in consultation with the Central and the State Governments, issues a notification in which the dates of the election are declared. The dates for filing the nomination forms, to withdraw the names, dates of voting and counting are made public. The voting takes place under the guidance of the Election Commission. After the voting and counting, the Election Commission declares the list of the elected representatives. These representatives become MLAs and they form the Vidhan Sabha or the Legislative Assembly.



Fig. 25.8: The Governor of a State recommending a Finance Bill



Fig. 25.9: Vidhan Sabha Bhawan, Lucknow



### Explore!

Ask your teacher to take your class to the Legislative Assembly in or near your town. Explore, how the Assembly works and how it debates on important issues.



Fig. 25.10: MLA is a representative of the public.



Fig. 25.11: A candidate filing his nomination form for MLA election





## Fact Bubble

The Legislative Assembly of the state of Himachal Pradesh has 68 MLA constituencies.



## Speak Your Mind!

Collect information about the MLA elected to the Legislative Assembly from your area. Acts as his/her spokesperson and share in class about the issues he/she supports and the programmes or schemes he/she has launched in your area.

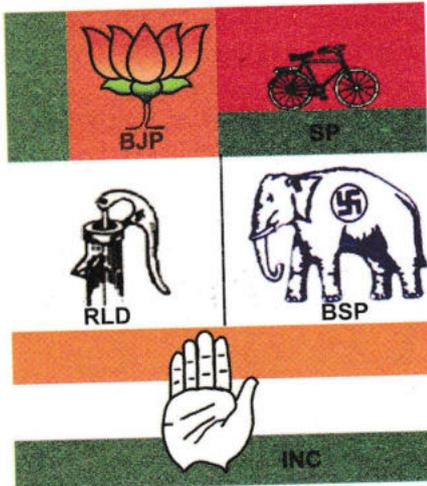


Fig. 25.12: Symbols of the major political parties



Fig. 25.13: Akhilesh Yadav became the Chief Minister of UP in 2012

A constituency is a definite area from which all the voters living there choose their representatives, *i.e.*, MLAs. Every state of India is divided into a number of assembly constituencies. The elected MLAs actually represent these constituencies. These MLAs are associated with different political parties.

### How does an MLA become a Minister or Chief Minister?

Before understanding this point, we must be familiar with some terms like majority, ruling party, opposition, etc. A political party whose MLAs win more than half the number of constituencies in a state is said to be in a majority. **Majority** is a situation when more than half the number in a group supports a decision or an idea. The political party which finally gets majority begins to be called the **ruling party**. Rest of the members, belonging to different political parties form the **opposition** which plays an important role in keeping a check on the ruling party.

We can understand all this through an example of Uttar Pradesh State Assembly Election results 2012.

### Uttar Pradesh Assembly Elections 2012 – Results

Party	No. of seats won
Samajwadi Party (SP)	224
Bahujan Samaj Party (BSP)	80
Bharatiya Janata Party (BJP)	47
Indian National Congress (INC)	28
Rashtriya Lok Dal (RLD)	9
Others	15
<b>Total</b>	<b>403</b>

Table 25.2

Here, it is clear that the Legislative Assembly of UP has altogether 403 constituencies. Those who won the contest of Assembly elections belonging to different political parties became MLAs from their constituencies. Total number of constituencies means total number of MLAs, *i.e.*, 403. To form a majority government, a political party needs more than 201 MLAs. The Samajwadi Party (SP) is the single party which fulfils this criterion, as it has won 224 seats out of 403. Thus, SP became the ruling party in UP, the most populous state with roughly 200 million people. So far major opposition party is concerned, it is undoubtedly Bahujan Samaj Party with 80 MLAs. After elections, the leader of the party that has won a clear majority



of votes is invited by the Governor to form the government. The other parties take the status of the opposition parties. In case, there is no single party majority, a **coalition government** is formed with the help of a group of several political parties. These political parties under certain terms and conditions come together and work for the people. The appointment of other members of the State Council of Ministers is also made by the Governor. But here, it is the Chief Minister (the leader of the party) who makes a selection of his colleagues (the Council of Ministers) from amongst the members of his party in the Legislative Assembly. The Governor only makes the formal appointment and the Chief Minister takes the final decision.

### The Chief Minister and the Council of Ministers

Normally, the Chief Minister and the Council of Ministers hold the office till the term of the Legislative Assembly of which they are the members. The Council of Ministers is collectively responsible to the Legislative Assembly of the State.

In case of death of a Chief Minister or his resignation from his post, the whole Council of Ministers ceases to exist.

They can be removed from office of the State Legislative Assembly exactly in the same manner as the Lower House or Lok Sabha can remove the Prime Minister and his Council of Ministers at the Centre.

There are three categories of Ministers at the state level:

1. Cabinet Ministers
2. Ministers of State
3. Deputy Ministers

The Cabinet Ministers hold charge of different portfolios and may be assisted by the Ministers of State or Deputy Ministers. The Cabinet makes all important decisions.

### Responsibilities of the Chief Minister

The Chief Minister is appointed by the Governor of the state, and he/she is the real executive head of the State Government. His/her position at the state is analogous to the position of the Prime Minister at Centre. He/she holds a pivotal position in the functioning of the State Government. He/she advises the Governor on all the matters of state. He is the link between the Council of Ministers and the Governor. He/she advises the Governor in the selection of the Council of Ministers and its size. He/she can ask for the resignation of the minister. He/she distributes the work among his ministers. He/she supervises their work and issues necessary guidelines for improvement. He/she can reshuffle the cabinet and bring new ministers.



Fig. 25.14: Akhilesh Yadav and the leader of the opposition party, Mayawati



### Fact Bubble



Fig. 25.15: Sucheta Kriplani, former Chief Minister of UP (Oct. 1963 to March 1967)

Sucheta Kriplani was the first woman Chief Minister of a state in free India.



Fig. 25.16: Mamata Banerjee, Chief Minister of West Bengal





Fig. 25.17: Arvind Kejriwal, the former Chief Minister of Delhi (28 October, 2013 – 14 February, 2014)



Fig. 25.19: Council of Ministers in the State



Fig. 25.18: Arvind Kejriwal with his Council of Ministers

### Responsibilities of the other Ministers

The other ministers are responsible for running various government departments or ministries. They are in charge of separate offices, and they are expected to perform their duties associated with their offices well.

After discussing the above points, we come to the conclusion that some MLAs have to discharge dual responsibilities. As we have already discussed, the Chief Minister selects some MLAs of his party as ministers. Since these ministers are basically MLAs, they perform double duties – one as an MLA and the other as a minister. Obviously, the duties and responsibilities of these ministers are more than those who are simply MLAs. They are together responsible for the work of the government under the guidance of the Chief Minister.



Fig. 25.20: Ministers of State working under the guidance of the former Chief Minister, Arvind Kejriwal during his work tenure



## Debate

The government organises a session of Legislative Assembly in which a discussion on topics related to the public welfare is conducted. Every representative, *i.e.*, MLA takes part in it compulsorily. The MLAs have right to put their views and ask the government for clarification related to any query in the welfare of the public. This is called the **debate**.

This session is conducted for Legislative Assembly and Legislative Council simultaneously. Sometimes in special cases a joint session for the both is conducted. Such joint session is addressed by the Governor.

Thus, we see that in the Legislative Assembly, discussions are held on various topics, opinions are expressed and suggestions are given. But we mustn't think that the Legislative Assembly is the only place where the functioning of the government is talked about. In a democratic country like India, there are several ways such as newspapers, TV channels and other organisations, through which even common people can express their opinion about the government's functions and actions. **Press conference** is such an effective way.

A press conference is a gathering of media persons who are invited to hear about and ask questions on various issues. This is done with an expectation that media persons would report on these issues to the large majority of people. Thus, the main purpose of a press conference is to make the common mass aware of what the government is doing in their interest. Generally, we see that after the discussion in the assembly, press conferences are organised by the ministers or MLAs. They do so in order to make the government's intentions public.

In a democracy, common people also wish to express their views and opinions about the government. Here, it is worth mentioning that it is the people who elect their representatives as MLAs. This fact allows them to know what is going on in the Assembly and also to voice their opinions. Sometimes, when they sense that the government is not doing anything in their interest or their MLAs are not keeping their promises made to them at the time of election, they protest against them. They organise meetings for this purpose. Sometimes, they take out rallies and thus, try to put pressure on the government to mould it in their favour. It is the duty of every Indian citizen to cooperate with MLAs so that they do their work properly and successfully.



Fig. 25.21: A MLA putting his views in the Legislative Assembly



Fig. 25.22: Public support is must for an MLA in the state



## A Wallpaper Project

A wallpaper is a simple and knowledge based activity through which research can be done on particular topics of interest. The teacher gives a topic to the students, whether it is related to any social issue or the working of the government. Then, children work individually or in pairs to study the collected material and write their experiences. Their work can be done in the forms of writing case studies, stories, interviews, poems, etc. They read each other's submissions thoroughly and provide feedback to each other. They make decisions and finalise the layout for the wallpaper. All these acts give deep knowledge to the students about a particular issue or event.



### Let Us Recall

**Legislative Assembly:** It is a place where all the MLAs gather together to discuss many things.

**Constituency:** It is a definite area from which all the voters living there choose their representative, i.e., MLA.

**Majority:** It is a situation when more than half the number in a group supports a decision or an idea.

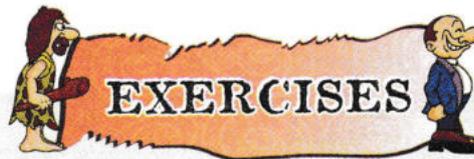
**Ruling Party:** It is the political party that rules the country.

**Opposition:** The members of the opposition who are not associated with the ruling party. They keep a check on the government.

**Coalition Government:** In case, there is no single party majority, various political parties come together to form a coalition government.

**Debate:** It refers to the discussions on various points held in the Legislative Assembly.

**Press Conference:** It is a gathering of the media persons who are invited to hear about and ask questions on several issues and are then expected to report on these issues to the.



#### A. Choose the correct answer.

- How many states and union territories are there in India?  
(a) 29 states and 7 union territories  
(b) 26 states and 6 union territories  
(c) 25 states and 5 union territories  
(d) 24 states and 4 union territories
- What should be the age of a Governor?  
(a) not less than 32 years  
(b) not less than 34 years  
(c) not less than 33 years  
(d) not less than 35 years



3. What is the number of seats of Legislative Assembly of Andhra Pradesh?  
 (a) 126 (b) 294  
 (c) 182 (d) 224
4. What is the number of seats of Legislative Council of Uttar Pradesh?  
 (a) 90 (b) 75  
 (c) 78 (d) 104
5. In how many states there are two Houses?  
 (a) 4 (b) 5  
 (c) 6 (d) 7
6. What may be the maximum number of members of any Legislative Assembly?  
 (a) not more than 500 (b) not more than 400  
 (c) not more than 600 (d) not more than 700
7. How many seats were won by Samajwadi Party (SP) in UP Assembly Election, 2012?  
 (a) 403 (b) 47  
 (c) 224 (d) 80
8. Who was the first woman Chief Minister of India?  
 (a) Sheila Dixit (b) Mayawati  
 (c) Sushma Swaraj (d) Sucheta Kriplani
9. All finance bills can be introduced only on the recommendation of:  
 (a) Chief Minister (b) Prime Minister  
 (c) Governor (d) President
10. Who is the real executive head of the government at the state level?  
 (a) Home Minister (b) Chief Minister  
 (c) Finance Minister (d) Governor

**B. Answer the following questions.**

1. What do you understand by a three-tier government?
2. Mention in detail the powers and functions of the Governor of a State.
3. Write a short note on State Legislature.
4. Who is an MLA? What are the requirements of being an MLA?
5. Write about the election of an MLA.
6. How does an MLA become a minister?
7. What are the responsibilities of a Chief Minister?
8. What do you know about a debate?
9. What are the various ways to express our opinion about the government's functions and actions?
10. What do you know about press conference? What purpose does it serve?

**C. Fill in the blanks.**

1. Our Constitution provides \_\_\_\_\_ government.
2. An MLA is a \_\_\_\_\_ of the public.
3. The Legislative Assembly is also called \_\_\_\_\_.



4. There are \_\_\_\_\_ categories of ministers at the state level.
5. All the \_\_\_\_\_ are together responsible for the work of the government.
6. Common people can raise voice against the government by organising \_\_\_\_\_.

**D. State whether the following statements are true or false.**

1. Coalition government is formed when there is no single party majority.
2. The Governor enjoys real power in the state.
3. The existence of the Council of Ministers depends on the Chief Minister.
4. A Minister has no right to organise a press conference.
5. The Governor is responsible for all the appointments of high offices within the state.


**E. Match the following.**

**Column A**

1. He/she is the nominal executive head of the state
2. He/she is the main executive body of the state
3. It declares list of the elected representatives
4. It makes all important decisions
5. They are directly elected by the people in elections

**Column B**

- (a) The Election Commission
- (b) The Cabinet
- (c) The Chief Minister
- (d) The MLAs
- (e) The Governor

**1. Individual Project**

- (a) Who is the Chief Minister of your state? Are you satisfied with his work? If not, give reasons.
- (b) Meet the MLA of your area and discuss with him/her about his/her plans to improve the conditions of your locality.

**2. Group Activity**

Divide the class in different groups. Ask each group to make wallpapers related to the functioning of the State Government.



# 26



## Discrimination Against Women

Men and women are two poles on which the whole set up of a society depends. It means that the strength of the society depends upon the quality and strength of these two poles. If any pole gets damaged or becomes weak, then the whole structure shall be doomed to collapse. Here, it is clear that both men and women are equal but what we see in our day-to-day life is just the opposite. Women have been and still are being discriminated against men in many ways. Right from the beginning of our civilisation, women have been kept inside the walls of house. They have never been allowed to cross a limit set by the society.

### Social Aspects

The purpose of all developments whether social or economic is the human development. The thrust of social development is in the overall development of the society. Society is a whole, of which each individual is a part. But our society has always ignored the individuality of women. They have always been given very limited scope to improve themselves. In the family, their role was to give birth to children and looking after them thereafter. They were not allowed to take part in any social activity. They were never sent to schools. Only in some special cases, they were given a chance to learn to read some religious texts. They were never allowed to get higher education. They were always asked to be calm and accept every treatment they were meted in the family or society.



Fig. 26.1: Our society consists of men and women.



Fig. 26.2: A woman with her children





Fig. 26.3: Rural women engaged in agriculture



Fig. 26.4: A girl is commonly trained for household work.

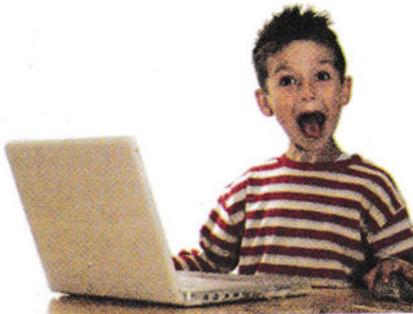


Fig. 26.5: A boy is basically trained for outside world.



### Fact Bubble

Although prohibited by the Sharda Act of 1929, the practice of child marriage is prevalent in many communities. For example, in Rajasthan alone, thousands of child marriages take place every year on the occasion of Akha Teej.

## Economic Aspects

Women had always been dependent on men. They were not economically strong. Even for minor things or requirements they had to depend on their male partner. As a consequence, they were bound to feel suppressed. This also suppressed their self-confidence. As they didn't earn money, they were not supposed to take even a minor decision themselves. Decision-making task was normally associated with men.

Even today, the orthodox system of the family is set in the favour of men. Even in cities, an educated woman who is well-employed does not use her rights for the fear of antagonising her husband. She is not allowed to keep her salary or to spend as she likes. Physical violence is still very common. The society remains male dominated and women continue to be exploited. Women do not get equal wages for equal work as males. The rural women have no idea about their legal rights.

## Gender Inequality

Since ages, women have been discriminated on the basis of her gender in almost all the sectors. Sexual difference is biological but gender difference is sociological. In India, there are various factors which perpetuate gender inequality and keep the status of women lower than men. The discrimination begins from very young age. Boys and girls are not given the same quality of food. Best food is served to boys as compared to girls. Boys are given cars to play with while girls are given dolls. By giving different toys to boys and girls to play with, society makes the difference between the two genders. It is a way of conveying them the message that they will have different future when they become men and women. From the beginning of their childhood, girls are taught several etiquettes such as, they should be soft-spoken, they should be mild in their behaviour, they should be tolerant, etc., but the same values are not taught to the boys. They are taught that they need to be serious and strong because their role in life is associated with the outside world. Needless to say that these differences in the primary conditioning of a boy and a girl affect not only their mental set-up but also affect their careers in later life.

## Child Marriage

In the past, children were married at a very early age. Unfortunately, if the child's husband died, the child bride became a widow for the rest of her life. In some far-off rural areas, we still find the system of child marriage. This factor also leads to the rapid growth of population because early marriage means more children.



## Widow Remarriage

The woman as a widow was regarded as burden both on the family and society. She lived a life of despise and neglect and was not allowed to remarry. Some orthodox minds still think that a widow is a burden that begets nothing but woe and curse to the family.

## The Dowry System

The dowry system has been prevalent in our society since time immemorial. The birth of a girl child is considered a liability in the family due to this system. At the time of her marriage, the parents have to face huge demands of dowry when they search for a well-settled boy. If the parents are unable to fulfil the demands, the bride has to face mental and physical tortures.

## Work of Men and Women not Valued Equally

As it has been mentioned earlier in this chapter, both men and women are equally important for a better society or a family. It means that the work of both men and women is equally important. Hence, their work must be given equal value. But we don't find this situation in our society. The importance of the work of women has always been ignored or denied in our society. The work of men has recognition and, therefore, it is given due importance. But the women's work is generally overlooked or not valued in the same magnitude as the work of men.



Fig. 26.6: A widow with her child

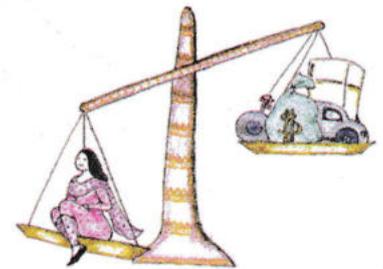


Fig. 26.7: Dowry system



Fig. 26.8: Women fetching water



Fig. 26.9: Making baskets



Fig. 26.10: Weaving clothes

## Recognition of Women's Housework

Women's work, especially associated to the household chores and care-giving tasks is highly devalued. People generally think that whatever they do inside the house, is not real work. This devaluation of women's work has always lowered their status in the society. Needless to say that women do a number of works at home in order to take good care of their families along with managing their careers outside



Fig. 26.11: Knitting woollen items





Fig. 26.12: Cooking



Fig. 26.13: Going outside to work



### Speak Your Mind!

Should housework be given the same recognition as that of the other works which are performed outside the house? Have a debate on this topic. You can speak for or against the topic.

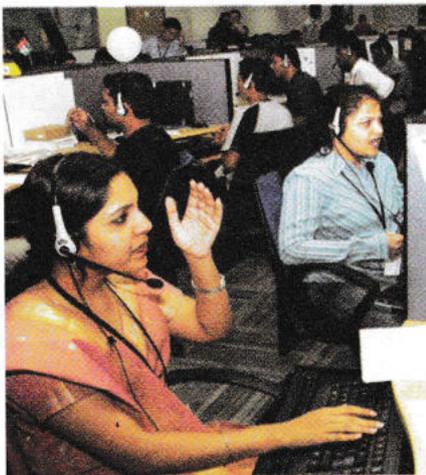


Fig. 26.14: Working in office

home in many cases. The moment they get up early in the morning, their work starts. They always find themselves under pressure due to many different types of works. Generally, they perform more strenuous tasks than their male partners like, fetching water from a long distance, carrying heavy-loads of firewoods on head, working in another's house as maid-servants, washing clothes, maintaining the cleanliness of the house, cooking different items of food by standing for long hours in front of the hot gas stove — all are difficult, tough and demands physical strength. Still, they never show that they are exhausted or tired. Even though they are not well for a day or two, they can hardly take time off their duties and lie on bed. Instead, they do their regular work with same zeal.

### Double Burden

As the times are changing, women's work has begun to get even more complicated. We feel proud that women have now joined the mainstream areas of the society by playing significant role in different fields. But this is only the one side of the coin. The other side of it is that such women have to bear **double burden**. Going outside to work and earn money doesn't mean that women have got freedom from their work inside their homes. In reality, working women have to discharge double responsibilities. They have to manage work at home as well as outside at their workplace. Such women definitely work much more than that of men. They hardly get any leisure time. This, again, brings to the fore, the inequality between men and women.

### Women's Work and Equality

The devaluation of women's work is not seen inside the house only. In fact, it is a part of a larger system of inequality between men and women which is very depressing. Women's work must be recognised by all. First of all, the family members should value the work of the women. They must be aware of the fact that if they enjoy peace and comfort in the house, it is only due to the various valuable work performed by the women at proper time. Thus, it is the duty of one and all to give due importance to their work.

Inequality between men and women is still in existence in every part of our country. To rectify the situation and to make women self-dependent, the government has set up *anganwadis* or child-care centres in several villages in the country. In these centres, women are employed to look after the children. These efforts of the government also give opportunity to more and more girls to attend schools.

Our government has always tried its best to give equal recognition to the work of women. Our Constitution lays stress on the principle



of equality and guarantees all the rights and freedom to women as enjoyed by their male counterparts. But the biggest obstacle in real empowerment is that there are some areas where laws cannot interfere and make the necessary reforms. There, old traditions and values rule supreme. Hence, women are still exploited and abused in spite of constitutional guarantees.

Though, a number of laws in favour of women have been passed, but these are rendered ineffective as the society refuses to change its mindset. Still the liberation of women requires a lot of efforts at every step. So, not just the women but all of us must stand united to raise our voice against discrimination.



## Fact Bubble



Fig. 26.15

According to the New Inheritance Law, 2005, daughter, son and their mother have an equal share in land and other property. This provision gives equal status to women and ensures economic help to them.



## Explore!

Collect photographs of doctors, miners, scientists, pilots, farmers and teachers. In class, put them on a pin-up board. For each occupation, see how many images are of men and how many are of women. Can you think of the reasons why this is so?



## Let Us Recall

**Individuality:** It refers to the exclusive attachment to personal interest.

**Gender inequality:** It refers to the discrimination done on the basis of gender.

**Devaluation:** It means not giving due recognition or importance to something.

**Care-giving:** Looking after and nurturing of the family members by women.

**Double burden:** Working both inside and outside the home puts the women under the pressure of double burden.



### A. Choose the correct answer.

- For which of the following, the term 'double burden' is used?
 

(a) men	(b) women
(c) children	(d) none of these
- What do you understand by 'gender inequality'?
 

(a) distinction between men and women
(b) distinction between men and children
(c) distinction between mother and daughter
(d) distinction between father and son



3. Which woman among the following, was regarded a burden both on the family and society?
 

(a) office worker	(b) wife
(c) widow	(d) none of these
4. Care-giving tasks refer to:
 

(a) working only for the children	(b) looking after the family members
(c) working inside and outside home	(d) None of these
5. Which one of the following is associated with men?
 

(a) decision-making	(b) cooking
(c) cleanliness of the house	(d) giving birth to children
6. What do people think generally about the work which women perform inside the house?
 

(a) it is not real	(b) it is very important
(c) it is economical	(d) it is immoral
7. Which one of the following has given women an equal status as well as economic help?
 

(a) New Inheritance Law, 2005	(b) New Inheritance Law, 2006
(c) New Inheritance Law, 2007	(d) New Inheritance Law, 2008

**B. Answer the following questions.**

1. What are the factors on which the strength of our society depends?
2. "Our society has always ignored the individuality of women." How?
3. Compare the economic status of women of the past with that of the present.
4. How are boys and girls discriminated right from their childhood?
5. Write a short note on (a) Child marriage (b) Dowry system.
6. The work of men and women is not valued equally. What do you think about it? Give your own independent opinion.
7. What are the different tasks women perform at home? Are they easy or tough?
8. What do you understand by the term 'double burden'? How are working women doing more work than men?
9. Write a few lines on the topic 'Work of Women and Equality'.
10. Write about the government's initiatives taken towards reducing the gap of equality between men and women.

**C. Fill in the blanks.**

1. Men and women are the two \_\_\_\_\_ of the society.
2. In most of the families \_\_\_\_\_ are considered the object of giving birth to children.
3. Sexual difference is \_\_\_\_\_ but gender difference is \_\_\_\_\_.
4. Decision-making task was normally associated with \_\_\_\_\_.
5. The work of the women has always been \_\_\_\_\_ in our society.
6. Women perform many such tasks which are \_\_\_\_\_.



7. The thrust of \_\_\_\_\_ development is the overall development of the society.
8. Today, the success of marriage can be seen in terms of \_\_\_\_\_ and \_\_\_\_\_.
9. Working both inside and outside the home is known as \_\_\_\_\_.
10. Government has set up \_\_\_\_\_ or \_\_\_\_\_ centres in several villages in the country.

**D. State whether the following statements are true or false.**

1. Women are generally associated with household chores and care-giving tasks.
2. Men's work is valued much more than that of women.
3. Men are under pressure of double burden.
4. Several women have got employment in the childcare centres set up by the government.
5. Distinction between men and women does not exist now.


**E. Match the following.**

**Column A**

1. Men's work
2. Women's work
3. Decision-making task
4. Looking after home and health
5. Physically demanding

**Column B**

- (a) associated with men
- (b) valued
- (c) tough tasks
- (d) not valued
- (e) associated with women

**1. Project Work**

- (a) Collect information about women of India who have contributed a lot in shaping its history. Collect their photographs also.
- (b) Prepare a project on women who are under pressure of double burden.
- (c) Talk to a domestic worker (female) and find out more about her life:
  - Where is her permanent home?
  - Who are her family members?
  - How many hours does she work?
  - What is her salary?

On the basis of these details write a small paragraph.

**2. Group Activity**

Discuss in class about the toys and games that boys typically play and another for girls. If there is a difference between these two, what are the reasons behind it?





# Women in the Changing World



Fig. 27.1: A woman making cowdungs



Fig. 27.2: Laxmi Lakra, the first woman rail engine driver

There is no doubt that since the dawn of history, women have been denied their due. They have always been treated as inferior to men. There is a common belief that women can do only a certain type of jobs. They can't be efficient in every field. They can only be good nurses and teachers having enough patience and tolerance but they can't prove themselves as good army officers because they lack 'manly' power and strength. They also can't be good scientists because they lack a sharp technical mind like men. These beliefs are deeply rooted in our society and in the mind of common mass that we hardly see the possibilities beyond it. This situation is termed as **stereotype**. In most of the families, girls lack support from their family members. As a consequence, they fail to achieve higher education like boys. Thinking of being doctors and engineers is a distant dream for them. There are many promising girls who want to accept the challenges of jobs of a pilot and an army officer. But their parents start discouraging them and give them only limited options, without caring for what they actually wish to be in their future. There are many families in our society where girls are made to think about their marriage as soon as their schooling is over. They are taught from the young age that the ultimate goal of their life is to get married.

Sometimes, women prove themselves more efficient and more competent than their male counterparts. Thus, previously they managed only the inner core of the family but now they are also emerging as capable professionals.



## Changing Aspects

Slowly and steadily, the social aspects are being changed. Presence of women has begun to be seen everywhere. They have started to occupy prominent places in the society. They have got social recognition which has added dignity to their status. Still, there is something which poses a great hurdle in establishing equality between men and women.

Like social aspects, the economic aspects of our women are also being changed. Slowly and steadily, they have broken the established tradelines. They have started to come out of the walls of their houses and they have taken up various professions. They are proving themselves efficient in every field.



Fig. 27.4: Women pilots



Fig. 27.5: Women scientists



Fig. 27.3: Santosh Yadav, the only woman to scale Mount Everest twice



Fig. 27.6: Women engineers

Apart from some orthodox-minded families, there are many other instances where we find progressive ideas among the family members. Girls of such families develop their own way of thinking. As a consequence, they try to break the stereotypes. Sometimes, they prove themselves successful and excel in fields like railways, politics, aeronautics, etc., which were previously linked with men only. Today, we have women pilots, rail engine drivers, police officers, army officers, doctors, engineers, etc.

## Learning for Change

Schooling is an important part of our children's life. Today, the number of schools have increased considerably. Now, it seems that going to school is possible for all children, irrespective of their gender. But the situation was quite contrary in the past. For girls, it was beyond imagination to see the very face of a school. There were only a few who were fortunate enough to enter the school, while lots of girls were suppressed from taking up education. There were families in which sons were taught to read and write but daughters were denied this opportunity. Thus, they remained completely illiterate. The family, based on skills like pottery, weaving and craft, too, didn't let the girls come forward. They played supportive role which was limited to inside activities.



Fig. 27.7: Kiran Bedi, the first Indian woman I.P.S. officer



Fig. 27.8: Girls selling popcorns





Fig. 27.9: Pandita Ramabai

Things, however, changed over the ages. The condition of women shocked the educated Indians of the nineteenth century. Pioneering work was done by reformers like Raja Ram Mohan Roy, Pandita Ramabai, Ishwar Chandra Vidyasagar, Jyotiba Phule, etc. It was due to their efforts that improved the women's status to a considerable extent. Educational institutions, exclusively for women, were opened. Girls, including the children of those communities that had never gone to school, began to learn reading and writing in schools. In the beginning, it was strongly opposed but supporters of girls' education were also there in the society. These supporters comprised of men as well as women. They made many efforts which paved the way for the girls education. Consciousness arose among the women who came forward to join the struggle in order to provide an opportunity for the girls to read and write.



Fig. 27.10: A woman running a printing press

Pandita Ramabai was one such woman who did a lot for women's education. She herself never got an opportunity to go to school. She learnt to read and write at home. She valued women's education because education was the only means through which they could be independent. She set up a Mission in Khedgaon near Pune, in 1898 for imparting education to widows and poor women. Apart from getting education, they were also taught a variety of skills like carpentry, running a printing press, etc.

The rate of literacy began to increase among women gradually. They learnt to read and write with great speed. They proved themselves very enthusiastic because they wrote stories, letters and even

### ROKEYA SAKHAWAT HOSSAIN—SULTANA'S DREAM



Fig. 27.11

In 1905, Rokeya Sakhawat Hossain wrote a story 'Sultana's Dream', in English, at the age of 25. She was born into a rich family, but discouraged from learning English and Bengali. In those days, mostly boys were taught English. Rokeya learnt to read and write English and Bengali with the help of her elder brother and sister. She went on to become a writer. Her story 'Sultana's Dream' imagined a woman known as Sultana who reaches *Ladyland*. *Ladyland* is a place where women had the freedom to study, work and create new inventions like controlling rain from the clouds and flying planes. Here, men had been sent into seclusion – their strength defeated by the brain-power of women. As Sultana travels in *Ladyland*, Rokeya was dreaming of women flying planes and cars even before girls were being allowed to get their education in school. This was the way in which Rokeya's education gave her the power not only to dream and write, but also to help other girls to go to school and to build their own dreams.

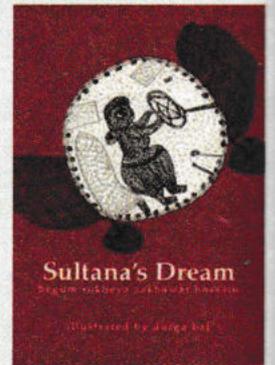


Fig. 27.12



autobiographies also. These autobiographies generally dealt with their bitter experiences of inequality. Rashsundari Devi (1800-1890) was another such woman who faced a lot of hurdles in her way to learn to read and write. She wrote an autobiography on her experiences, titled *Amar Jiban* which is the first known autobiography written by an Indian woman.

### Schooling and Education Today

Today, girls are attending schools in large number with boys. Their recognition has been accepted by the society. Still there is something that puts them behind the boys. The difference between the education of boys and girls still exists. It becomes clear through census, which our country conducts every 10 years to gather information about the people living in it. The information includes their age, schooling, the work they do, etc. Through this information we come to know about various facts like number of literate people and the ratio of men and women.



Fig. 27.13: Girls in school

#### CENSUS 2011

Total Population of India	:	1210193422
• Male	:	623724248
• Females	:	586469174
Density of Population	:	382 per sq km
Adult Sex Ratio	:	940 females (per 1000 males)
Child Sex Ratio (0-6 age group)	:	914 girls (per 1000 boys)
Literacy Rate	:	74.04%
• Males	:	82.14%
• Females	:	65.46%

Table 27.1

Among various facts, the most important one is that the percentage of girls who leave schools from different social groups is higher than that of the percentage of boys. Here, we are talking about the boys and girls belonging to Scheduled Caste (SC) also termed as Dalit and Scheduled Tribe (ST), also termed as Adivasi. The condition of the Muslim girls is even worse. Unlike Dalit and Adivasi girls, the Muslim girls don't complete even primary school.

Now, the question arises, why children from Dalit, Adivasi and Muslim communities are less likely to stay in school than that of any other group. The reasons behind it are given below:

- (i) We hardly find proper schools and teachers in remote areas.
- (ii) Even if a school is there, it may be very far from the people's home without transport facility. In such a situation, boys may be sent to school but girls are forced to stay indoors.



Fig. 27.14: A Muslim girl





Fig. 27.15: Dalit children manage their livelihood with great difficulty.



Fig. 27.16: Women should unite to raise their voice against all social evils.



Fig. 27.17: Campaigning



## Explore!

Across the globe, many women's movements have taken place in many countries, like U.S.A. Find out what they were about. Did they ask for the same rights and fight against the same problems as Indian women.



Fig. 27.18: Violence against women should be stopped.

- (iii) In a developing country like India we find many families which are very poor and manage their livelihood with great difficulty. In such families, education seems a mirage. Even if some families wish to educate their children, it is always the lot of boys which get preference.
- (iv) Although our society has progressed a lot, we have still some schools where Dalit children are discriminated against others by their teachers and classmates. As a consequence, they feel too demoralised to continue to school.

## Women's Movement

Struggles by individual women or women's organisations for raising awareness about women's issues and against discrimination comprise the **Women's Movement**.

The status of women has undoubtedly improved of late. They are not only getting good education, but even occupying the high posts in different institutions. Their status has been improved from legal point of view too. They are less subjected to exploitation and violence now. Their health is also given due importance and now they are recognised as individuals. They enjoy their own recognition like that of men. They have their own ways of living. They have started going out in the public field without any hesitation. Thus, we see a sea change in their status and position now. But all these positive changes are not the result of one-day effort. It took a long time to create awareness among women as a whole and set them on the path of collective struggle for their rights. The struggle led by various sections of women in order to bring improvement in their situation is called the Women's Movement. In this movement, individual women as well as women's organisations from different parts of the country take part and fight for the rights of women. Even men also support this movement. In order to spread awareness, uproot discrimination and seek justice, the movement applies various methods.

## Various Methods of Women's Movements

The women organise their own movements to influence the important decisions of the government at all levels. Various methods of women's movement are given below:

### 1. Campaigning

It is the most effective tool of women's movement. By campaign, we mean, a series of planned activities that are intended to achieve a particular social or political aim or to bring social or political change. As a result of this, a law was passed in 2006. It gives women some legal protection against physical and mental violence.



Women also become victims of sexual harassment at the workplace. Sometimes, we see that within educational institutions also, they are not safe. This has always been a major obstacle in the all-round development of the women. The women's movement highlighted this problem which ultimately made the Supreme Court to formulate guidelines in 1997 to give protection to women against this type of violence.

The problems of dowry and dowry-deaths were also highlighted by this movement. Although dowry has been declared illegal by our government, the situation has not improved much. Many cases of young brides being burnt by the greedy in-laws or husbands, are still pending. Women's groups, in order to bring these cases to justice, put pressure on the government. They do it through various ways such as coming on to the streets, approaching the courts, etc. The efforts of women's groups are very effective. As a result, various newspapers also highlight this issue time to time. Our government is not lagging behind. Anybody practising dowry can be punished under the dowry laws.

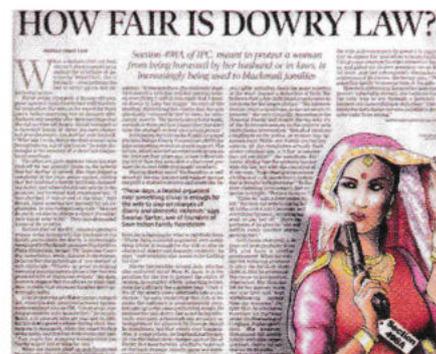


Fig. 27.19: Newspaper highlighting the dowry law



Fig. 27.20: Protesting against dowry system



Fig. 27.21: Showing Solidarity

## 2. Protesting

It is a very powerful way of drawing mass attention. Public rallies and demonstrations are the two ways through which protests are made. Whenever violations against women take place, it becomes the responsibility of the women's movement to raise its voice against it.

## 3. Raising Awareness

In order to create awareness among the various sections of women, the women's movement applies several methods, such as holding public meetings, organising street plays, etc. These methods always highlight the issue of women empowerment.



Fig. 27.22



### Fact Bubble

International Women's Day is celebrated on 8 March every year. On this occasion, women from all across the world come together to celebrate and renew their struggles.





### Speak Your Mind!

Have you ever faced discrimination or seen somebody facing it? Try not to stay quiet in any such situation. Take help of elders and voice your resistance.

#### 4. Solidarity

It means, the mutual support within a group of people for one another because they share common feelings and motives. The women's movement has deep faith in the cause of women upliftment. It shows solidarity with other women and their causes and thus, tries to bring optimum results.

#### Conclusion

Women are considered repositories of the qualities of love, beauty, sacrifice, tolerance and creativity. But it requires to be made clear that their soft attitude is no sign of weakness for exploitation. They can break the bondages of slavery and traditional subordination. Without their active contribution, the nation and the society cannot move ahead in real terms.



### Let Us Recall

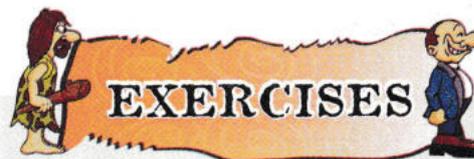
**Stereotype:** A widely held and fixed image of a person or a group of people.

**Women's movement:** It is a struggle led by various sections of women in order to bring positive changes in their condition.

**Campaigning:** It refers to a series of planned activities that are intended to achieve a particular social or political aim or to bring social or political change.

**Sexual harassment:** It means physical or verbal behaviour of sexual nature against the wishes of a woman.

**Solidarity:** It means support by one person or group of people for another because they share feelings.



#### A. Choose the correct answer.

- Who set up a Mission in Khedgaon near Pune?  
(a) Rokeya Hossain (b) Jyotiba Phule  
(c) Ramabai (d) Raja Ram Mohan Roy
- What is the sex ratio (females per 1000 males) in our country according to Census 2011?..  
(a) 834 (b) 940  
(c) 933 (d) 859



3. In Rokeya Sakhawat Hossain's imagination there was an exclusive place for women called:
  - (a) Dreamland
  - (b) Ladyland
  - (c) Ireland
  - (d) Queenland
4. Which of following women became the rail engine driver?
  - (a) Laxmi Lakra
  - (b) Santosh Yadav
  - (c) Kiran Bedi
  - (d) Rashsundari Devi
5. In some schools, Dalit girls are discriminated by:
  - (a) their parents
  - (b) their teachers and classmates
  - (c) Muslim girls
  - (d) none of these
6. What is the major part of children's life?
  - (a) travelling
  - (b) cycling
  - (c) schooling
  - (d) dancing

**B. Answer the following questions.**

1. Explain the term 'Stereotype' by giving sufficient examples.
2. What are the drawbacks of stereotype?
3. Why learning the alphabet was so important to women like Rokeya Sakhawat Hossain, Ramabai and Rashsundari Devi? Give reason.
4. How are the stereotypes broken by women with the change of time?
5. Write a short note on schooling and education today.
6. What are the reasons which compel our Dalit and Adivasi children to leave schools at an early age?
7. What was the contribution of reformers in the field of women's status?
8. What do you know about the women's movement?
9. What are the various methods applied by the women's movement?

**C. Fill in the blanks.**

1. \_\_\_\_\_ is an important part of our children's life.
2. In the nineteenth century many \_\_\_\_\_ exclusively for women were opened.
3. \_\_\_\_\_ set up a Mission in Khedgaon near Pune in 1898 for imparting education to \_\_\_\_\_ and \_\_\_\_\_.
4. Our country conducts census every \_\_\_\_\_ years.
5. The percentage of literate girls and women is \_\_\_\_\_ than that of the percentage of literate boys and men.
6. Those who belong to Scheduled Caste are also termed as \_\_\_\_\_.
7. \_\_\_\_\_ and \_\_\_\_\_ are the two ways through which protests are made.



**D. State whether the following statements are true or false.**

1. In most of the families girls are given limited options.
2. Women are seen only in the field of teaching.
3. Rajaram Mohan Roy did a lot for the upliftment of the women.
4. Ramabai never got a chance to go to school.
5. Even men also support the women's movement.
6. The law passed in 2006 gives women some legal protection against mental and physical violence.


**E. Match the following.**

**Column A**

1. Rokeya Sakhawat Hossain
2. Rashsundari Devi
3. Pandita Ramabai
4. Solidarity
5. Laxmi Lakra

**Column B**

- (a) did a lot for women's education
- (b) a rail engine driver
- (c) wrote a story 'Sultana's Dream'
- (d) wrote an autobiography
- (e) women's movement

**1. Project Work**

Collect information from your grandmother (or from other sources) about the various hurdles which she as well as the entire lot of women of her time had to face and give your comment on it.

**2. Group Discussion**

Women are now seen in every field of life. Students can discuss in groups, whether it is a positive change or they should remain indoors. Comment on it.





# Understanding Media

**Media** is the term which means the medium of communication. It has become synonymous with those organised means of dissemination such as newspapers, magazines, films, radio, television, web world, billboards, books, CDs, DVDs, video cassettes, computer games and other forms of publishing. Usually, it is called **mass media** because it reaches millions of people inside and outside the country at the same time.

During the 20th century, the growth of mass media was driven by technology that allowed the massive duplication of material. Physical duplication technologies such as printing, record-pressing and film duplication allowed the duplication of books, newspapers and movies at low prices to huge audience. Radio and television allowed the electronic duplication of information for the first time.

## Media and its Purpose

Media or mass media can be used for various purposes:

1. **Advocacy:** Media can be used for the purpose of advocacy for both, business and social concern. It can include advertising, marketing, propaganda, public relations and political communication.
2. **Entertainment:** Media is also a popular source of entertainment. Traditionally, acting, music, sports and light-reading were the only means for the entertainment. But in the late 20th century, we began to entertain ourselves through video and computer games.
3. **Journalism:** It is another powerful weapon of media. It is a discipline of collecting, analysing, verifying and presenting information regarding current events, trends, issues and people.



## Fact Bubble

Media is the plural form of the word 'medium' and it describes the various ways through which people communicate in society.



Fig. 28.1: Mass Media



Fig. 28.2: A boy playing video games





Fig. 28.3: A journalist collecting information



Fig. 28.4: People listening radio



Fig. 28.5: Electronic Media



Fig. 28.6: Print Media

4. **Public Relations:** Mass media strengthens the public relations. It manages to establish a strong society and builds up a positive image.
5. **Education:** Media serves the purpose of enriching education. In many ways it spreads our culture and civilisation to the global level. It also tries to bring the rich cultural heritage and high educational norms to us.

### Types of Media

Media can be divided into two types. One is the electronic media and the other is the print media.

The **electronic media** includes broadcasting through radio and television, various types of discs and tapes, video and computer. It also includes film and documentary, internet, etc.

The **print media** applies to the publishing industry, which in a narrow sense means books, magazines, newspapers, etc.

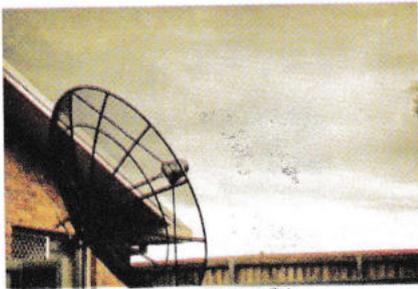


Fig. 28.7: DTH System

### Role of Technology in Media

Mass media uses various technologies. These technologies always keep changing. Using these technologies, mass media can reach more and more people. Previously, there was no cable television, but now we have cable connections in almost all houses. It has advanced to the level of DTH (Direct To Home) technology. Now we can enjoy any channel or any programme as we wish. This has definitely increased the number of viewers of television. The Internet is also a recent phenomenon which has gained popularity among the masses. Thus, technology keeps changing which ultimately helps media to make it easily accessible to millions of people at the same time. It is the better technology that improves the quality of sound. The images that we see are also improved. The technology even plays a very significant role in shaping the way of our thinking. In the present scenario, television has become part and parcel of our life. We can't think our life without it.



## Television and its Impact on Our Life

We are living in the age of cable television. It is the television which widens our outlook and makes us think of ourselves as members of a large, global world. Television images travel huge distances through satellites and cables. As a consequence, we enjoy diverse news and entertainment channels from other parts of the world. Sitting at home, we can see the happenings in the far-off lands. Japan and USA are very far from us, but that does not matter. We can see the cartoons broadcasted from these two countries on the screen of our television set here. Thus, everything seems to be very close to us. The world is now like a big family for which the credit goes to television.

Television shapes our views. We make our impressions about the world around us by what we see on television. Several programmes ranging from family to politics are televised on the television screen. They all are attractive enough to catch our attention. Thus, a situation is created which makes us unable to think beyond the world of television. In some sense, we become a prey to narrow or thrust outlook. We lose our originality and think about everything in the terms of what television shows everyday. There are many events, which are sometimes very important but our television ignores them. Sometimes it lays emphasis on trivial matters and leaves aside the serious ones. Thus, we should not give the liberty to television to shape our ideas and beliefs. They must be formed by ourselves in the due course of time.

## Role of Money in Media

The fast growing technological aspect in media has given birth to the prominence of money in it. It is getting costlier day by day. The infrastructure of the TV studio or film spot needs greater investments in lights, cameras, sound recorders, transmission satellites, artists etc. To fulfil all these expenses different news agencies or media managers invite commercial advertisements which bring them money. As commercial advertisements, through TV or films or through any other source of media, put greater impact on the public. The cost to advertise on a news channel depends on the popularity of the channel. It varies from Rs. 500 to Rs. 8000 per 10 seconds.

## Role of Media in Democracy

Media plays a very significant role in providing information about everything that is happening in a democratic country and keeps the people alert and agile. It serves as a link between the government and the citizens. What the government plans, what steps it is going to take

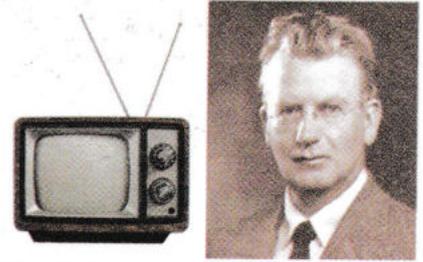


Fig. 28.8: Television was invented by John Logie Baird.



Fig. 28.9: People watching television



Fig. 28.10: Shooting of a commercial ad



Fig. 28.11: Live reporting of an incident





Fig. 28.12: Press Conference

### Railways derailed: 35 killed in UP mishap, 100 injured in Assam blast

**Cause Of Yr's Worst Train Disaster Still Unknown**

**Explosion on tracks 80km from Guwahati**

**DEATHS BY RAIL**

2011-12	28
2010-11	22
2009-10	20
2008-09	18
2007-08	15
2006-07	12
2005-06	10
2004-05	8
2003-04	6
2002-03	5
2001-02	4
2000-01	3
1999-00	2
1998-99	1
1997-98	1
1996-97	1
1995-96	1
1994-95	1
1993-94	1
1992-93	1
1991-92	1
1990-91	1
1989-90	1
1988-89	1
1987-88	1
1986-87	1
1985-86	1
1984-85	1
1983-84	1
1982-83	1
1981-82	1
1980-81	1
1979-80	1
1978-79	1
1977-78	1
1976-77	1
1975-76	1
1974-75	1
1973-74	1
1972-73	1
1971-72	1
1970-71	1
1969-70	1
1968-69	1
1967-68	1
1966-67	1
1965-66	1
1964-65	1
1963-64	1
1962-63	1
1961-62	1
1960-61	1
1959-60	1
1958-59	1
1957-58	1
1956-57	1
1955-56	1
1954-55	1
1953-54	1
1952-53	1
1951-52	1
1950-51	1
1949-50	1
1948-49	1
1947-48	1
1946-47	1
1945-46	1
1944-45	1
1943-44	1
1942-43	1
1941-42	1
1940-41	1
1939-40	1
1938-39	1
1937-38	1
1936-37	1
1935-36	1
1934-35	1
1933-34	1
1932-33	1
1931-32	1
1930-31	1
1929-30	1
1928-29	1
1927-28	1
1926-27	1
1925-26	1
1924-25	1
1923-24	1
1922-23	1
1921-22	1
1920-21	1
1919-20	1
1918-19	1
1917-18	1
1916-17	1
1915-16	1
1914-15	1
1913-14	1
1912-13	1
1911-12	1
1910-11	1
1909-10	1
1908-09	1
1907-08	1
1906-07	1
1905-06	1
1904-05	1
1903-04	1
1902-03	1
1901-02	1
1900-01	1
1899-00	1
1898-99	1
1897-98	1
1896-97	1
1895-96	1
1894-95	1
1893-94	1
1892-93	1
1891-92	1
1890-91	1
1889-90	1
1888-89	1
1887-88	1
1886-87	1
1885-86	1
1884-85	1
1883-84	1
1882-83	1
1881-82	1
1880-81	1
1879-80	1
1878-79	1
1877-78	1
1876-77	1
1875-76	1
1874-75	1
1873-74	1
1872-73	1
1871-72	1
1870-71	1
1869-70	1
1868-69	1
1867-68	1
1866-67	1
1865-66	1
1864-65	1
1863-64	1
1862-63	1
1861-62	1
1860-61	1
1859-60	1
1858-59	1
1857-58	1
1856-57	1
1855-56	1
1854-55	1
1853-54	1
1852-53	1
1851-52	1
1850-51	1
1849-50	1
1848-49	1
1847-48	1
1846-47	1
1845-46	1
1844-45	1
1843-44	1
1842-43	1
1841-42	1
1840-41	1
1839-40	1
1838-39	1
1837-38	1
1836-37	1
1835-36	1
1834-35	1
1833-34	1
1832-33	1
1831-32	1
1830-31	1
1829-30	1
1828-29	1
1827-28	1
1826-27	1
1825-26	1
1824-25	1
1823-24	1
1822-23	1
1821-22	1
1820-21	1
1819-20	1
1818-19	1
1817-18	1
1816-17	1
1815-16	1
1814-15	1
1813-14	1
1812-13	1
1811-12	1
1810-11	1
1809-10	1
1808-09	1
1807-08	1
1806-07	1
1805-06	1
1804-05	1
1803-04	1
1802-03	1
1801-02	1
1800-01	1

**SO DO MURDERERS**

**TRUCK MURDER ACCIDENT**

**Explosion on tracks 80km from Guwahati**

Fig. 28.13: Accidental news

Fig. 28.14: Political news

Fig. 28.15: Censor Board

in order to implement various plans, whether these plans will serve the interest of the common masses or not — all these vital informations are conveyed to the public through media. Thus, media is the most important means for the formation of public opinion. By reporting current events and interpreting them to the readers, it helps them to take an intelligent part in the affairs of the country. It teaches the public to make such demands upon the government which are of common interest. It inspires them to press the government to postpone some action which is likely to go against the public interest. Sometimes the public, on the basis of the reports or the news published by the media, take action against the government or a particular ministry to pressurise them to reconsider their programme, etc. The public can write letters to the concerned ministry. They can also organise a public protest in this regard.

**Signature campaign** is yet another way of showing their discontentment or putting pressure on the government.

People trust in media. Therefore, it is the duty of media to provide **balanced information**, which highlights all the necessary aspects of any situation with positive intention, without any pressure or compulsion. But sometimes it presents distorted views which misleads the public. Some newspapers use provocative language and give hot headlines to attract the attention of the public. Media should not function in such an irresponsible manner. Whatever it reports, it should be balanced, as said earlier. It should discuss all points of view of any particular story in its journal. It should not try to influence the mind of the public. Instead, it should let them free to make up their minds.

### Media Should be Independent

Media needs to be independent, if we want balanced information. No control or influence should guide or mould any coverage of news. As democracy is a government where public is the most vital aspect, media should play an honest role. It should not make any provocation. Instead, it must take a balanced view so that no community, religion or institution should be affected. It should not be biased. Its news should be reliable.

However media, in fact, is not absolutely independent. In the first place, it is influenced by the government of the time and secondly it works under the influence of the views of the particular agencies which run it. Sometimes, the media also faces the **ensorship** which is a way of government's control over the media. Through it, the government can cut, modify or ban any of the news to be published by the media.



in any way. The worst case of this situation in India had been faced during 1975-77 when the then government imposed an uncalled-for emergency. As a result, we saw historical and political upheaval in the country.

It is good that media nowadays has all the conditions to enjoy independent status. But it is wrong if it takes undue advantage of this privilege. Nowadays, we see that most of the newspapers do not provide balanced news or information to their readers. If we look into the matter we will find that media is bound to do it because it is under the control of business houses. Here, a question arises: why is media controlled by business houses? The answer is simple. It needs money, for which, at times it focuses on only that part of the story that suits the interest of these businesses. To further meet the demand to make money, media takes help of advertisements. Now it is obvious that media would not report against people who give them advertisements. This situation has marred the independence of the media. Thus, we can say that today's media doesn't enjoy independence in the true sense of the term. Superficially, it can be considered independent but if we peep into its inner core we will find that it is not at all free.

### Setting Agenda

An honest media should decide its points to focus on. The news items should always be for the welfare of the masses. It should not exploit the sentiments of the people, nor should it highlight anything which may adversely affect the society.

**Setting agenda** is an important activity of media. Sometimes, it puts the issues of public interest on the very front page of a particular newspaper and thus tries to convince us that it is well aware of its duties as to which news items should be focused and where they should be placed in the newspapers. We can understand it through an example. Recently, the media focused on the adulteration in drugs in order to make us aware of the fact. This is quite good on the part of media and we shall appreciate it for this. But most of the time it fails to highlight or focus the issues that are linked significantly to our lives. Nowadays, media is giving much importance to the fashion shows, the world of cricket and the interviews given by Bollywood celebrities. This is really deplorable. In a country like India where a large majority of people is facing several problems associated with their living, such type of news have no significance.

Media must give priority to those news or issues which are related to the masses. It should always keep those news or events that are meant for a small group of people at the back.



### Speak Your Mind!

A free media is necessary for a democracy. Do you agree? Have a debate on this topic. You can speak for or against it.



Fig. 28.16: Print media offers a large variety of information.



### Explore!

Indian Media was heavily censored during the Emergency years. Find out, how media was kept from publishing certain stories.

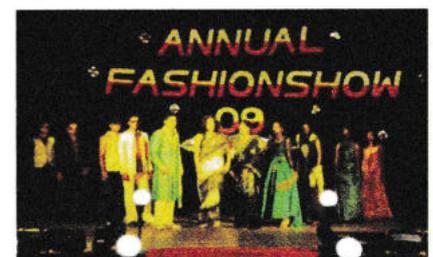


Fig. 28.17: Fashion shows are very popular with the media.



Fig. 28.18: Cricket: an important aspect of media





Fig. 28.19: A News Channel



Fig. 28.20: People reading a local newspaper

## Local Media

In order to highlight the problems of ordinary people and their daily lives, local groups start their own media which is called **local media**. People belonging to these local groups use community radio which enlightens farmers about many things such as prices of different crops. Farmers are also advised to use seeds and fertilisers through such medium. The local people sometimes make documentary films with fairly cheap and easily available video cameras on real-life conditions which our poor communities face in their day-to-day life.

Local media becomes popular among the local people because it is generally written in local language. It is read by all types of people residing in that locality. It serves a great purpose in making ordinary and poor local people aware of the events happening around them. For example, a newspaper called 'Khabar Lahriya' is run by eight Dalit women in Chitrakoot district in Uttar Pradesh. This fortnightly newspaper is written in the local language *Bundeli*, reports on Dalit problems, cases of violence against women and political corruption.



## Let Us Recall

**Media:** It refers to a term which applies to the communication.

**Mass Media:** Newspapers, magazines, films, radio, television, world wide web, etc., come under the category of mass media because all of these reach millions of people inside and outside the country at the same time.

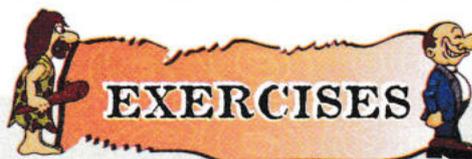
**Public protest:** When a large majority of people gather together in order to raise their voice against some issue.

**Signature campaign:** A way of showing opposition to some issue.

**Censorship:** A way of government's control over the media.

**Balanced information:** It means highlighting all the necessary aspects of any situation with positive intention.

**Setting Agenda:** Media decides points to focus on.



### A. Choose the correct answer.

1. Which one of the following is not a part of mass media?  
(a) film  
(b) television  
(c) book  
(d) school



2. Television was invented by
 

(a) John Logie Baird	(b) Tomas Edison
(c) J.C. Bosh	(d) C.V. Raman
3. What is the full form of abbreviated term DTH?
 

(a) Distance To Home	(b) Direct To Home
(c) Direction To Home	(d) Daily To Home
4. Balanced report refers to:
 

(a) local news	(b) international news
(c) good public opinion	(d) none of these
5. Which type of news should be given priority by the media?
 

(a) related to the masses	(b) related to the police
(c) related to the government servants	(d) related to the sports persons
6. Which one of the following is an important part of electronic media?
 

(a) newspapers	(b) television
(c) books	(d) magazines
7. Which of the following is a local newspaper?
 

(a) Hindustan Times	(b) Khabar Lahriya
(c) Times of India	(d) Dainik Jaagran
8. What is media?
 

(a) plural form of the word 'medium'	(b) describes various ways through which we communicate in society
(c) both (a) and (b)	(d) local newspapers only

**B. Answer the following questions.**

1. What do you mean by the term 'mass media'?
2. Discuss the various purposes of media.
3. How has television influenced our life?
4. What do you understand by 'balanced information'? Does today's media give us balanced information?
5. Is media independent today? If not, why?
6. Setting agenda is an important work of media. Is media justified in this regard?
7. Write in detail about the role of media in a democracy.
8. What is local media? Mention some of its benefits.
9. Define the following with proper examples: (a) Print media (b) Electronic media.

**C. Fill in the blanks.**

1. \_\_\_\_\_ is a very powerful weapon of mass media.
2. Media can be divided into \_\_\_\_\_ and \_\_\_\_\_.
3. Print media applies to the \_\_\_\_\_ industry.
4. Media meets the demand of money by inviting \_\_\_\_\_.
5. It is the duty of media to provide \_\_\_\_\_ information to its readers.
6. Today's media is taking undue advantage of its \_\_\_\_\_.
7. Sometimes media does not focus on the issues of \_\_\_\_\_ interest.



**D. State whether the following statements are true or false.**

1. Mass media strengthens the public relations.
2. Radio and television are the examples of print media.
3. Media serves as a link between the government and the common people.
4. Signature campaign is a way to show discontentment.
5. During 1975–77 media had to face censorship.


**E. Match the following.**

**Column A**

1. Videos and computers
2. Books and magazines
3. Censorship
4. Public protest
5. Balanced information

**Column B**

- (a) a way of government's control over media
- (b) highlighting necessary aspects of any situation with positive intention
- (c) examples of electronic media
- (d) examples of print media
- (e) a large number of people together raise their voice against some issue

**1. Individual Project**

- (a) Make a list of daily newspapers circulated in your state.
- (b) Prepare a report on the visit of the Prime Minister or Chief Minister in your area.

**2. Group Activity/Discussion**

- (a) Students should be encouraged to understand that making an advertisement needs a lot of creativity. For this, divide the class into different groups and each group create an advertisement on the basis of following imagination:  
A manufacturer has just made a new colour television. He says that he wants to sell it in the market. He comes to your class and asks you all to create a brand name as well as an advertisement for the colour television.
- (b) Discuss the topic in your class—"What does TV do to people and what can people do with TV?"
- (c) Take two different newspapers. For example, 'The Hindustan Times' and 'Times of India'. Go through both the newspapers of the same day. Choose a current news heading in both the newspapers. Also watch the coverage of this news on different TV Channels. Now compare these two newspapers and write down the similarities and differences in their reports answering the following questions:
  - What information is this article providing?
  - What information is it leaving out?
  - From whose point of view is the article being written?
  - Whose point of view is being left out and why?

Make a book report.





# Understanding Advertising

Advertising is a collective term used for public announcements designed to promote the sale of specific products and services. It is a form of mass selling when the use of direct, person to person selling seems impractical, or simply inefficient. It is distinct from other activities that intend to persuade the public such as propaganda, publicity and public relations. Advertising techniques range in complexity from the publishing of simple notices in a classified advertising columns of newspapers to integrated marketing communication.

Here, the marketing communications involve the concerted use of advertising in newspapers, magazines, television and radio. It also includes direct response, sales promotion and other communication vehicles in the course of a single campaign. From its sophisticated beginning, the ancient time advertising has flourished into a worldwide industry.



Fig. 29.1: Advertisement in newspaper



Fig. 29.2

## SKIN CARE ADVERTISEMENT

This skin care advertisement is usually seen playing with the human emotions. It conditions the mind of a woman to believe that if she wants to look beautiful, then she will have to buy this expensive cream. It shows that the women's beauty is dependent on using this particular brand of cream. Due to this, a woman begins to feel that using this cream is a necessity and a sign of her beauty and how much she cares for her skin. The advertisement uses the love of woman for her skin to sell this expensive fairness cream. Women who cannot afford it, might begin to feel inferior.



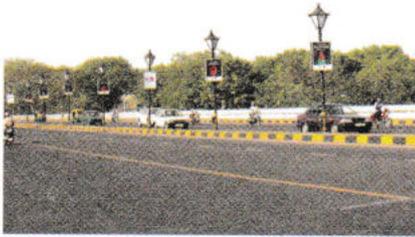


Fig. 29.3: Advertisement Poles



Fig. 29.4: Fevicol – a famous brand



Fig. 29.5: Dehradun Basmati Rice



Fig. 29.6: Super Quality Rice

Nowadays, advertisements have influenced our lives to a great extent. They advertise various products, *i.e.*, things made for the sale in the market, in order to attract the attention of the common people. They try to influence the public by highlighting all the positive aspects of their products and thus persuade them to buy that product.

Advertising can be divided into two main categories:

- (i) Consumer advertising directed to the ultimate purchasers
- (ii) Trade (or business to business) advertising in which the appeal is made to business users through trade journals

In order to understand these categories, we need to discuss certain aspects of the market trend.

### Building Brands and Brand Values

First of all we should know what is 'branding' in advertising. Well, it is stamping a product with a particular name or sign. Branding is very important here because it differentiates one product from the other in the market. Thus, branding gives a special recognition to the products.

Here, a question arises, why do the manufacturers of different products give them a unique name? It is because they try to make the **consumer**, who is the ultimate buyer of their products, aware of their products. Let us look at an example.

Rice is generally sold loose in the shop and market. There are different varieties of rice available, such as Basmati, Dehradooni, Permal, etc. But these are not brand names because they are not given by any company or manufacturer. When a company puts the Basmati rice into a packet, it needs to specify the packet with a name. This name may be 'Super Quality Rice'. This name is known as brand name and the process of naming the product is known as 'branding'.

Naming of a product is the first step of advertising. This step, though important, does not serve much purpose. In other words, we can say that it does not make the consumer to buy the product. Here, arises the need of advertisements. The manufacturer that puts the Basmati rice into the packet and gives the packet a name, still has to convince us that his/her rice has some special qualities which the other rice lacks. For this, he/she takes help of advertisements. He/she advertises his product and tries to convince us to buy it without delay.

The task of the manufacturers is not over here. There is a great competition in the market. When 'Super Quality Rice' enters market, another company comes forward with 'Superfine Rice'. Both the companies try to persuade the consumer to buy their rice in the most convincing way.



As long as there was only one branded product of rice, *i.e.*, 'Super Quality Rice' the consumer had no problem. But the moment another branded product of rice, *i.e.*, 'Superfine Rice' came in the market, it confused the consumer, who now finds it difficult which brand of rice should be purchased. The manufacturers become very alert after sensing the stiff competition in the market. They start putting efforts in the advertisement of their product. The advertiser, while advertising the particular brand of rice, focuses on its special values in order to convince the consumer that other similar products are inferior to it and therefore, he/she should buy only that brand of rice.

The advertiser of 'Super Quality Rice' links its value to our health while the advertiser of 'Superfine Rice' links its value to our taste. These values associated with the above two brands of rice form the concept of brand values, which are conveyed to us through the use of visuals and words. These visuals and words are usually very appealing and convincing.

### Brand Values and Social Values

Today, the whole world has got so much influenced with the advertisements that it is difficult to set them aside. They serve great purpose in our social and cultural life. We watch advertisements attentively and get aware of several branded products which cost much more than the things been sold loose because they include the costs of packaging and advertising. There are several types of people in the society. Some are rich, some are medium and some are poor. Those who are rich, always purchase branded products. The middle class people sometimes manage to buy such products but they always wish to buy products sold in packet. And then, there are people belonging to the poor class who hardly think of buying such costly products, they usually buy loose products. Thus, we see some people buy loose products while the other people buy branded products. High quality purchasing establishes their place in society. Naturally, it promotes a competitive attitude in society and the high quality purchasing gets promoted. Manufacturers, therefore, try to attract more and more people through more and more alluring advertisements. This trend brings out revolutionary changes in our lifestyles, which refer to people's lives being identified by the products they use. Suppose someone buys loose *daal* because he/she cannot afford to buy *daal* sold in packets. As he/she has to buy loose *daal*, he/she feels degraded because advertisements have conditioned his mind to think that only branded *daal* is good. However, the reality is that there is not much difference in both the types of *daal*. Still they affect our lifestyles.



## Explore!

What do you think would happen if there were no advertisements?



Fig. 29.7: People purchasing branded products in packets



Fig. 29.8: People purchasing loose products



Fig. 29.9: Loose daal





Fig. 29.10: Advertisement makers search latest ideas to attract consumers.

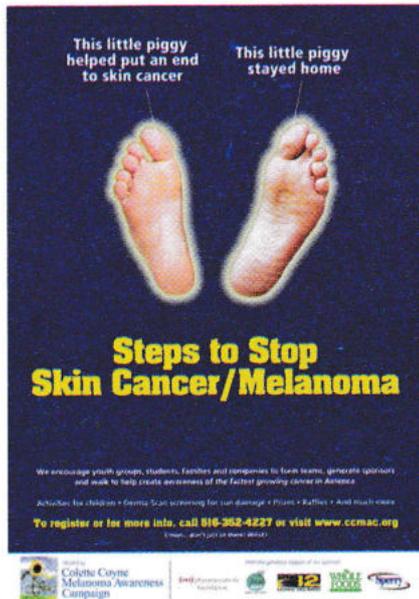


Fig. 29.11: Cancer awareness campaign



## Explore!

Find out more about social advertising. Has the Indian Government launched any successful advertising campaigns which created a remarkable impact on people?

Advertisements play a major role in such purchasing. We discuss about the products with our friends, family and others in order to understand it properly. As there is rigorous competition in the market, the manufacturers use different techniques to tempt the consumers. Particular image, personal emotion and appealing views are the ways that affect the consumers. The sale of any product depends upon how it is advertised.

## The Making of An Advertisement

As the whole market strategy depends upon advertisements, it needs to be careful while making it. The manufacturers work out a plan and follow it step by step. First, they decide what product is to be advertised. An extensive survey is conducted in order to understand similar other products in the market.

Consumers' preference is also taken into consideration. Then, the particular manufacturer makes advertisements for that product in a more convincing way highlighting the shortcomings of the other products and superiority of their own product. Consumers are made to think over it and sale is promoted. Advertisement is, therefore, a very long process and a very tough task which needs more efficiency and marketing skills.

## Social Advertising

Social advertising is associated with important social issues such as communal harmony, national integration, family planning, cancer awareness, respect for female child, educational rights of disabled children, etc. Social advertisements of this kind have proved very effective. Such advertisements have proved helpful in raising awareness among the masses. They are also helpful in eradicating many social evils. People are made to think about various social ills which exist in their surrounding and sometimes they extend their helping hand in uprooting them. At the time of natural calamities, advertisements serve great purpose. They are made so appealing and emotional that people automatically come forward to help the disaster affected people. Advertisements based on saving water and electricity serve positive impact on the people's mind. Similarly, advertisements like *Drinking and Driving do not mix* serve positive effect on errant drivers. Through social advertising, people are inspired to donate blood time to time. Previously, they avoided to do this because they had a false belief that donating blood would weaken them. Advertisements associated with blood donation make it clear that no such complication is going to take place.

Issues like family planning, drug addiction, respect for female child etc., are also advertised time to time in order to create awareness





Fig. 29.18: Advertisement behind a rickshaw

This new culture of selling and buying packaged things has brought to an end to many small businesses. This again hurts the sentiments of democracy.

Advertising has often been ignorant towards issues like poverty, discrimination and dignity. It mostly highlights the lives of the rich and capable people and shows no recognition of the poor and the destitute.

However, advertisements occupy a significant position in the market as well as the society. They not only promote sales and augment business and profit, but also educate us and inspire us in several ways. They teach us how to lead a better life. But at the same time, we must keep in our mind that it is not we who depend on advertisements but advertisements that depend on us.



Fig. 29.19: Advertisement behind a bus



### Speak Your Mind!

'Advertising creates differences'. What comes to your mind when you read this? Speak up and share your thoughts in class.



## Let Us Recall

**Products:** These are the things which are made or prepared for the sale in the market.

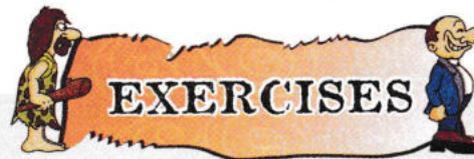
**Branding:** It is stamping a product with a particular name or sign.

**Consumer:** It is the ultimate buyer of various products.

**Lifestyles:** It refers to people's lives which is identified by the products they use.

**Social advertising:** It refers to a type of advertising which is associated with social issues like communal harmony, etc.

**Brand value:** It refers to the values associated with a particular product.



### A. Choose the correct answer.

- Which of the following categories of advertising is directed to the ultimate purchasers?
 

(a) consumer advertising	(b) trade
(c) both (a) and (b)	(d) none of these
- Who is the ultimate buyer of the product?
 

(a) producer	(b) consumer
(c) trader	(d) transporter
- Which of the following names is related to 'Basmati', 'Dehraduni' and 'Permal'?
 

(a) wheat	(b) barley
(c) gram	(d) rice



4. Advertisement 'Drinking and driving do not mix' is a part of:
  - (a) commercial advertising
  - (b) social advertising
  - (c) local advertising
  - (d) none of these
5. Which of the following term is used to promote the sale of specific products and services?
  - (a) selling
  - (b) buying
  - (c) advertising
  - (d) consuming
6. Small businessmen are bound to sell their products in:
  - (a) large markets
  - (b) local markets
  - (c) wholesale market
  - (d) none of these
7. Why do the branded products cost more than the loose products?
  - (a) because of high storage cost
  - (b) because of high manufacturing cost
  - (c) because of high advertising cost
  - (d) none of these

**B. Answer the following questions.**

1. What is advertising?
2. What do you know about building brands and brand values?
3. How are brand values and social values interlinked?
4. Write in detail about social advertising. Why is it important?
5. Advertising ignores the factor like equality that is said to be the soul of democracy. How?
6. How do advertisements affect people's life?
7. In the advertisement, emotion is being used. Explain with an example.

**C. Fill in the blanks.**

1. \_\_\_\_\_ gives a special recognition to the product.
2. People always wish to buy \_\_\_\_\_ products.
3. The \_\_\_\_\_ and \_\_\_\_\_ used in advertising are very appealing and convincing.
4. The \_\_\_\_\_ of any product depends upon how it is advertised.
5. Social advertising aims at creating \_\_\_\_\_ among the common people.
6. Advertising tends to favour \_\_\_\_\_ strong people.

**D. State whether the following statements are true or false.**

1. Advertising is the base of any democracy.
2. Building brands has a very significant role in advertising.
3. Advertising affects people's lifestyles to a great extent.
4. Rich people and their lifestyles get focused in advertisements.
5. Consumer's preference is not taken into consideration while things are advertised.

**1. Project Work**

- (a) Prepare advertisements on the following social issues:
  - (i) AIDS/Cancer Awareness
  - (ii) National Integration.
- (b) You watch advertisements daily on your TV set at home. Some of them are advertised repeatedly. Mark those advertisements and prepare your own views on the things advertised in them.



# 30



## Markets Around Us



Fig. 30.1: People in the Market

The term 'market' in the wider sense means an area in which buyers and sellers of particular goods are in contact with one another. It is such a centre that provides a place where a group of consumers — individuals, businessmen or governments — buy the product of their choice and needs. For example, if one needs rice, he/she won't go to the shoes market. Instead, he/she would visit rice market. He/she would select the rice as per his/her choice and his/her capacity to pay the price. Here, **price** is the amount of money, one has to pay for a commodity or service one gets. The price of a commodity is determined by **demand** and supply. Here, demand refers to willingness of a consumer to buy a particular commodity at a particular period of time. Hence, a **market** involves multiple activities at the same time.

### Types of Market

Markets can be classified into:

#### 1. Retail Market



Fig. 30.2: Retail Market

Retail market is the place where goods are sold directly to the consumers. In this market we can get everything, *e.g.*, tea, toothpaste, soap, shampoos, rice, wheat, pulses, creams, etc. Thus, this market aims at fulfilling all sorts of demands of the consumers. Here, the consumers feel free in selecting the goods of their choice. The satisfaction of the consumers is the main motto of this market. The price here is determined by the demand of a particular thing and availability of the same at a particular time.



Retail market can be subdivided into the following:

- (i) **Weekly markets:** Weekly markets are held on a specific day of the week. Therefore, they are called weekly markets. These types of markets lack permanent shops. Traders from different directions come and set up their shops which remain open till the evening. In our country, weekly markets are in great demand and therefore, they exist here in good numbers. Thus, traders keep on shifting from one place to another with their shops.

Weekly markets have great importance in our life. People residing nearby do not miss this market. It is because a variety of things are sold here. People can get vegetables, groceries, cloth items, utensils and several other things at one place. Whatever things you are going to purchase, you will get at cheaper rates. Why are things available in the weekly markets sold at cheaper rates? We know that the shops from which we purchase different items are set up temporarily from morning to evening. The traders of these shops, unlike the traders of permanent shops, which are run in permanent buildings, don't need to pay money on rent, electricity, helpers, etc. Usually, they bring those household articles which they sell at home. Such traders generally do not need helpers. If in case they need help, they are helped by their family members.

In the weekly market, buyers can bargain in order to bring the price down. One can find a number of shops selling the same commodities in such markets. This very factor makes the market trend competitive. Buyers are free to purchase different articles only from those shops where they are sure they are in benefit.

- (ii) **Shops in the Neighbourhood:** Apart from weekly markets, we also buy several things from the shops located near or in our locality. They sell a variety of things, such as milk, bread, butter, eggs, groceries, foodgrains, books and stationery, medicines, etc. These shops are usually permanent and remain open six days a week.

In addition to these shops, there are roadside stalls which cater to our diverse needs, *e.g.*, greengrocers, fruit vendors, auto repairing shops, etc.

Neighbourhood shops have their own special features. As these shops are very close to our residence, there develops a close relationship between the buyer and seller. The buyers sometimes take advantage of this situation particularly when they have no money to buy some particular commodities. They get things of their needs on credit, that means they will pay for the purchases later.



### Speak Your Mind!

If you were a retail shopkeeper, what different techniques or strategies would you adopt to attract customers? Think and share your thoughts in class?



Fig. 30.3: Weekly Market



Fig. 30.4: A Cloth Merchant in Weekly Market

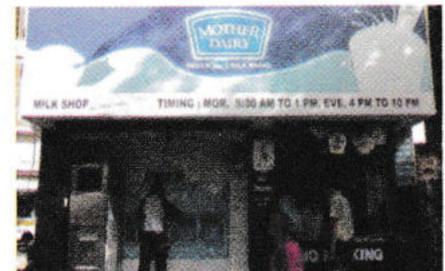


Fig. 30.5: Mother Dairy in the Neighbourhood



Fig. 30.6: A Small Shop in the Neighbourhood





## Fact Bubble

The first shopping Mall in India is the Spencer Plaza in Chennai. It opened in the year 1991, when much bigger cities like Mumbai and Delhi did not have any malls. The name comes from an old Chennai Landmark, the Spencer Store, which was razed to the ground (in a fire accident) after about 150 years of operating in a location on Mount Road.



Fig. 30.7: Shopping Complex



Fig. 30.8: Wholesale Market



Fig. 30.9: Wholesale traders carrying goods

(iii) **Shopping complexes and malls:** These are the new concepts of markets, which have become special features of highly developed areas, *i.e.*, big towns and cities. Weekly markets and local markets are found in both urban and rural areas but shopping complexes and malls are only found in urban areas. Under shopping complex, we find many shops selling different goods within a complex. As far as malls are concerned, they are large multi-storeyed air-conditioned buildings with shops on different floors. We can get branded goods in these markets. Unlike weekly markets, we don't bargain in shops located in these markets. Also, we can't get things at cheaper rates. Mostly, they are very expensive.

## 2. Wholesale Market

This market refers to the type of market where goods are normally not sold directly to the consumers. Instead, they are sold to the retailers who sell them hereafter to the consumers. The wholesale market purchases the goods directly from the manufacturers, producers or the farmers. Naturally, the price at which the wholesalers purchase the goods is low. The wholesalers sell those items to the retailers at the cost added with some profit. Thus, it is a bit higher than that at which wholeseller has purchased it. Here, again price is determined by the demand and availability. The trend of purchase and sale in this market depends upon the trend of the retail market.

### Chain of Markets

We buy different goods from different markets. Have you thought where do these goods come from? These goods are produced in factories, on farms and in homes. We are not supposed to visit these places in order to buy the things we need. In case, you visit, the producer is not going to entertain you. It is because you need things in small quantities for which you should go to the neighbourhood shops. At the sites of production, goods are sold in bulk.

Who are the people who connect links between the producer and the consumer? They are traders, who comprise of the wholesalers and the retailers. After the goods are produced in the factories or on farms, the wholesale traders first buy goods in huge quantities. They, then, sell these goods to other traders. The buying and selling between these two types of traders give birth to markets. Consumers have nothing to do with these markets. The other traders who are generally retailers, then, come back to their places with their purchases. Now, they are ready to sell goods to the consumers. Thus, it is the retailer who finally makes things available to the consumers in different markets like weekly market, neighbourhood market, a shop in a shopping complex or a mall.





Fig. 30.10: We buy different things from different markets.

## There is a Market Everywhere

In this advanced age, buying and selling are not necessarily the activities of a market place. In fact, they can occur at different places and in different manners. For example, we can place orders for the goods of our needs through telephone and the Internet. The ordered goods are delivered at our homes within a few hours. We can also use our credit cards to make **online purchases**. We come across medical representatives while visiting a clinic or a nursing home. These medical representatives meet the doctors to promote the sale of different medicines of their companies. They offer samples of medicines to the doctors and request them to prescribe the medicines of their companies. In this way, they try to sell their goods.

Buying and selling nowadays occur at our door also. We see several salespersons moving from door to door with different articles of household use. They try to convince people by highlighting all the good qualities of their goods. Sometimes, they get success and make good sale of different articles.

Thus, we find that market is available everywhere. There are some markets to which we are not directly involved. For example, a farmer uses fertilisers to grow crops. He/she purchases it from the special shops. Similarly, a car manufacturer purchases different spare parts from different outlets dealing in those particular items. We don't see all these different outlets directly. Still, they are brought and sold providing a market opportunity.

## Market and Equality

We don't find equality in the market places also. The people who own shops in the local markets or weekly markets come under the group of ordinary people who are at the lower ranks in the social ladder. They earn little money and somehow manage to run their shops. They are thus, small traders or shopkeepers. But those who run shops in



## Explore!

Find out how people buy and sell products over the Internet. Are the goods sold at cheaper or higher rates than other markets? Are they sold by the wholesalers?



Fig. 30.11: Online Purchasing through Credit Cards



Fig. 30.12: Door to Door selling



Fig. 30.13: Spare parts Shop





Fig. 30.14: A Department Store in Mall



Fig. 30.15: Poor people selling vegetables in Local Market



Fig. 30.16: People purchasing onions



Fig. 30.17: People carrying goods from their nearby markets

the shopping complexes or malls, are big businessmen with sound financial background. They earn handsome amount and thus, make good profits. But shopkeepers of local or weekly markets are not able to make good profits.

In the same way, we can see great difference between the status of the people who make their purchases in small shops and those who visit malls with pockets full of money. In a country like India, though much stress is laid on equality, but it is not seen or felt anywhere. There are people who are extremely poor and there are also people who own huge wealth.

### Factors Influencing Market Trends

Some factors which are influencing the trends of the market are given below:

- (i) **Availability:** It is the most important factor of a market which decides the whole fate of a consumer market. Availability of a commodity increases or decreases with the demand of the consumers. If a particular item is available in plenty, the price will be low which will increase the demand of the consumers. Similarly, if a particular item is not available, largely, its price will be high, which will bring down the demand for that particular item.
- (ii) **Convenience:** Consumers always prefer their convenience. They try to get their household things from the nearby markets. It saves their time and carriage charges. They also prefer to go to the selective section of market in order to save their time spent on the selection of things.
- (iii) **Credit:** It is also one of the most demanding factors of a market. **Credit** here refers to the repute of a particular retailer or brand in the market. Suppose, one has to buy shoes, he will prefer the shoes of the brands of his choice and his paying capacity. A consumer with high paying capacity would prefer to go to the showrooms of Woodland, Liberty, etc. which have repute and high price. But a common purchaser of shoes would like to prefer Bata showroom which is pocket-friendly and also durable.
- (iv) **Price:** Price of a commodity is also one of the trend-setters of the market. Price is the cost or amount one has to pay for the item. It should suit the consumer's pocket. It is affected by the demand for a particular item at a particular time.
- (v) **Quality:** It refers to the quality of an item which involves type of raw materials used, finishing, outlook and durability of that particular item. The quality assures a consumer to be satisfied in all respects.





Fig. 30.18: Bata Showroom



Fig. 30.19: Market must maintain the quality of things.



Fig. 30.20: Income of a consumer affects the trend of the market.

(vi) **Income Cycle:** Income of an individual also affects the trend of a market to a great extent. Income cycle here refers to the earned money during a certain period of the month. The consumer plans all his monthly expenditure on the basis of that earned money. Suppose one gets a monthly salary of ₹ 10,000/-. He/she would set all the heads of his expenditure under the budget of ₹ 10,000/- including his savings and emergency heads. If any new requirement arises, he/she would try to avoid it till the next cycle of his/her income.



## Let Us Recall

**Market:** It refers to an area where buyers and sellers of goods are in contact with each other.

**Price:** It is the amount of money one has to pay for a commodity or service one gets.

**Demand:** It refers to willingness of a consumer to buy a particular commodity at a particular period of time.

**Retail Market:** It is the place where goods are sold directly to the consumers.

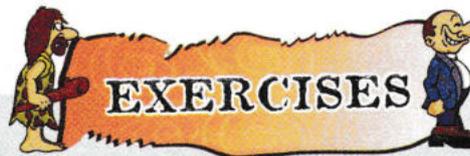
**Weekly Market:** They are held on a specific day of the week.

**Malls:** These are the large multi-storeyed air-conditioned buildings with shops on different floors.

**Wholesale Market:** Here, goods are not sold directly to the consumers. Instead, they are sold to the retailers who sell them thereafter to the consumers.

**Chain of Markets:** Different goods produced in the factories or on farms in bulk pass from one market to another that creates the concept of chain of markets.

**Credit:** It refers to the repute of a particular retailer or brand in the market.



### A. Choose the correct answer.

- An area in which buyers and sellers of a particular goods are in contact with one another is called:
 

(a) market	(b) cooperative stores
(c) grocery shop	(d) none of these



2. A type of market where the goods are normally not sold directly to the consumers is known as:
 

(a) retail market	(b) wholesale market
(c) weekly market	(d) shopping malls
3. Which of the following is a retail type of market?
 

(a) weekly market	(b) shops in the neighbourhood
(c) both (a) and (b)	(d) none of these
4. Which of the following kinds of shops available in the neighbourhood?
 

(a) vendors, big traders	(b) weekly shops, wholesale sellers
(c) groceries, department store and stationeries	(d) none of these
5. For purchasing 1 kg onion and 1 kg mango or apple, we would like to go to:
 

(a) shopping malls	(b) wholesale market
(c) retail market	(d) none of these
6. Who among the following, purchases goods from the producers directly?
 

(a) wholesalers	(b) retailers
(c) farmers	(d) manufacturers
7. There is no equality in the market places because which of the following reasons?
  - (a) there are group of ordinary people having not very good status.
  - (b) there are some people who are very rich while some are very poor.
  - (c) there are some people who manage their livelihoods with great difficulty.
  - (d) all of these
8. Shops in the neighbourhood are useful in which way / ways?
  - (a) as the seller knows the buyer, he give goods on credit.
  - (b) they are lose to our house.
  - (c) both (a) and (b)
  - (d) they charge tax of the goods.
9. The 'new' concept of market refers to:
 

(a) wholesale markets	(b) weekly markets
(c) shopping complexes and malls	(d) retail market
10. Who amongst the following connects links between the producer and the consumer?
 

(a) manufacturer	(b) traders
(c) vendors	(d) farmers

**B. Answer the following questions.**

1. Define the terms 'market', 'price' and 'demand'.
2. Describe different types of markets.
3. What creates the situation of bargaining in the weekly markets?
4. In which category of market will you put weekly markets? What are the features of these markets?
5. Why are things available in the weekly markets sold at cheaper rates?
6. What is 'online purchase'?
7. What do you know about shopping complexes and malls?
8. How do different goods of our daily use reach to us? Who are the people who play major roles in this field?
9. How can you say that there is market everywhere?



10. Do you see equality in the market places? Give sufficient reasons for your answers.
11. Describe any four factors which influence market trends.

**C. Fill in the blanks.**

1. Weekly markets lack \_\_\_\_\_ shops.
2. \_\_\_\_\_ can be done in the weekly markets.
3. In the neighbourhood shops one can get things on \_\_\_\_\_.
4. Goods are produced in \_\_\_\_\_ or on \_\_\_\_\_ and in homes.
5. Nowadays, we can place orders for the goods of our needs through \_\_\_\_\_ and \_\_\_\_\_.
6. Availability of a commodity increases or decreases the \_\_\_\_\_ of the consumers.

**D. State whether the following statements are true or false.**

1. We go to a wholesale market to buy the things of our household needs.
2. We buy goods at cheaper rates in the weekly markets.
3. Malls can be found in rural areas also.
4. The shops in the weekly markets are generally permanent.
5. Traders connect links between the producer and the consumers.
6. Consumers always prefer their convenience.


**E. Match the following.**

**Column A**

1. Retail markets
2. Wholesale markets
3. Malls
4. Weekly markets
5. Income cycle

**Column B**

- (a) they provide things at a cheaper rate
- (b) earned money during the certain period of every month
- (c) here goods are sold to the retailers
- (d) here goods are sold directly to the consumers
- (e) large multi-storeyed air-conditioned buildings with shops on different floors

**1. Field Visit/Survey**

Visit a market with one of your friends and prepare a list of various commodities you saw there and a report.

**2. Project Work**

Prepare a project on retail and wholesale markets.





# Market Opportunities



Fig. 31.1: Cotton plants



## Fact Bubble

Story of a shirt – It starts with the cotton plants and ends with the sale of the shirt.



Fig. 31.2: A woman picking cotton bolls

Market is a very complex phenomenon which involves various aspects of life and commercial activities. In this chapter, we shall discuss how markets offer people multiple opportunities. Manufacturing and circulation are the major factors related to the market. But we cannot deny that some people here stand to gain in the market transaction whereas others do not get as much. In this sense, the opportunities are extremely unequal. Still, ways do exist such as those of cooperative marketing which can provide better return to the producers. However, we need to find many more viable avenues for equitable distribution. In order to understand these facts, let us discuss some concepts of marketing right from the beginning of production of an item till its sale.

## Plight of Farmers

Suppose a small farmer in a remote area grows cotton on a small piece of land. Cotton bolls take time to mature completely. Moreover, all the bolls do not ripe and burst at a time. So the farmer is busy all the time picking cotton.

Cotton plants require high levels of inputs like fertilisers and pesticides. The farmers have to incur heavy expenses for that. Sometimes, they need to borrow money in order to meet such expenses. When the time of sale comes, most of the earning goes for the repayment of the loan. The farmer's condition inspite of all his hard labour remains poor. Again borrowing money appears to be the only means of survival.



## A View of a Local Market

In a certain local market, the local weavers bring their cloth to sell. Buyers, who are usually cloth merchants, purchase their products to sell them in other markets. These merchants also place orders for cloth. They instruct the weavers to make cloth according to their choice. They also give them yarn. Having got the cloth prepared, they supply it to the country's garment manufacturers and exporters.

## Plight of the weavers

First, the cloth merchant receives orders from the garment's manufacturers and exporters. Then, he places orders to the local weavers accordingly. While giving yarn to them, he also sometimes distributes work among them to get his work done in time.

The weavers get benefited in two ways by this system. Firstly, they don't have to purchase yarn. Secondly, as they make cloth on order, they don't face the problem of selling the finished goods. But this system has shortcomings too. The weavers lose independence because they have to depend on the merchants for yarn. On the other hand, the merchants enjoy better position. As they are the payers, they always control the weavers. They never pay a reasonable price to them for the work they do. The weavers, who sweat the whole day long in making cloth, don't even know at what price the merchants would sell it. The merchants take the cloth to the cloth market where they sell it to the garment factories at high price. Thus, in this arrangement the weavers are always losers while the merchants are always gainers.

The weavers are usually very poor. They don't have their own money to buy looms. Here, it is worth mentioning that the cost of a loom is ₹ 20,000. As one loom is not sufficient, they need two at a time. It means they have to manage for ₹ 40,000. This is a big amount which they can't afford. So, they have to borrow the required money at high rate of interest. Thus, the weavers face miserable condition.

## Weaver's Cooperative

It is clear from the above discussion that an arrangement between the merchant and weavers is based on the **putting-out system**. Under this system, the merchant supplies raw material, *i.e.*, yarn to weavers and in turn gets the finished goods. Weavers always remain at the mercy of the merchants for the payment which is never too good to keep body and soul together. However, **weavers' cooperatives** help the weavers to a great extent. These cooperatives not only reduce their dependence on the merchants but also give the weavers an opportunity to form a group of people who share common interests and engage themselves



Fig. 31.3: Local Market



## Fact Bubble

1. Traders sell the cotton at the cotton markets.
2. Ginning mills purchase the cotton. They remove the seeds and press the cotton into bales.
3. Spinning mills purchase the bales. They spin the cotton into yarn and sell it to yarn dealers.



Fig. 31.4: Weavers don't have sufficient money to buy their own looms.



Fig. 31.5: Weavers' Cooperative Society





Fig. 31.6: Weavers get a fair price on the cloth due to weavers' cooperatives



Fig. 31.7: Workers working in the garment exporting factory



Fig. 31.8: A Garment Showroom

in collective activities. These people manage to get yarn from the yarn dealer and start work collectively by distributing the duties amongst the weavers by selling the cloths in the market at a fair price. Thus, the weavers get what is due to them.

Sometimes, these cooperatives are helped by the government too and whatever cloth these cooperatives have with them is at times purchased by the government at a reasonable price. It again goes in favour of the weavers. Thus, weaver's cooperatives are a boon to the weavers. They save the weavers from being exploited by the merchants.

### Garment Exporting Factory

The weavers produce the cotton cloth on the order of the cloth merchants. The cloth merchants take the finished product to the garment exporting factory. Here, several items of dress such as shirt, pant, etc., are prepared with the cloth. These items are, then, exported to big foreign buyers who are generally from the USA and Europe. These foreign buyers exercise great power over the supplier. They want quality goods in time for which they pay lowest prices. This situation places the supplier who is ultimately **exporter** in a very tight situation.

In order to fulfil the terms and conditions set by these big foreign businessmen, the exporter leaves no stone unturned in getting different dress items made at the lowest possible costs. In this way, the exporter at the cost of the poor workers, is ready to supply the garments at cheap rate keeping the margin of profit unaffected.

### Local Goods in International Markets

Several dress items prepared in the country's garment exporting factories are thus on display in the international markets. The prices of these dresses are set very high almost five or six times more than that of the actual cost. This brings the foreign businessperson a good profit. The garment exporter is also at profit.

Now, we will see through an example how much profit the foreign businessperson and the garment exporter earn on a shirt. Suppose, the businessperson purchases shirts in bulk at the rate of ₹ 200 each. He/she then, spends on each shirt ₹ 300 on its advertisement and ₹ 100 on the storage, etc. Thus, the total expenditure made by the businessperson on each shirt is ₹ 600. He/she sells the shirt for ₹ 1200. Thus, he/she earns a profit which is two times more than that of his/her expenditure. The amount of profit will be high if he/she is successful in making good sale of the shirts.



Then, comes the garment exporter. He/she sells the shirts at the rate of ₹ 300 each. He spends ₹ 100 on the cloth and other raw materials in order to prepare one shirt. The amount of money he spends on the workers' wages added another ₹ 25 per shirt. The cost of running his office further makes an addition of ₹ 25 per shirt. In this way, the total amount he ends up spending on each shirt is ₹ 150 while he sells it for ₹ 300. Thus, the garment exporter is also in a profitable situation.

Thus, it is clear that in this buying and selling process, some people earn huge profit while some don't earn as much. The weavers (workers) who are the backbone of the cloth industry are at a great loss in spite of their hard work.

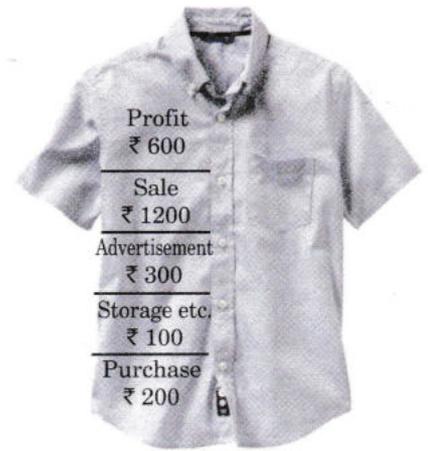


Fig. 31.9: A Shirt in the Market



Fig. 31.10: Scene from a cloth industry where women workers are sewing buttons

### Market and Equality

Now, it is simply understandable that the powerful foreign businessmen earn huge profits in the market, while the garment exporters remained contented with moderate profit. As far as cotton farmers, weavers and the workers at the garment export factory are concerned, they are exploited. They earn hardly enough to fulfil their primary needs. The merchants who are directly associated with the weavers also earn good amount, though, it is still less than the exporter. Thus, we see that persons involved in this buying and selling business don't gain equally in the market. The businesspersons who are rich and powerful always earn maximum profit. Small businesspersons don't earn as much. Now we can easily understand why the condition of our farmers is so miserable.



### Speak Your Mind!

Think of the ways to prevent exploitation of farmers and weavers and share your suggestions in class.



### Explore!

Compare the prices of vegetables being sold in a mandi nearby your house and vegetables being sold in your neighbourhood market.



Fig. 31.11: A big businessman selling clothes





## Let Us Recall

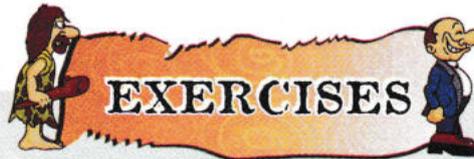
**Market:** It refers to an area where buyers and sellers are in contact with each other.

**Weaver:** It refers to a person who makes cloth with yarn on the loom.

**Putting-out system:** It is the system in which the merchant supplies the raw material to the weavers and in turn gets finished product.

**Exporter:** It is a person who sells goods to foreign countries.

**Profit:** It is the amount of money gained from earnings after deducting all the expenses.



### A. Choose the correct answer.

- Which of the following factors relate to the phenomenon of markets?  
(a) manufacturing and consumption                      (b) manufacturing and circulation  
(c) manufacturing and branding                              (d) none of these
- Which of the following represents the condition of the farmers?  
(a) one who places order in the local market.  
(b) one who makes profits.  
(c) one who borrows money as the only means of survival.  
(d) one who has his own purchasing power.
- The foreign business person make huge profit in:  
(a) manufacturing    (b) the market  
(c) cotton purchasing    (d) silk purchasing
- Who amongst the following can place orders in the local markets?  
(a) traders    (b) manufacturers  
(c) weavers    (d) merchants
- Point out one of the characteristic features of weavers:  
(a) one who borrows money as the only means of survival.  
(b) one who places orders in the local markets.  
(c) one who faces miserable conditions.  
(d) none of these
- Weavers cooperatives are helpful to the weavers because:  
(a) these do not work collectively in distribution of goods.  
(b) these are exploited by the merchants.  
(c) these have the opportunity to form a group of people who share common interest and engage in collective activities.  
(d) all of these



7. Which of the following is a finished product of a garment exporting company?
 

(a) shoe	(b) leather bag
(c) shirt	(d) pen
8. Who amongst the following are in a gainful situation in today's modern markets?
 

(a) weavers and merchants	(b) garment exporters
(c) farmers	(d) landless labourers

**B. Answer the following questions.**

1. What do you understand by market opportunities?
2. Describe the plight of cotton farmers.
3. Describe the plight of the weavers.
4. What is putting-out system?
5. How do the garment exporters earn profit?
6. How are weavers, merchants, exporters and foreign businesspersons interlinked?
7. Write a short note on market and equality.

**C. Write true or false against each statement.**

1. Markets offers opportunities which are extremely unequal.
2. The weavers depend on the merchants for raw materials.
3. The weavers make cloth according to their own will.
4. Local goods are sold at high rates in the international market.
5. The persons involved in the buying and selling process earn equally.


**D. Match the following.**

**Column A**

1. Weavers
2. Garment exporter
3. Cotton bolls
4. Merchants
5. Loom

**Column B**

- (a) they control the weavers
- (b) they are always losers
- (c) weavers do not afford to buy it
- (d) they are always gainers
- (e) they do not ripe and burst at a time

**1. Individual Project**

- (a) Prepare a project on 'The International Market'.
- (b) Write, your views on the following statement:  
"People do not bargain in shops located in malls whereas they bargain in weekly markets."

**2. Group Discussion/Activity**

- (a) Discuss with your classmates the ways which can bring improvement in the weavers' condition. Prepare a report.
- (b) Some common things we use daily, *e.g.*, pen, pencil, paper, comb, soap, milk, tea, sugar, shoes etc. Discuss in class through what chain of markets this reaches us giving suitable example. Think of the people that help in the production of trade.





# Struggles for Equality



Fig. 32.1: All citizens are equal before law.

One of the aims of our Constitution is to remove all kinds of inequalities from our society, thus making all the citizens of India equal before law. It has been made clear that no one can be discriminated against on the grounds of religion, race, caste, sex or whether they are rich or poor. People committing the same crime get equal punishment. The question of their status would not come in the way of judgement. In the fields of education and employment also, the Constitution provides equal opportunities to all. Untouchability has been prohibited. Everyone has been given equal right to vote during elections.

So much stress has been given upon the equality in our Constitution but in practice, we hardly see any equality anywhere. People talk much about equality and its a necessity in every field of life but often their ways are unfair and lead to inequality in society.

We have seen in the earlier chapters, how capable or rich people go to private health centres for their treatment because they find good facilities there. We have also come across the fact that the government



Fig. 32.2: Poor patients in government hospital



Fig. 32.3: Rich patients in private hospital



Fig. 32.4: A school for poor children without basic facilities



hospitals are neglected which cause great problems to the lot of poor people. Poor people are forced to go there because they have no money to go to private hospitals. The ultimate result is that they don't get good medical care.

Lack of resources is also a major reason which forces people to face inequality in life. There is a wide gap between the privileged group and the unprivileged one. The people who belong to the privileged group have enough resources and sometimes, more than they need. Therefore, they lead a very lavish life. But those who belong to the unprivileged group have to tackle problems at every step. In the process of buying and selling, we have seen how some people earn huge profits while some earn very little. The unequal amount of profits earned by different businesspersons shows the unequal distribution of resources. We have also studied how one is forced to serve his/her employer as a domestic helper and how he/she has to endure all hardships and insults. Thus, it is the availability of abundant resources that puts one in a high position and it is the lack of resources that puts another in a humiliating position.



Fig. 32.5: Scheduled caste people are exploited a lot.

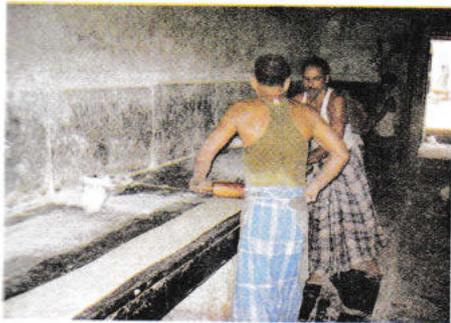


Fig. 32.6: Bakery workers



Fig. 32.7: Office workers



Fig. 32.8: Factory workers

People are also discriminated against, on the grounds of religion, caste and sex. The scheduled castes and the scheduled tribes belong to the exploited lot. Women also don't avail equal position in the society even though they have started going out and earning like men. Thus, we see inequality is prevalent everywhere for which poverty, social discrimination and lack of resources may be held responsible.

### Struggles for Equality

It is a truth that everyone wants to live in an ideal condition which assures them equality. As such, an ideal condition exists nowhere, people who are victims of inequalities at least want justice, because their conscience never allows them to accept unequal treatment which is thrust on them by some groups of people. They want to fight



Fig. 32.9: Rally against inequality



collectively against the system. They arouse consciousness among those who are not aware of their rights. Thus, slowly and steadily an atmosphere of revolt is created. Some prove to be very active with innovating ideas and thoughts. They come forward and finally start their struggle for equality. While many people join the struggle, many work in background and give moral support.

The history of the world is full of such personalities who fought for equality and finally got success in achieving their goal. Such persons are respected worldwide because they sacrificed their lives for a noble cause. The struggle of Rosa Parks against the unequal ways in which African-Americans were treated is worth mentioning here. The Women's Movement which is an organised effort of the women as a whole is also a struggle to bring equality for the entire group of women. The Tawa Matsya Sangh in Madhya Pradesh is still another example of such a struggle. The local people came together and fought collectively for their rights. Here, we shall discuss about this struggle in detail.

### Tawa Matsya Sangh (TMS) — A Case Study

The Tawa Matsya Sangh is an organisation which fights for the rights of those villagers who had been living in the Satpura forest in Madhya Pradesh for a long time but got displaced for some reasons. The Tawa Matsya Sangh is a federation of fisherman cooperatives.

The Tawa is a river which originates in the Mahadeo hills of Chhindwara district. It flows through Betul and finally joins the Narmada River in Hoshangabad. In 1958, a dam had begun to be built on the Tawa River, known as Tawa Dam. The construction work was completed in 1978. As a result, forest areas and agricultural land got submerged. It was a very bad time for the forest dwellers. They began to settle around the Tawa Reservoir and adopted fishing as a means of their livelihood. But their income was very low and it became difficult for them to sustain themselves. Their condition got worsened when the government in 1994 gave the rights for fishing in this reservoir to private contractors. These contractors hired cheap labour from outside and thus forced the local villagers to go somewhere else. It was too much. It broke their patience. They decided not to bear the contractors' atrocities any more. It was at this juncture that the Tawa Matsya Sangh came into existence. The dissatisfied villagers formed this organisation to protect their rights.

As their livelihood was lost, they began to put pressure on the government by organising rallies and a *chakka jam*. The government, as a result, made a committee which finally granted to the villagers



Fig. 32.10: Tawa River



Fig. 32.11: Struggle of Tawa Matsya Sangh





Fig. 32.12: Women members of Tawa Matsya Sangh organising a rally

their fishing rights in the Tawa Reservoir. Thus, a collective effort proved successful.

The fisherpersons got another privilege also. A cooperative was set up by the Tawa Matsya Sangh. The cooperative arranges for the transport and sale of the fish at a reasonable price. This arrangement enhanced the earning of the fisherpersons. The provision of loans is also started by the TMS. Now, the fisherpersons don't have to face financial crisis. The loan facility makes it easy for them to get their nets repaired in time. They can buy new nets also.

### Another Way for Fighting Against Inequalities

Here, we shall discuss how some people raise their voice against inequalities artistically, through their writings and another form of creative expressions. These people are usually writers, singers, dancers and artists. Writers try to spread awareness among the masses by writing, inspiring poems, songs and stories. Dancers, through their skills of dancing attract people to issues of inequality. Artists draw inspiring paintings to make people aware of their real situation and thus motivate them to do something to bring reforms in the society.

### The Constitution of India: A Living Document

As it has been said earlier, the Indian Constitution grants equality to all of its citizens. Whenever we struggle for equality, we constantly refer



Fig. 32.13: Fishermen get a fair price on fishing by the efforts of TMS.

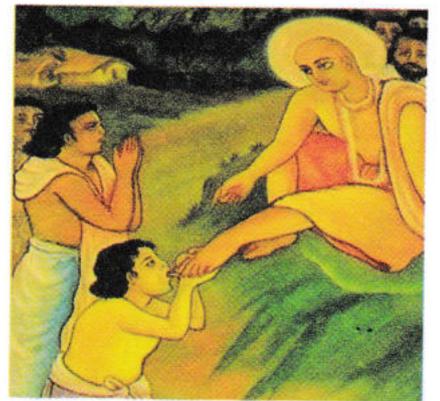


Fig. 32.14: A painting showing inequality





Fig. 32.15: Former Prime Minister Pt. Jawaharlal Nehru with poor children



## Explore!

Martin Luther King, Jr., and Nelson Mandela were prominent international leaders who struggled against inequality and injustice. Read about their lives and their struggles.

to our Constitution to make our point about equality and justice for all. The provisions of the Constitution give us strength to continue our struggle till we get success. It is the longest Constitution in the world to take care of the rights and the interest of all the tribal, cultural, regional, racial, sectional, linguistic and religious groups. Its salient features are:

- (a) It guarantees single citizenship to all citizens.
- (b) It proclaims our country a Sovereign, Democratic and Republic.
- (c) It is federal in form and unitary in spirit.
- (d) It is idealistic and flexible.
- (e) It provides voting right to all citizens.
- (f) Fundamental Rights are guaranteed to all citizens.
- (g) It incorporates Duties of Citizens and Directive Principles.

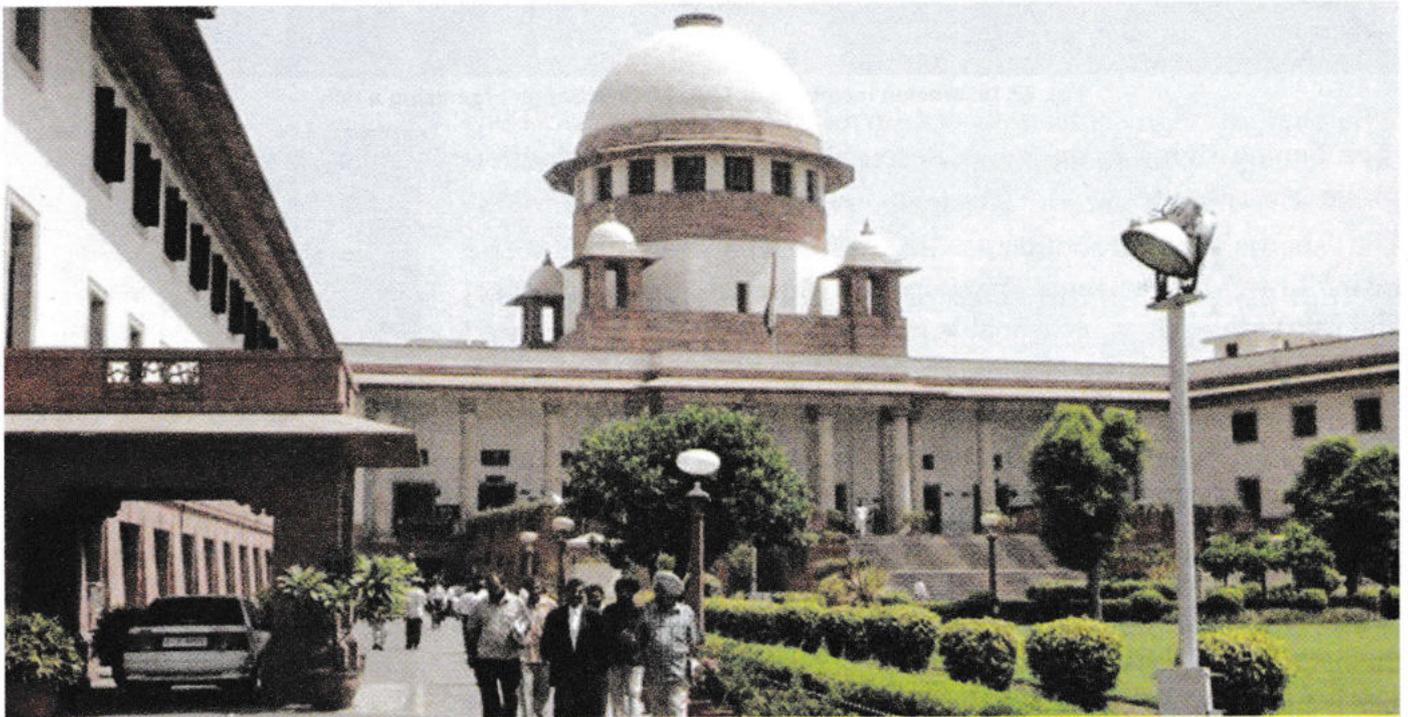


Fig. 32.16: Supreme Court of India



## Speak Your Mind!

The constitution plays a big role in people's struggles. What do you think? Share your opinions in class.

- (h) It establishes independent judiciary system with provisions for judicial reviews. Every individual has the right to move the Supreme Court directly by appropriate proceedings for the enforcement of his Fundamental Rights.

Thus, our Constitution is one of the best in the world and is a living document, *i.e.*, something that has real meaning in everybody's life.





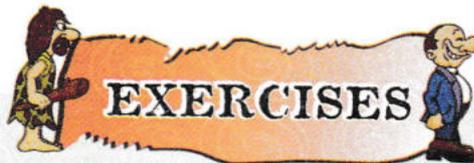
## Let Us Recall

**Privileged Group:** It refers to the group of people who are financially strong.

**Unprivileged Group:** It refers to the group of people who are financially too weak to sustain their living.

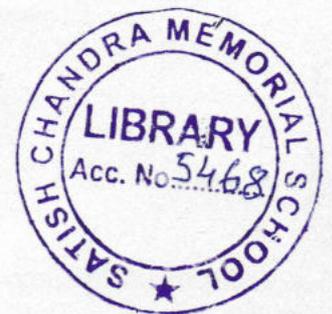
**Tawa Matsya Sangh:** It is an organisation in Madhya Pradesh which fights for equality.

**Creative Expression:** It comprises of writing, dancing, painting and singing. It plays a significant role in creating awareness among the masses.



### A. Choose the correct answer.

- Which of the following Constitutions is referred as 'living document'?
  - Constitution of Britain
  - Constitution of USA
  - Constitution of India
  - Constitution of Africa
- List out a main aim of our Constitution.
  - to remove all poor
  - to remove all kinds of inequalities
  - to remove all kinds of justice
  - to stop domestic violence
- The people get good medical care in which of the following?
  - government hospitals
  - private health centres
  - charitable hospitals
  - all of these
- 'Tawa Matsya Sangh' refers to which of the following?
  - a federation of fishermen cooperatives
  - a federation of miners cooperatives
  - a federation of traders cooperatives
  - a federation of weavers cooperatives
- Tawa dam began to be built on the Tawa River in the year of:
  - 1957
  - 1953
  - 1956
  - 1958
- Creative expression helps in:
  - creating inequalities among masses
  - creating exploitation and disregard among the masses
  - creating awareness among the masses
  - creating feeling of hatred among the masses
- Which of the following is the salient feature of our Indian Constitution?
  - it provides voting rights to all citizens.
  - it is idealistic and flexible.
  - it is federal in form and unitary in spirit.
  - all of these



8. A major reason which forces people to face inequality in life
- (a) lack of medicines (b) lack of resources  
(c) both (a) and (b) (d) none of these

**B. Answer the following questions.**

1. What provisions are there in our Constitution for the establishment of equality?
2. "Lack of resources is a major cause of inequality." How?
3. How does the struggle for equality start?
4. What is Tawa Matsya Sangh? Why was it formed?
5. What did Tawa Matsya Sangh do to protect the rights of the villagers? What did the government do for them?
6. What do you mean by creative expression? How do people involve in arousing consciousness among the mass?
7. What are the salient features of the Constitution of India?

**C. State whether the following statements are true or false.**

1. Our Constitution grants all types of equalities to all citizens.
2. The Tawa Matsya Sangh is in Gujarat.
3. Whenever dams are built people residing nearby get affected.
4. The Tawa Matsya Sangh fights for equality.
5. The Tawa Dam was built in 1958.


**D. Match the following.**

**Column A**

1. The Tawa Matsya Sangh
2. Tawa Dam was built in the year
3. The government gave rights for fishing in Tawa Reservoir to private contractors in the year
4. Creative expression
5. Sometimes people organise rallies and a *chakka jam*

**Column B**

- (a) 1994
- (b) their aim is to put pressure on the government to fulfil their demands
- (c) an organisation in Madhya Pradesh which fights for equality
- (d) 1978
- (e) it comprises of writing, dancing, painting and singing

**1. Individual Project**

- (a) Talk to your mother and ask her what type of inequalities she has been facing from her early childhood. Make a report.
- (b) Suppose you are the leader of an organisation fighting for equality. What will you do to motivate the people? Prepare a project work on it.

